



University of Redlands

# Catalog

2019–2020



# University of Redlands Catalog 2019-2020

# UNIVERSITY OF REDLANDS CATALOG 2019-2020

University of Redlands



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## **MISSION STATEMENT**

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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## **THE UNIVERSITY OF REDLANDS**

Located in Redlands, California, the University of Redlands is an independent, coeducational liberal arts and sciences university of 5,000 students. Approximately 2,500 of these students are enrolled in the College of Arts and Sciences, with over 70% residing in on-campus housing. The remainder of the student body is enrolled in the University's programs for graduate and professional students 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 283 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 over 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 ethical concerns in both classes and activities. A commitment to liberal arts and sciences 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 development and career education, as well as 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 through excellent teaching and individualized personal interaction beyond the classroom. Intense intellectual activity is complemented by immersive and experiential learning, as well as time for quiet reflection, programs for cultural enrichment, community involvement, recreation, and social life.

The University's full-time faculty consists of 224 teaching faculty, librarians, and coaches. Ninety-one percent of the teaching faculty hold a Ph.D. or other terminal degree.

#### THE COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences offers undergraduate majors and minors in more than 40 departments and programs grounded in the liberal arts. A smaller number of graduate programs is offered at the master's level in Communication Science and Disorders (CDIS), Geographic Information Systems (GIS), and the School of Music. 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 both talented and dedicated to the learning process. Classes generally are 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, fieldwork, community service learning, summer

research projects, May Term travel courses, internships, 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, 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 Inquiry 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 education 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 and a robust living-learning community.

### THE SCHOOL OF EDUCATION

Founded in 1924, the School of Education has 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 educational justice.

The School offers multiple and single subject teacher credential programs to University undergraduate students and to applicants who have earned their baccalaureate degrees. In addition, the School of Education offers an Education Specialist credential with an emphasis in mild/moderate disabilities.

Nine master's programs are offered: clinical mental health counseling, educational administration, school counseling, curriculum and instruction, learning and teaching, higher education, human services, leadership for social justice, curriculum and instructional design. The school offers four programs online the MA in teaching and learning, human services, leadership for social justice, curriculum and instructional design. 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. Intern credentials are available to students who receive contract offers from districts while still enrolled in their degree programs. Students also may pursue the Doctorate in Leadership for

Educational Justice (Ed.D.). All credentials are accredited by the California Commission on Teacher Credentialing. The teacher credentials are aligned with the SB2042 standards, and service credentials meet current 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, personal reflection, and principles of educational justice into each of its programs of study. The School also features the Center for Educational Justice, which sponsors institutes, symposia, workshops, and other educational efforts related to social advocacy, research, and policy development.

#### 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. The School now has 40 years of experience in delivering business programs to working professionals.

Its mission is to train the business leaders of tomorrow in 21st-century business skills, including critical thinking and analysis skills, persuasive communication abilities, firm business ethics and functional business skills. The school hosts three research centers: the Banta Center for Business, Ethics, and Society; the Institute for Spatial Economic Analysis; and the Center for Spatial Business. The school has partnerships with over 400 private, public and non-profit organizations and sponsors study abroad opportunities focusing on global business in Asia, Europe, and other locations.

The School of Business offers both undergraduate and graduate degrees throughout seven campuses in southern California (including the main campus in Redlands), with courses designed for working professionals. Undergraduate programs are offered in business and management. Graduate programs are offered in business administration, information technology, and management, and organizational leadership. Most recently, the school has launched an online Master of Business Administration degree.

#### THE SCHOOL OF CONTINUING STUDIES



The School of Continuing Studies extends the academic excellence of the University by providing high-quality, non-degree courses, workshops, and certificate programs for adult working students. The School offers courses and certificate programs in areas such as accounting, marketing, organizational leadership, project management, human resources management, supply chain management, and healthcare administration. Classes are taught on the main campus and seven regional campuses throughout Southern California. The School of Continuing Studies offers customized certificate programs, workshops, and courses for individual businesses and organizations based on their specific requirements and tailored to their organizational needs.

## THE GRADUATE SCHOOL OF THEOLOGY

The Graduate School of Theology (GST) is comprised of the San Francisco Theological Seminary (SFTS), the Applied Wisdom Institute (AWI), the Shaw Chaplaincy Institute (SCI), and the Center for Innovation in Ministry (CIM).

## SAN FRANCISCO THEOLOGICAL SEMINARY

Founded in 1871 and rooted in the Presbyterian Church (U.S.A.), the San Francisco Theological Seminary (SFTS) is dedicated to the education of ministry through unparalleled innovation, rigorous scholarship, and a tradition of commitment to spirituality and social justice ministry in the Christian faith. Students and faculty from all corners of the world come to SFTS to form a multicultural community of learners.

Nestled within Marin Country, SFTS is located in picturesque San Anselmo, California. The campus setting is rural, charming, and lies north of San Francisco, one of the most eclectic and exciting cities in the nation.

SFTS offers Master's and Doctoral degrees, along with diplomas and certificates. As a founding member of the Graduate Theological Union (GTU), a consortium of Protestant and Catholic theological schools in the San Francisco Bay Area, SFTS offers open enrollment in a cohesive partnership of seminaries comprised of varying traditions. SFTS students take classes at all the GTU seminaries, as well as the GTU's centers and affiliates for the study of Judaism, Buddhism, Islam and other world religions. An additional benefit of SFTS includes access to other premier higher education institutions throughout the Bay Area, including the University of California at Berkeley.

SFTS values dialogue and engagement with other religions and faith traditions. SFTS is grounded in Reformed traditions and fosters faith-filled engagement in public life and service to others. As part of this, the University of Redlands is proud to incorporate all aspects of the San Francisco Theological Seminary into the Bulldog family and offer its first Graduate School of Theology (GST) to the communities of Redlands, Northern California, and abroad.

### THE CAMPUS SETTING

Located in Southern California 65 miles east of downtown Los Angeles, the University of Redlands is accessible to a variety of diverse natural and cultural attractions. The campus is noted for its tree-lined streets and was designated as a “Tree Campus” by the Arbor Day Foundation. Its natural beauty is enhanced by its close 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 an anchor of cultural and educational leadership. 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 the campus each year to participate in the Convocation Series, President’s High Tables, Visiting Writers Series, the Charlotte S. Huck Children’s Literature Festival, and events sponsored by the Jameson Center for the Study of Religion and Ethics, and the Hall Network for Innovation in Public Policy. Members of the faculty also present public lectures, minicourses, and discussions on a range of topics of current interest throughout the year.

The University also co-sponsors the Esri/Town and Gown Forum, which twice monthly brings speakers who are visiting Esri, the leading GIS mapping technology company, or the University, to share their ideas with the public.

Sixty-four buildings, including 12 residence halls housing over 70% of the students in the College of Arts and Sciences, are situated on the 160-acre campus. The University has one apartment complex and 14 organizational houses that offer students a variety of living

environments from which to choose. The campus also is 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 Wallich's Festival Theatre; the Alumni-Greek Amphitheatre; and the Alumni House.

## THE FINE AND PERFORMING ARTS

The new Center for the Arts offers 42,000 square feet of state-of-the-art facilities for art and theatre students. The new Art Building provides classrooms, workshops, art studios, and faculty offices. In addition, the Glenn Wallich's Theatre building has been expanded to include the new Frederick Loewe Theatre, a flexible black box theatre.

Founded in 1909, the School of Music offers pre-professional and liberal arts degrees in performance, music education, composition, and conducting. Seeking to educate the whole musician, the School of Music provides many opportunities for students to study and perform a wide range of music. The University Choirs and Orchestra, closely linked to campus life, present 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.

### The School of Music and the Theatre

Department both 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 these programs.

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 free of charge.

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

## THE HUNSAKER UNIVERSITY CENTER

Located in front of Armacost Library, the Hunsaker University Center is known as the "living and dining room" of the campus. Its buildings contain the main student dining hall, a "grab-and-go" food service area, a market, a luncheon restaurant, the student bookstore, seminar and discussion rooms, offices for student government, student mailboxes,

and a post office. The Center is named in honor of Richard and Virginia Moses Hunsaker, both graduates of the Class of 1952 and major donors to the University.

The Hunsaker University Center includes the Offices of Student Life; Residence Life and Housing; Community Service Learning; Student Leadership and Involvement; Campus Events; and Campus Diversity and Inclusion, which incorporates the Multicultural Center, Pride Center, and Women's Center as well as First-Generation Student Programs and Native American Student Programs.

## THE ARMACOST LIBRARY

The Armacost Library plays an integral role in the intellectual and cultural life of the University of Redlands by facilitating the transformation of information into knowledge. With a firm grasp of the hidden complexities of information in the 21st century, librarians collaborate with faculty colleagues to design and teach pedagogically sound lessons; build balanced and curriculum-centered collections; promote information literacy; and empower the University community to effectively locate, critically evaluate, and use information across disciplines.

Since 2009, the Library has been recognizing undergraduates who demonstrate considerable growth in their skills and abilities as researchers with the Armacost Library Undergraduate Research Award (ALURA). Since 2013, the Library has been working with multiple campus units to publish scholarly and creative works in its Institutional Scholarly Publication and Information Repository, InSPIRe@Redlands.

The Library provides both open and cozy spaces for quiet study, tutoring, group work, and music composition, along with more than 40 computer workstations. Exhibits showcase student work, campus history, cultural events, and more. In addition to serving as a federal repository library, housing an impressive collection of US government publications and maps, Armacost's collections include more than 700,000 books, periodicals, CDs, videos, DVDs, music scores, maps, government documents, archival documents, microforms, and e-books. Special collections housed in the Library include the Farquhar Collection of California and the Great Southwest, the MacNair Far Eastern Collection, the Irvine Map Library, the Hawaii-Pacific Collection, and the Barney Childs Collection. For more information, visit the Library's website at [library.redlands.edu](http://library.redlands.edu).

## THE FLETCHER JONES FOUNDATION COMPUTER CENTER

The Fletcher Jones Foundation Computer Center, located in the lower level of the Armacost Library, supports and enriches the University's academic programs. The WiFi-enabled Fletcher Jones Center is home to the general computer lab, four computer-lab classrooms, including a web-conferencing-ready classroom, six collaborative learning spaces, and an Internet café with PC and Macintosh computers.

The general computer lab features both PC and Macintosh computers, scanners, and color and black and white laser printers that are available for academic work and research. Faculty and students from the College of Arts and Sciences and the Schools of Education and Business use the computer-lab classrooms for instructional sessions and special projects. Each computer classroom is equipped with a projector and a document camera. A variety of productivity and course-related software is provided in the Fletcher Jones Center computer-lab classrooms, as well as in the computer-lab classrooms located across the main campus and at the regional centers. The collaborative learning spaces, equipped with multiple computers, provide a secure, comfortable and quiet working environment that is designed to facilitate group work.

A new addition to the facility is the Center for Digital Learning (CDL). The CDL offers faculty a well-equipped facility where they may develop/edit video lectures and participate in video conferences. The CDL is staffed with a permanent Instructional Designer, who provides assistance and support to faculty on issues related to course design and instructional technology.

ResNet, also located in the lower level of the Armacost Library, is a facility geared toward providing students technical support for their personal computers, gaming consoles, and mobile devices. Students also receive assistance in connecting to the campus WiFi or data network, or with any other technical needs.

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## **ACADEMIC STANDARDS**

### **UNIVERSITY ACADEMIC STANDARDS**

The following policies apply University-wide. Please refer to the Academic Standards Chapters of the College of Arts and Sciences, the School of Education, and the School of Business for policies specific to those schools.

### **ACADEMIC RECORDS**

#### **PUBLIC INFORMATION**

The University of Redlands maintains student records in compliance with the Family Educational Rights and Privacy Act of 1974 (as amended) (FERPA), which assures students and parents of their right to privacy of information.

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 and student-assigned e-mail address; home address and telephone number; cell phone 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.

Students who wish the above information withheld must sign a request to that effect in the Registrar's Office.

## 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.

## REVIEW OF ACADEMIC RECORDS

Students wishing to review their academic records must make a written request to the Registrar's Office, listing the item or items of interest in advance.

## TRANSCRIPTS

A transcript of a student's complete academic record is issued only upon the student's signed request. Transcripts will be withheld if the student is financially obligated to the University or has obligations under financial aid contracts.

Students should allow two to five business days for processing. 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.

## STUDENT RECORDS

The University maintains student records under the name the student had when last enrolled. A former student/alumni may not change the name on his or her permanent record except by presenting a signed request and a certified copy of the signed court order showing the authorized name change.

## RECORDING OF DEGREES

University degrees are conferred four times each year. Degrees are conferred on the first official conferral date after degree requirements (required coursework, non-coursework, and necessary supporting documents) are completed.

Academic records are sealed thirty days after the conferral of a degree. After this date, changes to majors and minors, addition of departmental honors, removal of incompletes, grade changes, or other changes to an academic record cannot be made.

The official dates are as follows:

Commencement day

May 31

August 31

December 31

#### 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 due dates of major assignments, 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.)

#### 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 accomplishments. 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

##### ENROLLMENT STATUS

Enrollment status is determined as follows:

Undergraduate:

Full time: 12 credits

Three-quarter time: 9 credits

Half time: 6 credits

Graduate:

Full time: 6 credits

Three-quarter time: 4.5 credits

Half time: 3 credits



Based on four-month terms of January through April, May through August, and September through December.

## UNDERGRADUATE STANDING

### 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

### GRADUATE STANDING CLASSIFICATIONS

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

#### Regular Graduate Standing.

(1) 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:

- bachelor or higher-level degree from a regionally accredited college or university;
- a minimum undergraduate GPA of at least 2.5 on a scale of 4.0 (Note: some programs may require a higher minimum GPA.); and
- maintenance of a satisfactory academic standing. (See the section titled "Graduate Academic Standing" in this chapter.)

#### Provisional Graduate Standing.

(2) 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.

(3) 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.

(4) 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 the 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.

#### 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 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.

#### ACADEMIC CREDIT DEFINITION

One unit of 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.

#### 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. For more information, see the Tuition and Fees section of this Catalog.

##### CREDIT BY EXAMINATION LIMIT

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 Office of Business and Finance 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.

## GRADING SYSTEMS

### UNDERGRADUATE GRADING SYSTEM

#### 4.0 or 3.7

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

Excellent. The student's 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

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

Poor. The quality of work was not always satisfactory but overall was passing. Assigned work was not always done or, when done, was inadequate. Performance on examinations and other work was generally weak with regard to understanding of subject, proper formulation of ideas, and thoroughness.

#### 0.0

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

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

3.3 or 3.0

Excellent. The student's 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

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.

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

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.

### Evaluation Option

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

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, 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. 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.

## COURSES

### 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. More stringent requirements may be set by individual departments.

### 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. Schools, departments, or programs may place additional restrictions on repeating courses more than once. Repeating courses outside of the University of Redlands does not remove transcript notations of courses previously taken at the University of Redlands.

### TRANSFER CREDIT

#### MINIMUM GRADE

The minimum grade needed to transfer an undergraduate course from a regionally accredited institution to the University of Redlands is a 2.0 (C). The minimum grade needed to transfer a graduate course from a regionally accredited institution to the University of Redlands is 3.0 (B).

#### COLLEGE CREDITS EARNED IN HIGH SCHOOL

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. Regardless of how many college credits are earned before graduation from high school, the

student must go through the application process required of all entering freshmen.

#### 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 score of three. Please refer to individual departments for further details.

For International Baccalaureate higher-level courses, several departments have established their own requirements for a level of acceptance and number of credits accepted. The minimum level of acceptance is a score of five. Scores of five and six may earn 4 credits and scores of seven may earn 8 credits. Please refer to individual departments for further details.

The maximum amount of credit accepted through Advanced Placement and International Baccalaureate is the equivalent of 32-semester credits.

#### VETERAN RESPONSIBILITIES

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 VA Certifying Official at the University of Redlands of any change in academic program, class load, address, marital, or dependent status.

Questions about benefits or status should be directed to the VA Certifying Official by calling (909) 748-8478.

#### 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 (ARB) 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 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.)



## GROUNDINGS 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 Registrar's Office.

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.

### 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-authors or co-contributors 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 should consult the University library resources on how to reference the ideas of others and avoid plagiarism in academic writing. Library references are noted online at [www.library.redlands.edu/cite](http://www.library.redlands.edu/cite));
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 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 violations of academic honesty as outlined below in section IV.2);

4. refuse to cheat 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;

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 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. 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 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 (12) 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 (12) 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 (12) 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 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 (12) 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, the advisor may be present throughout the hearing and may, with the 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 cases 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 (12) 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 will 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 revocation of the degree upon the 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.

## University of Redlands Teach-Out Plans and Agreement Policy

### I. Background

According to the WSCUC Teach Out Plans and Agreement Policy, “an institution accredited by the Commission must submit to the Commission for its prior approval a teach-out plan or agreement upon the occurrence of any of the following:

1. The Secretary of Education notifies WSCUC that the Secretary has initiated an emergency action against an institution in accordance with section 487(c)(1)(G) of the HEA or an action to limit, suspend, or terminate an institution participating in any Title IV, HEA program, in accordance with section 487(c)(1)(F) HEA, and that a teach-out plan is required.
2. WSCUC acts to withdraw, terminate, or suspend accreditation or candidacy of the institution.
3. The institution notifies WSCUC that it intends to cease operations entirely or close a location that provides one hundred percent of at least one program.

4. A state licensing or authorizing agency notifies WSCUC that an institution's license or legal authority to provide an educational program has been or will be revoked."

## II. Definitions from WSCUC

### A. Teach-Out Plan

A teach-out plan is a written plan developed by the institution if that institution, or an institutional location that provides one hundred percent of at least one program, ceases to operate before all students have completed their program of study. WSCUC may require an institution to enter into a teach-out agreement as part of its teach-out plan. A teach-out plan:

1. must provide for the equitable treatment of students by ensuring that the institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling, and to meet all of obligations to its existing students;
2. must specify additional charges, if any, and provide for notification to the students of any additional charges.

### B. Teach-Out Agreement

WSCUC may require an institution to enter into a teach-out agreement as part of its teach-out plan. A teach-out agreement is a written agreement between two institutions when the institution or institutional location that provides on hundred percent of at least one program ceases to operate before all students have completed their program of study and enters into an agreement with another institution to teach out the program(s). When an institution enters into such a teach-out agreement with another institution, the initiating institution must submit the agreement to the Commission for approval prior to its implementation. The teach-out agreement may be approved only if the agreement is between institutions that are accredited by a nationally recognized accrediting agency; and

1. must be consistent with applicable standards of accreditation and Commission Policies;
2. must provide for the equitable treatment of students by ensuring that the teach-out institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the institution that is closing or discontinuing its program(s), to remain stable, carry out its mission, and to meet all

obligations to its existing students;

3. must ensure that the teach-out institution can provide students access to the program and services without requiring them to move or travel substantial distances;

4. must provide for notification of another accrediting agency if the teach-out institution holds accreditation from that agency; and

5. must specify additional charges, if any, levied by the teach-out institution and provide for notification to the students of any additional charges.

If an institution the Commission accredits or has granted candidacy to closes without a teach-out plan, the Commission must work with the Department of Education and the appropriate State agency, to the extent feasible, to assist students in finding reasonable opportunities to complete their education without additional charges.”

Revised and approved by the Commission 11/8/2013

Previously revised and approved by the Commission 11/06/2009

### III. University of Redlands Policy

Federal regulations require institutions to submit a teach-out plan to the Western Senior College and University Commission (WSCUC) for approval should any of the conditions enumerated in Section I. above occur. The University of Redlands Teach-out Policy aims to satisfy the requirements established by the WSCUC and, more importantly, to protect the interests of students and faculty should cessation of operations or closure of a location that provides one hundred percent of at least one program occur. Once a decision is taken, the University of Redlands will engage the option of either developing a teach-out plan (Section II.A.) or executing a teach-out agreement (Section II.B.) and will inform affected parties about the causes and consequences of its actions. In all instances, careful consultation and coordination with affected student and faculty constituencies will occur to address their current and future interests in a sensitive and timely fashion.

After the consultations and coordination have occurred, the Provost and President will bring forward the proposal to the University of Redlands Board of Trustees for final approval. The WSCUC Accreditation Liaison Officer shall be informed in the case of an event enumerated under Section I.1.-4.

### IV. Procedural Steps

## A. Administration Responsibilities

The Dean responsible for a regional campus being considered for closure and/or an academic program being considered for termination shall forward a proposal to the Provost for presentation to the President's Cabinet. The proposal must include a teach-out plan that considers the following:

- Reason for campus closure and/or program termination;
- Nature and number of program(s) affected;
- Dates of campus closure and/or program termination;
- Number of students currently enrolled;
- Statistics on students' status and progress toward attaining each program's degree and/or certificate;
- Statistics on resources used to maintain the campus(es) and/or offer the program(s);
- Projected financial savings, if any, to be realized by campus closure and/or program termination;
- Explanation of how students enrolled in the campus and/or program will be informed of the impending closure/termination
- Explanation of how students enrolled in the campus and/or program will be assisted in completing their program of study with minimal disruption or additional expense;
- Assessment of the degree to which faculty will be adversely affected by the planned closure/termination;
- Explanation of how faculty and staff either will be reassigned or provided assistance to find new employment;
- Signed copies of teach-out agreements with other institutions, if any are required; and
- Provisions, if any are required, for storing student records, disposition of final financial resources and other assets.

## B. Faculty Responsibilities

Concurrent with presentation of the proposal to the Provost and the President's Cabinet, it should be brought forward for analysis by the Committees of the Faculty Senate as illustrated:

- Committee on Academic Planning and Standards (CAPS) for consideration of the proposal's effects on academic planning and standards, the development of the teach-out plan, and the development (if any) of the teach-out agreement;
- Personnel Policies Committee (PPC) for consideration of the proposal's effects on faculty in accordance with procedures of the Faculty Handbook (i.e. Section 3.9.6. Institutional Need);

- Budget and Planning Committee (BPC) for consideration of the proposal's effects on budgetary, financial, and planning issues.

The Provost and Faculty Senate President will be responsible for coordinating discussions between the Faculty Senate sub-committees and the administration on teach-out planning and assistance to affected students and faculty.

### C. Affected Students

For affected students, an academic plan should be developed for each student that enables the student to complete the curricular program requirements within the teach-out period.

- The teach-out period will, typically, not be continued for more than two academic years following the date on which the notice of closure/termination is given to students. Programs will determine, on a case-by-case basis, the necessary length of a teach-out plan within this timeframe.
- Students who do not make adequate progress in their academic plan for teach-out will be advised into another degree-granting program or location, if the latter is applicable.
- If a course required for the degree is not offered in the teach-out period, students may make arrangements, with the program's consent, either to take the course at another institution and transfer the credit or to arrange with the program to complete the requirements in some other academically appropriate fashion.
- Students are required to have ongoing contact with their academic advisor during the teach-out period to ensure that their academic plans are current and consistent with the projected course offering.

### V. Scope

Implementation of this policy applies to administration, faculty, and students in all programs of the University of Redlands.

<sup>1</sup> The Registrar keeps a list of such programs.

[3]

## **COLLEGE OF ARTS AND SCIENCES ACADEMIC STANDARDS**

### **ATTENDANCE**

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 University Dean of Student Affairs notifies instructors when medical problems indicate an Arts and Sciences student cannot attend classes or when an emergency arises that requires a student to leave school temporarily.

### **REGISTRATION**

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 of the Fall and the Spring term. Students who fail to complete Check-In during the designated period must pay a late Check-In fee. For more information, see the College of Arts and Sciences Tuition and Fees and College of Arts and Sciences Academic Calendar sections of this Catalog.

Changes in registration may be made at the beginning of each term. The relevant dates are listed in the Academic Calendar section of this Catalog. All courses for which a student is registered after the last day to



drop classes without appearing on a student's transcript will appear on the student's permanent record.

#### CROSS-REGISTRATION WITH THE SCHOOLS OF BUSINESS, EDUCATION, AND CONTINUING STUDIES

Full-time, upper-division Arts and Sciences students may cross-register for School of Business, School of Education, or School of Continuing Studies courses with the permission of their academic advisors. Students may register for one School of Business, Education, or Continuing Studies course per term. No more than 12 cross-registration credits can be applied toward a baccalaureate degree.

#### STUDENT LOAD

##### 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.

##### OVERLOADS

Students who wish to take more than 19 credits in a semester or more than 3 credits in a May Term must submit a petition to the Dean's Office. Students who are approved will be charged an excess-credit fee. For more information, see the College of Arts and Sciences Tuition and Fees chapter of this Catalog.

##### 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. 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.

##### CATALOG YEAR REQUIREMENT

Graduation requirements are based either on the catalog year in effect for the year of formal admission or the catalog year in effect for the year of graduation. A student cannot select graduation requirements from more than one catalog.

#### SPECIAL STATUS DEGREE-SEEKING STUDENTS

-- With permission, 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

-- 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.

-- 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.

-- University employees (including faculty) may, in accordance with personnel policies, undertake part-time studies for the purpose of personal enrichment.

#### AUDITING FOR NO CREDIT

##### 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.

#### 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.

#### CONCURRENT COURSEWORK

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.

#### TRANSFER CREDIT

Subject to approval by the Registrar, courses (but not grades) completed at other regionally accredited institutions with a grade of 2.0 (C) or higher will be accepted for credit. The University will accept up to:

- 66 credits from regionally accredited two-year colleges
- 96 credits from regionally accredited four-year colleges

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 (C) 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 regionally accredited institutions may be accepted for credit only if approved in advance by the Registrar.

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

## EXAMINATIONS

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.

#### INDIVIDUALIZED STUDY

The College of Arts and 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 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. Only one category of individualized study (directed study, department internships, honors research) may be taken in any given term.
4. Up to 4 credits of individualized study may be taken during a given term. Up to a total of 12 credits may be counted toward the 128 earned hours of academic credit required for graduation. Up to 8 credits of any one category of individualized study may be taken.

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

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.

Departmental Internships (department alpha) 385, 485\*

\*Some departments list internships specifically by number; some do

not.

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. 2–4 credits. CN grading only.

#### 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 (department alpha) 499

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.

#### OFFICIAL WITHDRAWAL OR LEAVE OF ABSENCE

A student who needs to withdraw from the University or take a leave of Absence should contact the Office of Student Affairs to schedule a departure interview. Both a Withdrawal (WDL) and a Leave of Absence (LOA) are considered official once the LOA or WDL paperwork reflecting the student's intention has been completed by a designated Student Affairs representative. Completed documents will state the intentions of the student to discontinue the course(s) in which s/he is registered and the effective date the WDL or LOA will be implemented, which is then recorded by the Registrar's Office. If a student fails to complete the departure interview, the applicable date will be the midpoint of the term, unless the University can substantiate a later date. When a later date is established, that date will be reflected on the departure document.

During a student's leave of absence, their official records remain active, as does their email address. Students returning from a leave of absence within one year 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.

Withdrawal from the University is the permanent separation of the student from the University. Should a withdrawn student want to return to the University, they will have to apply for admission.

#### RE-ENROLLMENT

Students who have withdrawn and seek readmission must submit a readmission application to the Office of Admissions (for undergraduate students) 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.

#### UNDERGRADUATE ACADEMIC STANDING

##### 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.

##### ATHLETIC ELIGIBILITY

In order to participate in varsity Intercollegiate Athletics, all student-athletes must be enrolled full-time (minimum of 12 units) for the entire competitive season and maintain a minimum 2.00 cumulative GPA. Athletic eligibility is not granted to those students who have not met all eligibility standards set by the NCAA, the SCIAC and the University of Redlands. Additionally, students on academic probation must successfully petition the academic dean in order to continue their participation in intercollegiate athletics while on probation status.

##### 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 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.

### 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 (because 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 consecutive 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 a GPA 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.

### 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 Academic Probation.

#### ACADEMIC STANDING—JOHNSTON CENTER FOR INTEGRATIVE STUDIES

Given the narrative evaluation system used for 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 Student Financial Services office follow the same procedure.

After the end of each semester, the Johnston Director and the Johnston Registrar review the files of students experiencing academic difficulty. Materials addressed in the files include evaluations and the status of the student's graduation contract. 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 either academic disqualification or disqualification from the Johnston Center. Students are notified of the

decision prior to the start of the following term. 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 chapter. Since financial aid awards are tied to reasonable progress and, in some instances, quality of overall academic performance, the Center Director also assesses the records of those students on financial aid. Evaluation of reasonable progress and the level of performance is presented to the Student Financial Services office. Appeals of the evaluation are addressed to the Center Director.

#### GRADUATE ACADEMIC STANDING

Please see “University Academic Standards – Graduate Academic Standing” section of the catalog for information pertaining to graduate standing in all graduate programs.

#### ACADEMIC REVIEW BOARD (ARB)

The Academic Review Board, 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 a 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 the Disputed Grades policy).

#### PETITIONS

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.

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## **COLLEGE OF ARTS AND SCIENCES ACADEMIC CALENDAR 2019-2020**

### **FALL 2019**

**Wednesday, August 28**

New students arrive

**August 29 – September 2**

New Student Orientation, new students register

**Monday, September 2**

Continuing students arrive

**Tuesday, September 3**

Classes begin

**Friday, September 6**

Check-in deadline

**Tuesday, September 17**

Final day to add classes; final day to submit individualized study contracts

**Tuesday, September 24**

Final day to submit Johnston regular course contracts

**October 7–8**

Study Days

**Wednesday, October 9**

Final day to drop class without appearing on academic transcript

**Friday, October 18**

Final day to change grading options and credit value

**October 21 – November 15**

Advising and registration period for Spring and May Term 2020

**Friday, October 25**

Final day to record a grade for Spring 2019 Incomplete

**Monday, November 4**

Final day to withdraw from class with a mark of “W” on academic transcript

**November 27–29**

Thanksgiving Break

**Monday, December 2**

Deadline for departmental honors awards to be completed for Fall 2018 graduates

**Monday, December 9**

Last day of classes

**Tuesday, December 10**

Study Day

**December 11–14**

Final Exams

**Monday, December 16**

Winter Break Begins

**Wednesday, December 18**

Deadline for Fall 2019 grade submission: 12 midnight

**Friday, January 31**

Faculty deadline for Johnston student evaluations for Fall 2019

**SPRING 2020**

**Saturday, January 4**

Transfer Student Orientation (TSO)

**Saturday, January 4**

Transfer students register for classes

**Sunday, January 5**

Continuing students arrive

**Monday, January 6**

Classes begin

**Tuesday, January 21**

Final day to add classes, submit individualized study contracts

**Tuesday, January 28**

Final day to submit Johnston regular course contracts

**Friday, February 14**

Final day to drop classes without appearing on academic transcript, change grading option and credit value

**February 24-28**

Spring Break

**Monday, March 2**

Classes resume

**Friday, March 6**

Final day to record a grade for Fall 2019 Incomplete

**Friday, March 1**

Publication deadline for departmental honors awards to be completed for Spring 2020 graduates

**Friday, March 13**

Final day to withdraw from class with a mark of "W" in academic transcript

**March 9 – March 27**

Advising and registration period for Fall 2020

**Friday, April 10**

Last day of classes

**April 13-15**

Final Exams

**Friday, April 17**

Baccalaureate

**Friday, April 17**

Commencement

**Wednesday, April 22**

Deadline for Spring 2020 grade submission: 12 midnight

**April 20 – April 24**

May term Break

**Friday, May 22**

Faculty deadline for Johnston student evaluations for Spring 2020

**MAY TERM 2020**

**Monday, April 27**

Classes begin

**Tuesday, April 28**

Final day to add a class, submit individualized study contracts

**Wednesday, April 29**

Final day to submit Johnston regular course contracts

**Tuesday, April 30**

Final day to drop a class, change grading option and unit value

**Thursday, May 20**

Last day of classes

**Friday, May 21**

Final Exams

**Tuesday, May 26**

Deadline for May Term 2020 grade submission: 12 midnight

**Monday, June 29**

Faculty deadline for Johnston student evaluations for May Term 2020

[5]

## **COLLEGE OF ARTS AND SCIENCES ADMISSIONS**

### **UNDERGRADUATE ADMISSIONS**

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 Admissions 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 10 through 12. No single academic schedule is required, but a college preparatory program is strongly recommended. This includes four years of English, three years of mathematics up to and including Algebra II, and two or three years each of foreign language, laboratory sciences, and social studies.



3. Standardized testing. We require either the SAT or ACT for all first-year applicants. SAT subject tests are not required. Test results should reflect the ability necessary to succeed in an academically demanding environment. We do not require the optional essay section of the SAT or the optional writing section of the ACT.

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 personal essay, we focus on both content and style.

5. Interview. A personal interview, although not required, is strongly recommended.

## APPLICATION

### COMMON APPLICATION

The University of Redlands is one of more than 600 colleges that accepts the Common Application and is an exclusive user. It is available online at [www.commonapp.org](http://www.commonapp.org). The application should be submitted along with the application fee, personal essay, and responses to the University of Redlands specific questions. Letters of recommendation, school report, transcripts, and other supplemental information may be uploaded with the Common Application or sent directly to the Office of Admissions.

### FIRST-YEAR STUDENT APPLICATION PROCEDURE

An application for admission will be evaluated only after the Office of Admissions has received the following:

1. A completed and signed application with the appropriate application fee. The University of Redlands is an exclusive user of the Common Application and students can apply for admission at [www.commonapp.org](http://www.commonapp.org). The application fee is \$30.00, but a fee waiver may be requested if there is financial hardship.

2. Results of either the SAT 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. Applicant must send an official high school transcript directly to the University of Redlands Office of Admissions. Hand-delivered transcripts, even if sealed, cannot be accepted.

4. Two letters of recommendation. One should come from an administrative official (counselor, director of guidance, dean, vice principal, or principal) and the other from 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 two people (except relatives) qualified to provide an evaluation of personal qualities and academic abilities.

### TRANSFER APPLICATION PROCEDURE

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

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 and have two solid semesters of full-time work with no less than a 2.0 in any one course at the time of applying. We also recommend that, in the absence of other strongly supportive academic evidence, a student possess a minimum GPA of 2.8. If fewer 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 96 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 evaluated only after the Office of Admissions has received the following:

1. A completed and signed application with the appropriate application fee. The University of Redlands is an exclusive user of the Common Application and students can apply for admission at [www.commonapp.org](http://www.commonapp.org). The application fee is \$30.00 but a fee waiver may be requested if there is financial hardship.
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.) Transcripts must come directly from the high school and each college attended. Hand-delivered transcripts, even if sealed, cannot be accepted.
3. Letter of recommendation. This should come from an academic instructor.

### ADMISSIONS OPTIONS AND ACTION

#### FALL SEMESTER ADMISSION

First-year students applying for the fall semester may submit an application either for early action or regular action. See deadline dates

below. The early action deadline is non-binding. Applications for the fall semester are available one year prior to the desired enrollment.

Transfer admission is done on a rolling basis with a priority deadline of March 1.

#### SPRING SEMESTER ADMISSION

Application deadline. Spring matriculants must have a completed application on file by November 1. 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 1 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.

#### DEFERRED ADMISSION

A student who is offered admission may wish to enroll for a later semester than the one indicated on the letter of admission. To defer admission, a request in writing must be submitted to the Office of Admissions along with your \$350 non-refundable tuition deposit. Students approved to defer must not enroll full time at another institution. Deferred students who wish to take a course at another institution must receive prior approval by the Office of Admissions. A deferred file will be kept active for two semesters. After that time, the candidate must submit a complete readmission application.

#### 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. Admissions must approve such candidacy. No more

than 16 credits of non-degree, part-time coursework may be applied to candidacy.

#### 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.

#### TUITION DEPOSIT DEADLINES

Applicants who are offered admission and decide to enroll 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 (National Candidate Reply Date) for first-year students and June 1 for transfer students.

#### Other Dates and Deadlines

November 1 Application deadline for the Spring semester.

November 15 Early Action deadline for the Fall semester for freshmen applicants.

January 15 Regular decision deadline for the Fall semester for freshmen applicants. Students seeking “need-based” financial assistance should apply by this date.

March 1 Priority transfer deadline for the Fall semester.

May 1 National candidate’s reply date for freshmen applicants. \$350 non-refundable tuition deposit due. International students should submit the \$350 deposit in the form of a bank draft in U.S. dollars, or with an American Express, Visa, Mastercard, or Discover credit card.

June 1 Transfer student reply date. \$350 nonrefundable tuition deposit due.

#### GRADUATE PROGRAM ADMISSIONS

The College of Arts and Sciences offers master’s degrees in communication sciences and disorders, music, and geographic information systems. Please refer to the appropriate department sections in this Catalog for more information.

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## **COLLEGE OF ARTS AND SCIENCES STUDENT FINANCIAL SERVICES**

### **GENERAL INFORMATION**

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

This information reflects the policies, tuition, and fees for the 2019-2020 academic year. New information will be available during summer 2020.

### **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:

COA Cost of Attendance

EFC Expected Family Contribution

FAFSA Free Application for Federal Student Aid

DL Direct Lending

GPA Grade Point Average

IRS Internal Revenue Service

FSEOG Federal Supplemental Educational Opportunity Grant

SAR 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, or eligible non-citizen.
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.
6. Students wishing to earn an additional bachelor's degree are not eligible for Institutional, state, or federal grant money, however they may be eligible for Federal loans if they complete a FAFSA.

#### APPLICATION PROCEDURES AND DEADLINES

New students must apply for admission by January 15 prior to the academic year of anticipated entrance. Students must complete the Free Application for Financial Aid (FAFSA)\* each year to receive financial aid. Undergraduate California residents who wish to apply for a Cal Grant must complete the FAFSA\* and submit a GPA verification to California Student Aid Commission (CSAC) by March 2 prior to the academic year of anticipated entrance.

Returning students must complete the FAFSA by March 2 in order to be eligible for the next academic year. Returning students who are currently not receiving the Cal Grant must submit a GPA verification to CSAC prior to March 2\*\*.

\*Application may be submitted online at [fafsa.ed.gov](http://fafsa.ed.gov).

\*\*Additional information can be found at [csac.ca.gov](http://csac.ca.gov).

If the student has not yet completed at least 24 credits at Redlands 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 by the student's high school.

#### UNDERGRADUATE

##### ANALYSIS SYSTEMS

##### EXPECTED FAMILY CONTRIBUTION

The Expected Family Contribution (EFC) 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 EFC based not only upon income, but upon a variety of other variables as well: investments, family size, siblings attending college at the same time, etc.

#### VERIFICATION

Students who are selected for verification by the Department of Education are required to submit all requested documentation to Student Financial Services for review before they can receive financial aid. Failure to complete the required verification process will result in the postponement or cancellation of all non-merit financial assistance.

#### 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 the Cost of Attendance section later in this chapter for more details] and the EFC (parental contribution plus a student's 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 emancipated minor, or in legal guardianship
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
6. An unaccompanied homeless youth, or
7. 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, DirectLoan, Work, and FSEOG programs)—Federal regulations outline and govern the following items: institutional responsibilities, student responsibilities, the 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, Cal Grant B, and Cal B Access Grant)—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 (Achievement Awards, University Scholarships and Grants, Presidential Scholarships, Talent Awards, Redlands 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 Student Financial Services 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 that regulations are not in conflict and meet the language and intent of the legislative provisions. Copies of federal, state, and institutional policies and procedures are on file in the Office of Student Financial Services.

#### SATISFACTORY ACADEMIC PROGRESS

The University of Redlands defines satisfactory academic progress (SAP) 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. Satisfactory academic progress is reviewed each semester.

Students who are not meeting the minimum standards will be placed on warning for one semester. Satisfactory academic progress will be reviewed at the end of the warning period. Students who fail to meet the terms of the warning will be placed on suspension and must appeal for future financial aid.

#### MINIMUM REQUIREMENTS FOR FULL-TIME STATUS

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

#### SPECIAL NOTES

Although the minimum acceptable standard to be eligible for financial aid is 24 academic credits per year for full-time students, 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 for which a student received an incomplete 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.

#### APPEAL PROCESS

Students placed on Financial Aid Suspension who wish to receive financial aid during their term of suspension must return the SAP appeal form along with all supporting documentation within the current payment period to the SAP Review Board in Student Financial Services.

#### 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

University Grants are awarded to qualified undergraduates who meet all filing deadlines. Awards are based on financial need, academic standing,

and availability of funds. They are made possible, in part, through gifts to the university. The Office of Advancement Services coordinates donor relations, and the student may be asked to write a letter of thanks to the donor and/or participate in donor recognition activities. University grants go toward tuition expenses only.

Note: Students must reapply for financial aid every year by March 2. Students who apply after March 2 will have a 10 percent reduction in their University grant. After July 1, there will be a 25 percent reduction in University grant.

#### 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). Awards are based on financial need and grade point average. When you file a FAFSA and a Cal Grant GPA verification form by March 2, you are automatically considered for a grant. Cal Grant eligibility is contingent on students and/or parents meeting income and asset requirements. CSAC makes all final Cal Grant decisions.

It is the policy of the University of Redlands to directly apply financial aid and/or scholarship funds to current year tuition, fees, residence hall charges, and other institutional expenses before releasing funds to students. A student may request that their Cal Grant B Access Grant be disbursed directly to them. This request can be made at any time; however, if the grant has already been disbursed, the request would affect only future payments. The request may be made in person to Student Financial Services or via email at [SFS@redlands.edu](mailto:SFS@redlands.edu).

#### FEDERAL PELL GRANT

This federal grant ranges from \$650 to \$6,195 for a full-time undergraduate student. The award is determined by the amount of the EFC in relation to the cost of attending the University of Redlands. Eligibility is limited to a total of 12 semesters during the pursuit of a student's first baccalaureate degree.

#### FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

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

#### INSTITUTIONAL LOANS

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

#### REDLANDS LOAN

This 5 percent interest loan is packaged according to the University's packaging policy. Funding is limited. Repayment begins six months after a student is no longer registered as an undergraduate student at the University of Redlands.

#### FEDERAL DIRECT STUDENT LOANS

Federal Direct Student Loans are either subsidized or unsubsidized based on financial need, which is evaluated using the data reported on the FAFSA.

#### FEDERAL DIRECT SUBSIDIZED STUDENT LOAN

This long-term student loan is available from the Department of Education. No interest is charged to the student, nor is repayment required, while the borrower is enrolled at least half-time. The interest rate for undergraduate students is a fixed 5.05% for loans borrowed after July 1, 2018. Students should consult their repayment schedules to determine the applicable interest rates for loans borrowed prior to July 1, 2018. Borrowers are eligible for a six-month grace period once they drop below half-time enrollment, before repayment begins. Interest accrues during the six month grace period, but you are not required to begin making payments until your grace period ends. If you do not pay the interest during your grace period, it will be capitalized. Students are eligible for this loan if they demonstrate a financial need using standards established by the U.S. Department of Education.

**Loan Limits.** Students with a demonstrated need can borrow what is needed, not to exceed a maximum subsidized amount of \$3,500 a year for freshmen, \$4,500 a year for sophomores, and \$5,500 a year for juniors and seniors. The aggregate loan limit for subsidized direct loans is \$23,000.

#### FEDERAL DIRECT UNSUBSIDIZED STUDENT LOANS

This long-term student loan is available from the Department of Education. The interest rate on this loan is fixed at 5.05% for loans disbursed after July 1, 2018. Full-time and half-time students are eligible to apply. This loan is available to students who do not demonstrate the financial need necessary to qualify for Federal Direct Subsidized Loans.

The same terms and conditions apply as to Subsidized Federal Direct Loans, except the borrower is responsible for the interest that accrues

during deferment periods (including time in school). During deferment periods, a student can (1) Make payments toward principal and interest; (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).

**Loan Limits.** Yearly loan limits for a dependent undergraduate student are \$5,500 for a freshman, \$6,500 for a sophomore, and \$7,500 for a junior or senior in total Direct Loan funds. Yearly loan limits for independent students or students whose parents have been denied a PLUS Loan allow for an additional \$4,000 (freshmen and sophomores) or \$5,000 (juniors and seniors). The maximum aggregate loan amount for total direct loans is \$31,000 for a dependent undergraduate student and \$57,500 for an independent student, or those who have been denied a PLUS Loan.

Standard repayment on Direct Loans requires a minimum monthly payment of \$50 or the amount required to repay the loan within 10 years. Visit [www.redlands.edu/sfs/direct](http://www.redlands.edu/sfs/direct) for more information.

#### FEDERAL DIRECT PARENT PLUS LOAN FOR UNDERGRADUATE STUDENTS

Parents of dependent, undergraduate students are allowed to borrow a PLUS Loan for 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; however, borrowers can request a deferment by contacting their loan servicer while their student is enrolled at least half-time toward their baccalaureate degree. The current interest rate is a fixed 7.6% for loans borrowed after July 1, 2018. The federal government deducts four percent in fees before the loan funds are disbursed to the University. 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. Fees for this loan may be reviewed online at [www.redlands.edu/sfs/plus](http://www.redlands.edu/sfs/plus).

#### ACADEMIC AND TALENT AWARDS NOT BASED ON NEED

The University of Redlands offers a variety of talent- and merit-based scholarships. Current scholarship amounts and application deadlines may be found at [www.redlands.edu/sfs/scholarships](http://www.redlands.edu/sfs/scholarships).

#### ACHIEVEMENT AWARDS

Achievement awards are determined by a review of academic record

and/or leadership and accomplishment in school or community service. Entering freshmen and transfers are eligible for consideration.

#### TALENT AWARDS

Talent awards are available in each of the following areas to entering freshmen students and transfer students: art, creative writing, music, and theatre. Selection and renewal are based upon recommendation by the department.

#### RENEWAL POLICY ON MERIT AWARDS

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

1. Make satisfactory progress toward their degree. See “Satisfactory Academic Progress” section.
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.

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.

#### STUDENT EMPLOYMENT

Employment opportunities, both on and off campus, are available to those students who have work awards as part of their financial aid package.

The work-study program introduces students to the workforce and helps them develop important skills for future careers. On-campus positions are available in most every department and include, but are not limited to, office assistant, research assistant, data entry clerk, lab technician, tour guide, tutor, and sport event assistant. The Student Employment Office partners with local businesses to offer a variety of opportunities for students. While some off-campus positions may require transportation, others may be walkable or bike-able. Past partnerships include placements with the City of Redlands, Redlands Unified School District, Boys & Girls Club, and local businesses in downtown Redlands including an accounting firm and marketing agency. Student employees can work up to 10 hours a week, which is limited to keep academics as the first priority.

Students should expect to earn \$3,700 per academic year. The exact earning potential will depend upon the student’s academic schedule and

year in school. Institutional funds and federal funds are allocated to provide work awards to students.

#### 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 biweekly to the recipient according to the number of hours worked in each two-week period.

If the amount of your aid exceeds the costs billed to your account, a refund will be issued to the recipient of aid in accordance with federal financial aid regulations within 14 days of when the credit occurs, unless written authorization from the borrower is received by Student Financial Services.

#### REVISIONS OF FINANCIAL AID AWARDS

All financial aid awards are final when granted. However, Student Financial Services 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.

#### EMERGENCY STUDENT LOAN FUNDS

Student Financial Services 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 \$200 and are billed to the student's account. Evidence of repayment ability is a prerequisite for all short-term loans made to students. Students are not eligible for more than one emergency student loan per term.

#### COST OF ATTENDANCE

The following table outlines the cost of attendance for the 2018-2019 academic year:

#### ON-CAMPUS STUDENT BUDGET

Tuition	\$50,630
Room and board (double occupancy)	10,828
Meal plan (standard)	3,842
ASUR fee	350
Books and supplies*	1,970

Total \$67,620

\*Estimate of possible cost to student.

## 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.

### MILITARY AND VETERAN BENEFITS

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 GI Bill® (MGIB)—Active Duty
- Chapter 31, Veterans and Vocational Training and Rehabilitation Act (VR&E) [Public Laws 894 and 97-815]
- Chapter 32, VEAP
- Chapter 33, Post 9-11 GI Bill® and Yellow Ribbon GI Education Enhancement Program
- Chapter 34, Vietnam Era Education Program
- Chapter 35, Dependents Educational Assistance Program (DEA)
- Chapter 1606, Montgomery GI Bill®—Select Reserve (MGIB-SR)
- Chapter 1607, Reserve Educational Assistance Program (REAP)

The University is approved as a Yellow Ribbon School with the U.S. Department of Veterans Affairs. For more information about VA benefit eligibility, contact the U.S. Department of Veterans Affairs at (888) 442-4551 or visit [gibill.va.gov/](http://gibill.va.gov/).

The University is authorized for the use of Tuition Assistance for qualified Active Duty, Reservist, or National Guard members. Members should contact their units' educational office for more information on eligibility and applying for Tuition Assistance benefits.

For more information on utilizing military or veteran benefits, contact the University of Redlands Military and Veteran Services at (909) 748-8748, [military@redlands.edu](mailto:military@redlands.edu), or visit [www.redlands.edu/military](http://www.redlands.edu/military).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

## 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 applications 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 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 mis-reporting 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 Student Financial Services if you drop below full-time status.
- You are required to provide all additional documentation, verification, corrections, and/or new information as requested by either Student Financial Services 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 Student Financial Services 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 Direct Loan from Student Financial Services, 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 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 Student Financial Services. Additional funds frequently require an adjustment to the existing financial aid award to avoid an “over award” as defined by federal and state regulations.
- You should check your University e-mail account on a regular basis.

#### APPEAL PROCESS

A student may appeal University of Redlands’ financial aid decisions in writing to Student Financial Services.

#### 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 that occurred during a period of enrollment for which a student was receiving Title IV aid, eligibility is suspended two years for the first offense, and indefinitely for the second.
- A student's eligibility for Title IV financial aid may be resumed before the end of the ineligibility period if the student satisfactorily completes a drug rehabilitation program that complies with criteria established by the Secretary of Education, 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 Counsel section of this Catalog.

#### FEDERAL REFUND POLICY

Students who withdraw or take a leave of absence from the University during an academic term may have their aid and tuition prorated based on their federally required withdrawal calculation. The withdrawal calculation reevaluates aid eligibility at the time of withdrawal by accounting for "earned" versus "unearned" aid based on the amount of time that has elapsed during the term. There are three steps that the University of Redlands must complete to comply with the federal policy:

1. Determine the withdrawal date
2. Determine the amount of earned federal aid
3. Return unearned federal funds to the appropriate program(s)

The withdrawal date is the date the student gives official notification of their intent to withdraw. For the withdrawal to be considered official, the student must schedule an exit interview with the Office of Student Life. If the student fails to withdraw officially, the applicable date will become the midpoint of the term, unless the University can document a later date. In certain circumstances, if a later date of last academic activity is substantiated, this date can be used in lieu of the midpoint of the term.

Students who withdraw before completing at least 60 percent of the term will "earn" funds in direct proportion to the time they were

enrolled. The percentage of earned aid is determined by dividing the total number of calendar days enrolled by the total number of days in the term. Students who complete at least 60 percent of the term are eligible for 100 percent of their federal financial aid.

Unearned aid must be returned to the appropriate programs in accordance with the calculation schedule approved by the U.S. Secretary of Education. Refunds to specific Title IV programs will be made according to current regulations. For additional information on the refund calculation and refund schedule, see the Tuition and Fees section of this Catalog.

#### ALLOCATION OF FEDERAL PORTION OF REFUNDS AFTER WITHDRAWAL

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. Federal Direct Student Loan
2. Federal Direct PLUS Loan (includes Grad Direct PLUS)
3. Federal Pell Grant
4. Federal SEOG
5. Federal Teach Grant
6. Other Title IV Assistance

#### 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.

#### Information and Assistance

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

#### GRADUATE

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
- Policy on Refunds
- Official Withdrawal
- Returning Students
- Repayment Policy
- Other Fees
- Temporary Absence
- Application Procedure
- Deadlines
- Appeal Process
- Information and Assistance

#### GRADUATE ASSISTANTSHIPS

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

#### FEDERAL DIRECT STUDENT LOANS

##### UNSUBSIDIZED FEDERAL DIRECT STUDENT LOAN

This long-term loan is available from the Department of Education. The interest rate on this loan is fixed at 6% for loans disbursed after July 1, 2018. The terms and conditions of the Federal Direct Unsubsidized Loan require that the borrower be responsible for the interest that accrues during deferment periods (including time in school) and during the six-month grace period. During deferment periods, a student can (1) Make payments toward principal and interest; (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). Eligible graduate or professional students may borrow up to \$20,500 per academic year. The maximum aggregate Direct Loan limit for a graduate or professional student is \$138,500.

##### FEDERAL GRAD PLUS LOAN

Graduate students are eligible to borrow from the Grad PLUS Loan Program. Students can borrow up to the cost of attendance minus other financial aid. It is recommended that students maximize their Direct Loan eligibility before borrowing from the Grad PLUS. The interest rate on this loan is fixed at 7.6% for loans disbursed after July 1, 2018. Visit our website at [www.redlands.edu/dgradplus](http://www.redlands.edu/dgradplus) for more information.

### 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 requirements based on a 12-month calendar year:

Minimum requirements for full-time status: Each student is required to complete a minimum of 6 academic credits per semester with a 3.0 GPA. Classes that a student received an Incomplete for will not be counted toward the number of credits completed until the grade has been posted.

### PAYMENT POLICY

Tuition and fees are billed on a semester basis at a flat rate for full-time students, or a per-unit rate for less than full-time students. All charges must be paid in full prior to the tuition due date. All remittances should be made payable to the University of Redlands.

Students with a 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 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, and future registration may require payment in advance.

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

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## **COLLEGE OF ARTS AND SCIENCES TUITION AND FEES**

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2019-2020 academic year (Fall and Spring semesters and May Term session).

Expenses are subject to change. When such changes are made, notice will be given as far in advance as possible. Fees for the 2019-2020 academic year will be published during summer 2019.

### **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 9 or more credits in any single semester.

Part-time tuition is charged for 1–8 credits per semester based on approval from the Registrar's Office.

#### **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: \$50,630

Half Year: \$25,315

#### MAY TERM

Excess residential (on-campus) May Term course fee will be charged after two residential May Term courses. See May Term Chapter for details.

May Term, per credit: \$1,583

#### SPECIAL STATUS UNDERGRADUATE

Part-time tuition, per credit: \$1,583

Individualized Study, per credit: \$1,583

#### UNDERGRADUATE AUDITING, per credit

Degree candidates: \$1,583

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.

#### GRADUATE TUITION

Music and Communicative Disorders

Per credit: \$1,101

Graduate Individualized Study

Per credit: \$1,101

Graduate Auditing, per credit

Degree candidates: \$1,101

Non-degree students: \$225

Graduate GIS Fees

Per program: \$45,000

Per credit: \$1,250

Project Extension Fee\*: \$1,250

\* If a candidate is unable to complete the Major Individual Project (MIP) within one term following the last term of the program, this fee will be charged for each term required to complete the MIP.

Technology/Laptop Fee—MS GIS and MGIS

One-time fee: \$2,000

Full-time graduate, per term materials fee: \$500

Part-time graduate, per term materials fee: \$330

Room and Board

All students living on campus, including those living in Brockton Apartments and organizational houses owned by the University, are required to have a meal plan. Meal plan options are 19 meals per week, 14 meals per week, 10 meals per week, 100 Block, 75 Block, May Term and 50 Block. These are all you care to eat (AYCTE) plans with dining dollars.

Meal Plan Fees

Meal Plan Dining Dollars per Term Fall Spring Total without May Term  
May Total with May Term

10 MPW (Meals per Week)<sup>1</sup> \$250 \$1,528 \$1,528 \$3,056 – \$3,306

14 MPW (Meals per Week) \$250 \$1,796 \$1,796 \$3,592 – \$3,842

19 MPW (Meals per Week) \$250 \$2,033 \$2,033 \$4,066 – \$4,316

100 Block<sup>2</sup> \$250 \$1,193 \$1,193 \$2,386 – \$2,636

75 Block<sup>3</sup> \$250 \$897 \$897 \$1,794 – \$2,044

50 Block<sup>4</sup> \$75 – – \$250 \$250 \$250

1 Minimum plan for students living in residence halls

2 Minimum plan for students living in apartments and houses

3 Optional meal plan for student not living on campus

4 Required meal plan for student living on campus during May Term

Room Fees

Room Type Annual Rate

Residence Halls

Air Conditioned Residence Halls Non-Air Conditioned Residence Halls

Double-Hall Bath \$10,828 \$10,284

Double-Suite Bath \$11,372 \$10,828

Double-Private Bath \$11,910 \$11,372

Triple-Hall Bath \$8,662 \$8,230



Triple-Suite Bath \$9,100 \$8,662  
Triple-Private Bath \$9,532 \$9,100

Quad-Hall Bath \$6,498 \$6,172  
Quad-Suite Bath \$6,822 \$6,498  
Quad-Private Bath \$7,148 \$6,822

Large Single-Hall Bath \$15,160 \$14,404  
Large Single-Suite Bath \$15,920 \$15,160  
Large Single-Private Bath \$16,678 \$15,920

Small Single-Hall Bath \$12,994 \$12,346  
Small Single-Suite Bath \$13,646 \$12,994  
Small Single-Private Bath \$14,294 \$13,646

**Air Conditioned Residence Halls:**

California, Cortner, East, Founders, Grossmont, Haven, Holt, Melrose, Merriam, North, Williams

**Non-Air Conditioned Residence Halls:**

Anderson, Bekins, Fairmont

**Apartments and Organizational Houses:**

**Room Type Annual Rate**

Brockton Apartment-Single \$13,646

Grove Apartment-Double \$12,508

Grove Apartment-Single \$14,780

Organizational Houses \$10,828

**Graduate GIS-Monthly Rate**

Double-Large \$988

Double-Small \$921

Family-Large \$1,747

Family-Small \$1,627

Single-Large \$1,369

Single-Small \$1,304

**Haven House fee**

Fee is negotiated and paid directly to Recovery Grads.

**Room and Board Contract Cancellation**

Continuing students may cancel acceptance of room and board contracts without penalty if written notification is received in the Office of Student Life by July 21. After that date, the penalty is charged to continuing students who do not honor a signed room and board

contract.

Late cancellation fee—room and board contract: \$500

### Other Special Costs

#### 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 a baccalaureate degree. School of Business or School of Education 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.

#### Admissions Deposit, not refundable

Non-refundable 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.

Application Fee \$50

Application Fee, study abroad, not refundable \$40

#### Associated Students Fees

Collected by the University to support ASUR and its sponsorship of various activities.

Regular student, per year: \$350

Part-time undergraduate, per year: \$116

Special Status undergraduate, per year: \$116

Full-time graduate, per semester: \$86

Part-time graduate, per semester: \$63

MGIS graduate, per semester: \$63

Visiting student for May Term: \$65

International Off-Campus Programs, per semester \$54

Salzburg semester: \$175

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: \$1,583

Field Trips

Actual cost per student

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 Check-in Fee

Checking in after the deadline: \$100

Late Immunization Fee

For immunization documents turned in after the approved deadline:  
\$250

Late Payment Fee

Per occurrence: \$250

For bills not paid by the payment due date of each semester.

Matriculation Fee

Not refundable: \$150

Encompasses costs incurred by the University for maintenance of students' permanent records.

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 Diploma Fee: \$50

Replacement ID Fee: \$10

### Transcripts

Transcripts of Records, each copy \$10

Johnston Center Transcript, each copy \$12

Transcripts are now requested online at [www.getmytranscript.com](http://www.getmytranscript.com) for a fee that includes an additional vendor fee of \$2.25 per transcript for a standard mail delivery option.

### 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.

Private Lessons\*, per credit: \$250

Class Lessons, per class:

Full-time students— no extra cost

Part-time and non-degree students— no extra cost

\* 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 ensembles are MUSI 111 University Choir, MUSI 112 Chapel Singers, MUSI 114 Bel Canto Singers, MUSI 131 University of Redlands Symphony Orchestra, MUSI 138 Wind Ensemble, and MUSI 140 Symphonic Band.

### 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 8 credits of private lesson fees.

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

1. be registered full-time;
2. be registered for or have completed MUS 101, MUS 102, MUS 103, MUS 104, MUS 105, MUS 106, MUS 107, MUS 108 and MUS 110 (MUS 103, MUS 104, MUS 107, and MUS 108 are not required for bachelor of arts majors);
3. be declared and approved as a music major;

4. be advised by a member of the music faculty; and
5. 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, MUSI 112, MUSI 113, MUSI 114, MUSI 130, MUSI 131, MUSI 136, or MUSI 138 are eligible for a special private lesson fee of \$75 per credit; the minimum enrollment per semester is 1 credit.

#### Student Health Insurance

This insurance is mandatory for international students. Domestic students must provide proof of health insurance coverage. Non-covered students may purchase the plan to comply with coverage requirement.

Annual rate (8/10/19 to 8/9/20) \$1,819

Fall rate (8/10/19 to 1/5/20) \$716

Spring rate (1/6/20 to 8/9/20) \$1,103

Insurance rates are subject to change

#### Study Abroad Program

Annual policy. Premium Plus includes Natural Disaster/Political Evacuation \$211

\*Mandatory International Accident and Sickness Insurance

May Term. Enhanced Comprehensive includes

Natural Disaster/Political Evacuation \$63

\*Rates are subject to change

#### PAYMENT POLICY

All charges must be paid in full by the tuition due date. All remittances should be made payable to the University of Redlands. Students with a 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.

#### POLICY ON REFUNDS

Refund policies at the University of Redlands are established in compliance with the 2008 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. 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 Office of Student Affairs. 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 date the student gives official notification of intent to withdraw. If a student fails to withdraw officially, the applicable date will become the midpoint of the term, unless the University can document a later date. In certain circumstances, if a later date of last academic activity is substantiated, this date can be used in lieu of the midpoint of the term.

#### 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.

#### 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 action, which includes suspension or expulsion.

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## **GRADUATION REQUIREMENTS**

### **UNDERGRADUATE PROGRAMS**

#### **CATALOG REQUIREMENTS**

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 readmitted, 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 credits 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 their 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. Past seminar offerings have included topics such as Popular Culture in China and Japan, Amazing India, human rights, the Rise of American Capitalism, Shakespeare and Film, and History of Jazz.

For students fulfilling the Liberal Arts Inquiry requirements, see additional information in that section of this catalog.

## COMMUNITY SERVICE AND ENGAGEMENT

All students are required to successfully complete an approved community service learning activity—a Community Service Activity (CSAC) for students fulfilling the Liberal Arts Foundation requirements or a Community Engagement and Reflection (CER) for students fulfilling the Liberal Arts Inquiry requirements (see the General Education section of this catalog). 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.



Students may undertake their required CSAC/CER 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/CER 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/CER requirement should be aware of the program announcements published by the Office of Community Service Learning each semester. May Term CSAC/CER information sessions are offered during the Spring semester. All CSAC/CER preparatory information is discussed at these sessions, along with information regarding faculty-taught, service-learning courses. Students fulfilling CSAC/CER during summer should be aware that preparatory work must be completed during Spring semester or May Term prior to a summer CSAC/CER placement. Registration for those completing service over the summer takes place the following Fall. Students are encouraged to visit the Office of Community Service Learning for details and service opportunities.

## COMMENCEMENT

### 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.

### GENERAL EDUCATION PROGRAM

The College is transitioning from the Liberal Arts Foundations to Liberal Arts Inquiry general education requirements. Entering first-year and transfer students who are entering the University with less than 32 credits will meet their general education requirements by completing the LAI. Continuing students, transfer students, and readmitted student who are enrolling in the University with 64 credits or more in the 2019-2020 school year, or 96 credits in the 2020-2021 school year will meet their general education requirements by completing the LAF. This will hold true even if a student declares a new major that did not

exist prior to the implementation of the LAI or chooses to meet major requirements for the catalog year they graduate.

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

The specific requirements for the BA and BS degrees are found below. For Foundation requirements applying to the BM, please see “Graduation Requirements for the Bachelor of Music” in the Music section in this Catalog.

#### THE LIBERAL ARTS FOUNDATION

The Liberal Arts Foundation endows students with the fundamental skills essential 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 basis.

#### Creative Process (CP)

Creative exploration of an expressive medium requires sustained engagement with, and production of, an art form. Students completing the CP requirement will

- work in a sustained way with the tools and techniques specific to a creative medium;
- participate in perceptive, responsible critique with instructors and/or peers;

- engage 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 world view.

#### 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)

At the novice-mid level as defined by the American Council on Teaching of Foreign Languages, or an analogous level for languages not covered by those standards, students completing the FL will, as a minimum\*

- deepen their understanding of the nature and structure of language by comparing structures in the learned language to structures in their first language;
- communicate in a language other than their first language using basic skills such as reading, writing, listening, signing and speaking;
- identify cultural and cross-cultural contexts that inform language.

\* Foreign Language (FL) requirement:

BA: Complete a two-course sequence at the 100–200 level or one course at the 300–level.

BS: Complete one course at the 102 level or higher.

### 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 BA degree fulfill this category by completing one appropriately designated course from each of the three areas (history, literature, and philosophy).

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

### Humanities History (HH)

Students completing the HH will

- engage with historical inquiry and interpretation;
- analyze primary sources;
- articulate and understand patterns of continuity and change in the domains of human endeavor within and across societies

and over time;

- reflect on the nature of historical narratives and perspectives.

#### 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 (MS1, MS2, and MS3)

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.

#### Natural Science with Lab (MS1)

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.

### Mathematics (MS2)

Students completing the MS2 requirement will

- competently solve problems using mathematical tools, including constructing and analyzing mathematical models;
- correctly employ mathematical reasoning, including mathematical logic, proof, and generalization; and
- clearly communicate mathematical concepts to others.

### Computer Science, Mathematics, or Labor Non-Lab Science (MS3)

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 institutions;
- an ability to apply political or economic theory to the complexities of citizenship.

#### Writing Across the Curriculum (WA and WB)

Writing is both a powerful learning tool and an important means for expressing thought. Students will develop their ability to communicate effectively and clearly in writing by completing at least two writing-intensive courses: 1) one lower-division, writing-intensive course corresponding to placement explained below (WA) and 2) an upper-division, writing-intensive course in the junior or senior year that concentrates on forms of writing appropriate to the major (WB).

#### Lower Division Writing (WA)

Students will complete a lower-division writing intensive course.

Students completing the WA will demonstrate

- the ability to compose and revise critical essays that develop reasoned positions;
- the ability to respond to and incorporate the work of other writers into their own writing;
- proper source citation and avoiding plagiarism.

#### Requirement Placement

To determine lower-division (WA) writing placement, AP, SAT, and ACT scores submitted by entering first-year students are used to decide which courses best match a student's preparation. For transfer students, we consider test scores for placement only if the student has no credit in transferable writing courses.

For questions about how test scores are used to determine writing placement, please consult with your academic advisor or contact the Director of Writing.

Upon arrival, students receive notification of their writing placement in one of the following categories (Placement details are in italics)

#### Code 1 — WA Satisfied

Lower-division writing requirement is complete. Enroll in a course labeled WB in the current schedule of classes after attaining full junior standing.

*Transfer credit, AP Lang & Comp 4–5, or IB higher level English A: Language and Literature score of 5 or above.*

Code 2 — WA-designated course

Complete a course labeled WA in the current schedule of classes to satisfy the lower division writing requirement (ideally in the first year; must be completed by the end of the sophomore year). After attaining full junior standing, complete a course labeled WB in the current schedule of classes.

*SAT EWR = 590 or above, or ACT English + Writing Total= 45 or above.*

Code 4 — English 102

For transfer students with sophomore standing, no test scores, no transfer writing credit. Complete English 102 (Academic Writing Seminar) with a minimum 2.0 grade by the end of the first year on campus. After attaining full junior standing, complete a course labeled WB in the current schedule of classes.

Code 5 — English 102 + second WA

Complete English 102 (Academic Writing Seminar) with a minimum 2.0 grade AND complete an additional class labeled WA in the current schedule of classes by the end of the sophomore year. After attaining full junior standing, complete a course labeled WB in the current schedule of classes.

Transfer students below sophomore level and without transfer writing credit or qualifying test scores must complete both English 102 plus an additional class labeled WA in the current schedule of classes by the end of their first year on campus.

*SAT EWR between 530–580 OR ACT English + Writing between 37–45.*

Code 6 — English 100 + English 102

Complete English 100 (Analytical Reading and Writing) in the first semester AND English 102 (Academic Writing Seminar) with a minimum 2.0 grade as soon as possible after completing English 100 (must be completed by the end of the sophomore year). After attaining full junior standing, complete a course labeled WB in the current schedule of classes.

*SAT EWR below 530 OR ACT English + Writing below 37; also for students below sophomore standing with no transfer credit and with no test scores*

Upper Division Writing (WB)

Students will complete an upper-division writing-intensive course in the



junior or senior year that concentrates on forms of writing appropriate to the major.

Students completing the WB will demonstrate

- the ability to write thoughtfully in the genres appropriate to a specific discipline;
- an awareness of conventions for communicating in writing within a specific discipline;
- the ability to use feedback to revise their writing so as to communicate effectively with a specific disciplinary audience.

## THE LIBERAL ARTS INQUIRY

First Year Seminar (FYS)

In the first year seminar, students will begin to demonstrate critical thinking, disciplinary awareness, and integrative practice. They will show the ability to articulate connections and adapt them to new experiences, settings, questions, and ideas. (Some FYS's may serve one additional LAI requirement).

*Students fulfill this requirement by completing one course that bears the appropriate designation.*

## AREAS OF INQUIRY

A single course may satisfy at most two Areas of Inquiry outcomes, only one of which can be an Inquiries into Practices outcome. Additionally, these courses may host embedded experiences. At least four disciplines (programs or departments) must be represented in the collection of courses that satisfy the Area of Inquiry requirements.

Inquiries into Practices across the Liberal Arts (C, H, N, and S)

A broad, liberal-arts education requires sampling the disparate practices we use to explore and create: Creative Practice, Humanities Practice, Natural Sciences Practice, and Social Scientific Practice.

Creative Practice (C)

- Students will use the tools and techniques specific to a creative medium and reflect critically on their own and others' endeavors.

Humanities Practice (H)

- Students interpret human experience through engagement

with the methods of some tradition of humanistic thought, and embrace ambiguity in their response to records of human activity.

#### Natural Scientific Practice (N)

- Students will construct knowledge of the natural world through the acquisition and analysis of measurable, empirical evidence in field, laboratory or experimental settings.

#### Social Scientific Practice (S)

- Students will construct knowledge of the social world through the analysis of empirical evidence in field, laboratory, or experimental settings.

*Students fulfill the requirements of this category by completing four appropriately-designated courses, one from each of four areas; no more than two can bear the same department/program alpha.*

#### Inquiries into Self and Society (APW, ESS, CPI, and TG)

In a highly connected but also complex and fractured world, individuals and communities draw on values and beliefs to create systems of meaning, which inform their thoughts and actions and can guide appropriate and ethical action. Preparing to be global citizens, students will explore how people make sense of the world in diverse ways, even as they question received assumptions and cultural conventions.

#### Analyzing Perspectives and Worldviews (APW)

- Students will distinguish among different ways people make sense of the world around them.

#### Evaluating Self in Society (ESS)

- Students will develop critical and reflective insight into their own relationships to cultural practices and assumptions.

#### Critiquing Power and Inequalities (CPI)

- Students will critique forms of power, privilege and inequality and the ways in which they have been resisted and/or transformed.

#### Thinking Globally (TG)

- Students will assess benefits and challenges of interconnections on a global scale, and how they have been resisted and/or transformed.

*Students fulfill the requirements of this category by completing courses that bear the four designations; since a single course may bear up to two of these designations, two to four courses may be required.*

## LITERACIES AND SKILLS

No course can satisfy more than 2 embedded experiences.

### Community Engagement & Reflection Embedded Experience (CER)

Students will participate in, and reflect on, efforts to help address problems faced by individuals and communities. Students will engage in active citizenship, using community-based learning to explore their role in society as agents for change. Students who meet this requirement will:

- clearly describe problems and challenges faced by the individuals or communities with whom the student served;
- thoughtfully describe their personal growth and development as responsible citizens during their service;
- accurately describe and analyze or evaluate organizations and communities using knowledge acquired through community service.

*See the Community Service and Engagement section of this catalog for a discussion of the variety of ways in which this requirement can be satisfied.*

### Foreign Language Learning (FL)

Focused study of a language other than one's first language promises multiple pedagogical benefits beyond language proficiency itself, providing students opportunities to extend their cross-cultural understanding and to practice their skills for communication across national, social and cultural boundaries. As such, language learning is an essential step to global citizenship.

At the novice-mid level as defined by the American Council on the Teaching of Foreign Languages, or an analogous level for languages not covered by these standards, students taking language courses will:

- deepen their understanding of the nature and structure of language by comparing structures in the learned language to structures in their first language;

- communicate/interact in a language other than their first language using basic skills such as reading, writing, listening, signing, and speaking;
- identify distinctive perspectives embedded in a language and its cultural/cross-cultural context.

*BA: Complete a two-course sequence at the 100-200 level or one course at the 300-level or higher.*

*BS: Complete one course at the 102 level or higher.*

#### Information and Media Literacy (IMLI and IMLA)

Ideas, perceptions, knowledge, and values are represented via information. Media are the vehicles through which such information is communicated, whether print, visual, audio or digital. When conceived jointly, information and media literacy involves the ability to interpret and critically negotiate information as well as to create meaning via information. Courses designated as satisfying the IML requirement will devote a significant portion of instructional and student production to IML concepts and skills.

#### Introductory Embedded Experience (IMLI)

As a result of taking this course, students will:

- assess what type of information is needed and choose appropriate tools for locating, accessing, and comprehending that information (Examples: defining research topic/prospectus);
- critically evaluate various forms of information and mediated communication and data, whether print, digital, visual, or audio (Examples: book review, discussion);
- with an awareness of their purposes, audiences, and modes of production and expression, effectively read, comprehend, use, and summarize information and media (Examples: literature review, annotated bibliography).

NOTE: All courses fulfilling WR/IMLI also fulfill IMLI.

#### Advanced Embedded Experience (IMLA)

As a result of taking this course, students will:

- interpret information within the contexts and conditions of its production, distribution, and use (Examples: research papers, presentations, posters, portfolios, maps, exhibitions,

performances);

- analyze and synthesize information to solve problems and develop compelling arguments and interpretations (Examples: research papers, presentations, posters, portfolios, maps, exhibitions, performances).

*Students complete the requirement of this category by taking courses with these embedded-experience designations.*

#### Oral Communication Embedded Experience (OC)

Oral communication is an essential skill needed in both professional and personal lives. The goal of the embedded speaking experience is to provide focused opportunities for students to learn public speaking skills which enable them to be more comfortable and confident when communicating their ideas in an oral format. Students will complete a minimum of two presentations of at least five minutes each.

In each presentation, students will:

- prepare an oral presentation that is organized, coherent, well-supported, and appropriate for the purpose and audience;
- deliver an oral presentation that effectively communicates ideas and positions while constructively engaging the audience or participants.

*Students complete this requirement by taking one course with this embedded-experience designation.*

#### Quantitative Reasoning (QRF and QRE)

An ever-growing wealth of quantitative data calls for the ability to use numerical information appropriately when solving problems and constructing sound arguments. In courses in this category, students will explore contextual problems involving quantitative relationships by means of numerical, symbolic, and visual representations. These courses focus on creating and discussing models; making appropriate assumptions; and deducing consequences or making predictions. Finally, they foster critical analysis of the uses and limitations of quantitative information and its representations.

#### Quantitative Reasoning Foundation (QRF)

In the foundational course focused on quantitative reasoning, students who have gained this competence will:

- explore contextual problems involving quantitative

relationships by means of numerical, visual, and symbolic representations;

- construct, refine, and apply quantitative models to draw well-reasoned conclusions;
- identify potential limitations to models and analyses, including: restrictive assumptions, uncertainties in data, and errors in reasoning.

#### Quantitative Reasoning Embedded Experience (QRE)

In the embedded experience, students will apply logical and quantitative reasoning skills to problems in a specific discipline or disciplines. Specifically, students will:

- explore contextual problems in a specific discipline or disciplines that involve quantitative relationships by means of numerical, symbolic, or visual representations;
- construct, refine, and apply quantitative models in a specific discipline or disciplines to draw well-reasoned conclusions;
- identify potential limitations to models and analyses in specific disciplines, including: restrictive assumptions, uncertainties in data, and errors in reasoning.

*Students complete the requirement of this category by taking one course with the QRF designation and one with the QRE embedded-experience designation.*

#### Writing (WF, WR, and WD)

Writing, as thinking in action, is both a method of disciplined inquiry and way of representing an informed position based on a sophisticated awareness of situation, genre, and convention. Writing as a practice occurs throughout the curriculum, and it promotes responses to complex ideas and scholarly conversations, as well as the production of arguments that question various assumptions, values, and modes of reasoning.

#### Academic Writing Foundations (WF)

In the foundational course, students will focus on academic writing. Offered as an introductory disciplinarily-based seminar, this course cultivates intellectual engagement and develops academic literacy through guided practice in critical reading and analytical writing from sources. 100 level. Students who have gained the competence will:

- practice writing as a generative and recursive decision-making

process;

- learn and use a vocabulary about writing to identify the moves effective academic writing makes;
- produce multi-draft, analytical writing projects, integrating ideas and perspectives from sources.

### Writing Placement

To determine writing placement, AP, SAT, and ACT scores submitted by entering first-year students are used to decide which courses best match a student's preparation. For transfer students, we consider test scores for placement only if the student has no credit in transferable writing courses.

Upon arrival, students receive notification of their writing placement in one of the following categories. Placement details are in italics; for more information about how test scores are used to determine writing placement, please consult with your academic advisor or contact the Director of Writing.

#### Code I – WF Satisfied

The writing-foundations requirement is satisfied.

*Transfer credit, AP Lang & Comp 4-5, or IB higher-level English A = 5 or above.*

#### Code II – WF-designated Course Required

The writing-foundations requirement will be satisfied by completing one course labeled WF in the current schedule of classes (ideally in the first year; must be completed by the end of the sophomore year).

*SAT ERW = 590 or above or ACT English + Writing Total = 45 or above.*

#### Code III – English 102 Course Required

The writing-foundations requirement will be satisfied by completing English 102 (Academic Writing Seminar) with a minimum 2.0 grade by the end of the first year on campus.

*Transfer students with sophomore standing but neither qualifying test scores nor transfer writing credit.*

#### Code IV – English 102 + English X04 Required

The writing-foundations requirement will be satisfied by completing English 102 (Academic Writing Seminar) with a minimum 2.0 grade AND taking an English X04 (Writing Studio) with a subsequent writing-intensive course by the end of the sophomore year or, for transfer students, the first year on campus.

*SAT ERW between 530 and 590 OR ACT English + Writing between 37 and 45, Transfer students below sophomore standing but neither qualifying test scores nor transfer writing credit.*

#### Code V – English 100 + English 102 Required

The writing-foundations requirement will be satisfied by completing English 100 (Analytical Reading and Writing) in the first semester AND English 102 (Academic Writing Seminar) with a minimum 2.0 grade as soon as possible after completing English 100; must be completed by end of the sophomore year.

*SAT ERW below 530 OR ACT English + Writing below 37; also for students below sophomore standing with no transfer credit and with no test scores.*

#### Research and Information & Media Literacy Introduction Embedded Experience (WR/IMLI)

In the first embedded experience, students within the context of discipline-based inquiry will extend the foundations by focusing on information fluency, research strategy, and practice in composing reference-dense texts (also satisfies IMLI requirement which means it counts as 2 embedded experiences). Students who have gained the competence will:

- develop research ability by practicing core information literacy strategies: choosing appropriate tools and locating and selecting relevant, credible information;
- critically evaluate various forms of potential sources and their value in print, digital, visual, and audio genres;
- produce at least one multi-draft writing project, using reference conventions and integrating sources appropriate to the audience, task, and compositional mode, taking into consideration the sources' own audiences tasks, and modes.

#### Writing in the Discipline Embedded Experience (WD)

In the second embedded experience, students will focus on the kinds of writing and reasoning characteristically used in the field. This is an upper-division writing experience embedded in the major's coursework. The course builds directly on WF and WR/IML. 300-400 level. Students who have gained the competence will:

- pursue and represent in writing disciplinary questions and projects using the core interpretive strategies of the field;
- adapt writing processes and research strategies to the contexts



of disciplinary study;

- produce at least one multi-draft text appropriate to the context of the course, integrating sources using genre-specific forms of reference.

*Students complete the requirements of this category by taking the course(s) appropriate for their WF placement and two more courses with the WR/IMLI and WD designations.*

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## **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 majors.

### **DECLARATION OF A MAJOR**

Students must declare their major before registration for the junior year. Forms and instructions are available in the Registrar's Office and online at [www.redlands.edu/registrars/student-forms](http://www.redlands.edu/registrars/student-forms). Before declaring a major, students should discuss their proposed course of study with the chair or director of the program. 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 credits 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 with multiple majors will designate a first/primary major and follow the degree requirements of that major's degree (see list of degrees/majors below). One or more additional majors may be selected, whether in the same degree or not. Specific requirements for each additional major(s) must be met. Students who wish to obtain a double degree (e.g., a BA in English and a BS in Chemistry) are referred to the Requirements for a Second Bachelor's Degree found later in this section of the Catalog.

### MAJOR REQUIREMENTS 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 BA or BS degree through the Johnston Center for 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

Asian Studies

Biology

Communicative Sciences and Disorders

Computer Science

Creative Writing

Economics

English: Literature

Environmental Studies

French

German

Health, Medicine, and Society

History

International Relations

Latin American Studies

Liberal Studies

Management

Media and Visual Culture Studies

Music  
Philosophy  
Physics  
Political Science  
Psychology  
Public Policy  
Race and Ethnic Studies  
Religious Studies  
Sociology and Anthropology  
Spanish  
Theatre  
Theatre Business  
Women, Gender, and Sexuality Studies

The Bachelor of Arts major program consists of 28 to 44 credits as specified by the individual departments or programs. Interdisciplinary majors consist 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. No course for the major may be taken for Credit/No Credit 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 (Double Major in Biology & Chemistry)  
Biology  
Business Administration  
Chemistry  
Economics  
Environmental Science  
Financial Economics  
Global Business  
Mathematics  
Physics  
Sustainable Business

The Bachelor of Science major program consists of 32 to 50 credits, as specified by the individual departments. Interdisciplinary majors consist 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.

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 BS 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 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 Credit except in instances where a course is offered only on that basis.

#### 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 regionally 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

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 department chair and is subject to the guidelines set forth by the program in which the minor is taken. No course for the minor may be taken for Credit/No Credit (CN) except in instances where a course is offered only on that basis.

Please note the rules for double majors and minors in the section titled 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 this 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

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.

1. Candidates must register for the number of thesis credits required by the program (courses numbered 699).
2. 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.
3. 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.
4. 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.
5. 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.



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## **AWARDS AND HONORS**

### **DEAN'S LIST**

Each semester, a Dean's List is prepared to honor undergraduate College of Arts and Sciences students who have earned a semester 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 may be eligible to complete a departmental honors project. Students whose projects are accepted by the designated departmental honors committee will be awarded honors at graduation.

There are four levels of honors awarded at graduation:

#### **DEPARTMENTAL OR PROGRAMMATIC HONORS**

A student who satisfactorily completes an honors project or a capstone experience in accordance with established department or program standards and, as judged by an honors committee, will be awarded honors upon graduation (cumulative GPA is lower than 3.45).

#### **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. Proudian scholars who successfully complete a departmental honors project will be awarded one of the Programmatic Honors.

## PHI BETA KAPPA

Outstanding College of Arts and Sciences students who have achieved at least a 3.55 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

### 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.

### Armcast Library Undergraduate Research Award

This award honors undergraduate students whose research demonstrates evidence of an exceptional ability to locate, select, evaluate, and synthesize information resources, and of the development of their research.

### Barbara Jean Duncan Hardy Award

Since 1944, the women of Alpha Theta Phi have presented this award to a senior woman who has made outstanding contributions to the

University and the community. Selection is based on scholarship, leadership, willingness to serve, personality, and respect for all.

#### Marcus Forcinelli Award

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

#### Sadath Garcia Impact Award

This award honors a student who, in the pursuit of ideals important to him or her, looks beyond the scope of traditional campus life and addresses issues of global concern.

#### 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 his or her 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

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

#### BUSINESS ADMINISTRATION AND MANAGEMENT AND ACCOUNTING AWARDS

##### Senior Scholar in Accounting

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

### Senior Scholar in Business Administration

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

### Outstanding Senior in Business Administration

Presented to an outstanding senior for both outstanding academics and contribution to the community through sports and service.

## COMMUNICATIVE DISORDERS

### CRAWFORD AWARD

Awarded to a second-year graduating clinician, chosen by peers (NSSLHA Members), for outstanding clinical performance during master's degree preparation. The recipient is elected by members of the National Speech-Language-Hearing Association (NSSLHA). Recipient's name will be inscribed on a plaque permanently housed in the Truesdail Speech Center as well as a monetary award from the Crawford Award Fund.

### Parker Award

This award is given in memory of William R. Parker, a significant figure in the history and development of the clinical training program in Communicative Disorders. This award is given to a second-year graduate student who has shown significant clinical and academic growth over the term of their two-year graduate program.

### Outstanding Senior

This award is given to a senior who has demonstrated overall excellence as an undergraduate and has the potential for making a significant contribution to the profession.

### Outstanding Graduate Student

This award is given to a second-year graduate student who has demonstrated outstanding clinical and academic achievement. The student has also demonstrated outstanding dedication to their graduate program.

## CREATIVE WRITING

### The Creative Writing Awards

The Academy of American Poets Jean Burden Prize and prizes in fiction and nonfiction are given annually.

## 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 that 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: LITERATURE AND WRITING

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

The Kanjo Prize honors the memory of former professor, Sigma Tau Delta advisor, and department chair Gene Kanjo, who taught at the University from 1963 to 1991. This prize is awarded annually to a graduating senior for outstanding work in literary criticism.

### FRENCH

#### Two-Year Merit Fellowship

Awarded to a French major at the level of junior or senior for study and research abroad in France or a Francophone country, and for preparation and successful defense of an honors thesis.

### GLOBAL BUSINESS

#### Hunsaker Scholar Award

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

#### Senior Scholar in Global Business

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

### Outstanding Senior in Global Business

Presented to an outstanding senior for both outstanding academics and contributions to the community through sports and/or service.

Schroeder Summer Language Scholarships for Global Business Majors  
Awarded by the department to promote academic excellence and the study abroad of foreign languages, during the summer.

Finance Acumen Scholarships for Global Business Majors  
Awarded by the department for overseas summer studies in Finance.

Harris Summer Scholarships for Global Business Majors  
Awarded by the department for marketing or fashion internships or academic study abroad during the summer.

## POLITICAL SCIENCE

### Colwell Prize

An endowment established by J. M. Colwell for a prize to a 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.

### History Educations Award

Presented to an outstanding senior who will pursue a career in teaching.

### Phi Alpha Theta Award

Presented to an outstanding senior who excels academically and has provided exceptional service to the study of history at the University.

### Craig Lockard Award

Presented to an outstanding senior pursuing graduate studies.

## INTERCOLLEGIATE ATHLETICS

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

Presented to the outstanding male and female senior student-athletes in recognition of excellence in athletics 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 election 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.

### 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 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.

#### The Brubacher Prize

Given to the student who demonstrates excellence in science, dedication to expanding opportunities for others, service to the community, and an ability to overcome barriers to achievement.

### 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

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

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## **JOHNSTON CENTER FOR INTEGRATIVE STUDIES**

### **THE DIRECTOR**

Julie Townsend

### **THE ASSISTANT DIRECTOR**

Mary Grace Maloney

### **THE FACULTY\***

Kelly Hankin

Tim Seiber

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 the Johnston Center.

Learning outcomes for the Johnston program may be found at <http://www.redlands.edu/BS-JNST/learning-outcomes>.

#### 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 his or her 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.

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 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 the Admission section on the next page.) 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 an integrative focus. Examples include such possibilities as the history of ideas, humanistic psychology, anthropology and environmental studies, film production and creative writing, neuroscience and visual media, and the economics of race and gender.

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 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 Inquiry;
- there is sufficient representative work taken in each of the broad areas of humanities, social sciences, quantitative reasoning, natural sciences, and creative 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 (12 to 20 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. 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 graduation contract. (See the paragraph entitled Undergraduate Academic Standing—Johnston Center for Integrative Studies in the Academic Standards chapter of the Catalog for details on how to appeal the decisions.)

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 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 honors (cum laude, etc.) are dependent upon cumulative GPAs, Johnston students are not eligible to apply for a program leading to those 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 Assistant Director of the Johnston Center during their first semester and no later than week two of the spring semester of their first 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.

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## **MAY TERM**

May Term is a concentrated, intensive term structured for courses emphasizing at least one of the following characteristics: Experiential Learning, Collaborative Teaching and Learning, Service Learning, and Immersion Learning. These courses may make appropriate use of long expanses of time outside of class; take advantage of opportunities to extend classrooms through fieldwork, field trips, laboratory work, and travel; offer opportunities to focus on a single subject in depth; offer opportunities for faculty/student collaboration in research, creative process or teaching; be cross-disciplinary or team taught in ways precluded by longer semesters; use an extended period of time for experiential learning (for example, in service learning, internships, or cross-cultural immersion).

Students may take two residential (on-campus) May Terms free of tuition and room charges. May Term Travel and Non-residential CSAC courses are not considered residential (on-campus) courses. A May Term course fee will be charged for additional residential (on-campus) courses. Every May Term travel course will have fees advertised with the course. Deadlines for fees and travel permission forms will be publicized by the Study Abroad Office.

A representative sample of May Term travel courses includes the following:

BIOL 107 Tropical Ecology in Costa Rica

BIOL 260 Marine Conservation of the Pacific

AST 250 Service in Cambodia

CDIS 260 Service-Learning in Language, Culture, and Education in Guatemala

ENGL 265 “Timescapes”: Exploring the Ruins of Holocaust Memory (Salzburg)

EVST 281 The Palau Expedition: Explorations in Sustainable Development

EVST 285 The Ecology of Australia and New Zealand

EVST 360 Sustainable Development and Migration in Mexico

IDS 250 Outdoor Adventure

JNST 000A German Expressionist Film—The Austrian Connection (Salzburg)

JNST 000H Consuming Rio

PHIL 140 Animal Ethics and Service (Utah)

PHIL 160 Global Medical Ethics in Swaziland

POLI 362 Politics of Eastern Europe (Salzburg)

POLI 457 Policy Making in Washington, D.C.

PSYC 260 Jews, Muslims, and Basques: Their Sociocultural Contribution to Spain

SPAN 360 Ecuadorian Culture, Art, and Volunteering



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## **STUDENT AFFAIRS — LEARNING APPLIED**

The student experience at the University of Redlands encompasses rich, challenging, and engaging academic experiences that extend far beyond the geographical confines of a classroom. As a complement to the traditional academic experience, student affairs endeavors to *bring to life the lessons of the classroom*. We value community, self-awareness, cultural humility, wellness, and growth, and we endeavor to challenge and support students as they achieve their academic goals and persist through any adversity they encounter. A full life outside the classroom offers important lessons in creativity, responsible action, service, and stewardship. In addition, students refine career goals and develop skills useful in the workplace.

### **STUDENT GOVERNANCE**

#### **Associated Students of the University of Redlands (ASUR)**

All undergraduate College of Arts and Sciences students are members of the Associated Students of the University of Redlands (ASUR) and are represented by an elected leadership team. 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 the ASUR Budget, Inclusion, Social Affairs, Elections, Judicial Affairs, and Clubs and Organizations. In addition, a student senate, comprised of 12 elected members, represents the student body on University-wide committees and works with the ASUR president on the budget. Budgeted funds enable ASUR to support events, such as concerts, film festivals, club programs and all-school parties, as well as the student

newspaper (The Redlands Bulldog) and student-run radio station (KDAWG).

### CONVOCATIONS

Redlands enjoys a significant reputation for its Convocation Series, which brings major speakers to campus. Student groups and academic departments bring additional speakers. Past notables have included conservationist, ethologist, and UN Messenger of Peace Jane Goodall; First Lady Michelle Obama's former Chief of Staff Tina Chen; feminist icon and writer Gloria Steinem; transgender actress/ activist LaVerne Cox; author of *Orange is the New Black* Piper Kerman; author of *Eat, Pray, Love* Elizabeth Gilbert; former Vice President Al Gore; Robert F. Kennedy, Jr.; former New York Governor Mario Cuomo; the late Secretary of State Warren Christopher; the late poet and author Maya Angelou; actor Danny Glover; and many others.

### CAMPUS DIVERSITY AND INCLUSION

The University of Redlands is a dynamic and diverse community that promotes learning by and success of all students in a supportive and challenging environment. We are committed to the personal, social, and talent development of all members of the community, and we strive to engage, respect, and cherish a diversity of intellectual perspectives, cultural differences and individual backgrounds.

The Office of Campus Diversity and Inclusion (CDI) serves as a catalyst to the campus community on academic talent and skills development, diversity, multicultural programming, and cultural pluralism, including expanding the notion of diversity and multiculturalism beyond race, gender and sexual orientation. CDI staff members believe diversity is an educational resource for preparing students to live and work in a diverse democracy. To this end, CDI has established three centers—the Multicultural Center, the Pride Center, and the Gender Justice Center—which welcome involvement from every student on campus in whatever form is comfortable: “hanging out” talking with other students; developing leadership skills; engaging in community service; borrowing books or videos; attending programs; suggesting programs; and more. These centers also maintain relationships with academic departments, including Race and Ethnic Studies and Women, Gender, and Sexuality Studies.

Various events celebrate diversity on campus and in the surrounding community. One such activity is the Multicultural Festival, held each spring. Students can choose to participate in one or more of the many

multicultural clubs (see website for a complete listing), which host educational programming, cultural events, political workshops, and guest speakers, alongside informal discussions on an array of diversity topics.

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 contribute to the school's educational mission. For example, our First-Generation Student Programs office hosts talent identification and development services, as well as college transition events catering specifically to students who are the first in their family to attend college.

Native American Student Programs (NSP) was founded as a CDI program in 2011 and now operates under the College of Arts and Sciences. NSP and CDI remain partners in work to honor Native Nations and address the barriers to educational access and persistence faced by Native students.

#### INTERNATIONAL STUDENTS AND SCHOLARS

The University of Redlands welcomes students from over 25 nations. International students are supported by the Office for International Students and Scholars (OISS) from acceptance through graduation. OISS provides orientation for new F-1 students and J-1 exchange visitors and assists with all issues that might arise including visa questions, employment, change of status, reinstatement as well as providing programs for cross-cultural adjustment. OISS works with all to maintain their status while in the United States. Failure to maintain the terms and conditions of non-immigrant status is one of the grounds for deportation.

#### ACADEMIC SUCCESS AND DISABILITY SERVICES

Academic Success offers resources to develop and strengthen skills essential for full academic participation. Students may meet individually with staff for a variety of reasons, including gathering academic information, discussing study skills and academic strategies, or planning a balanced workload. SSRV 154, College Success Strategies, a 2-credit course, is offered each semester. Peer tutors provide guidance and support free of charge in writing and with each of the subject areas. Academic Success also supports students on academic warning and probation and offers peer mentoring as well as academic skills workshops.

Disability Services is committed to equitable access and the full participation of all students in the University's educational programs and activities. If students have academic, housing, dietary, or temporary accommodation needs, Disability Services can offer resources to support each student's individual needs. Students initiate the accommodations process by meeting with Disability Services and by providing appropriate documentation. Academic accommodations can include but are not limited to extra time on exams, a quiet testing room, note takers, and alternative texts.

#### OFFICE OF CAREER & PROFESSIONAL DEVELOPMENT

The Office of Career & Professional Development (OCPD) provides coaching, graduate school advising, and instructional programs designed to help students/alumni plan and prepare for the future. We serve all students and alumni from the College of Arts and Sciences (CAS), School of Music, School of Business, and the School of Education. The OCPD also partners with faculty to integrate career-related activities and assignments into the curriculum.

The OCPD offers the Career Studio, which serves as a first-stop help center for any University of Redlands student or alumni seeking career advice, direction, or assistance. Students can stop in at any time during available hours (Armacost Library 116). For the current Studio hours, please see [www.redlands.edu/OPCD](http://www.redlands.edu/OPCD). The Career Studio is staffed by a team of highly trained and skilled peer career educators (PCEs) representing different majors and programs, and widely varied interests, experience and future goals. Some of the topics the OCPD helps students/alumni explore include: Cover Letters, Graduate School Planning, Internship and Employment Strategies, Interview Strategies, Mock Interviewing, Negotiation, Networking, Personal Statements, Career Exploration, Professional Advancement, Resumes, and Transition Management.

All students and alumni at the University of Redlands have access to Handshake ([redlands.joinhandshake.com](http://redlands.joinhandshake.com)), an interactive platform which allows you to engage with the OCPD, search for jobs/internships, join events, conduct employment research, and utilize resources.

In addition, the OCPD encourages employers to engage with University of Redlands students and alumni in meaningful ways. The OCPD is dedicated to providing support to employers offering internships, fellowships, and full and part-time opportunities within their organization. The OCPD finds opportunities to help students engage

with employers and alumni to learn more about industries and opportunities through a variety of events and programs.

### COUNSELING CENTER

With a mission to promote the psychological and emotional well-being of our students, the Counseling Center is the primary mental health clinic at the University of Redlands, providing direct clinical services in the form of individual therapy, crisis intervention, and group therapy.

Free and confidential individual therapy enables University of Redlands students to address a range of concerns—some need help managing stress, relationship issues, and adjustment to college; others struggle with depression, anxiety, panic attacks, bipolar disorder, trauma, substance use/abuse, and eating disorders. The Counseling Center also provides crisis intervention through same-day appointments as well as a 24/7 crisis line that gives students access by phone to a licensed therapist 24 hours a day, 7 days a week. For students seeking support in a group therapy setting, therapists facilitate confidential groups focusing on: relationships, grief, mindfulness and stress management, mood, transgender and gender, and social skills.

Counseling Center staff also provide consultation and referrals for psychiatric medication, which are provided by the psychiatrist at the Student Health Center on campus, and facilitate referrals to mental health providers in the community for students who want to access mental health treatment in the Redlands area. The Counseling Center is committed to inclusivity and to providing a supportive space for everyone.

In addition to providing direct clinical services, the Center's staff members engage in education and prevention efforts. Outreach programming for students includes suicide-prevention training and workshops on issues such as stress management and coping with anxiety. Programs for members of residence halls, departments, and student organizations focus on identifying and responding to students in distress. The Center's members provide consultation to faculty, administrators, staff, and students on mental health issues through weekly participation on the Campus Assessment, Response, and Education Team, as well as through informal consultation.

Counseling Center staff includes three full-time licensed therapists, one part-time licensed therapist, and an administrative assistant. In addition, each year four to five part-time graduate student interns from local

universities provide individual and group therapy under the supervision of one of the Center's licensed therapists.

### RELIGIOUS ACTIVITIES

The Office of the Chaplain encourages and supports the search for meaning and development of the spiritual dimension. Throughout the academic year, on Sunday evenings, the Chapel Singers (part of the School of Music) presents a service of music and prayers known as Compline. In addition, Ensemble XXI, a group of alumni, faculty, and the local community, presents a service known as Evensong. Both Compline and Evensong are open to students and the public. On Sunday evenings when the services of music are not presenting, there is a Labyrinth Meditation Walk at the Labyrinth behind Memorial Chapel.

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 and interfaith in nature. The Newman Club, which provides services and programs for Roman Catholic students and faculty, sponsors a Celebration of Mass on Sunday evenings and midweek. Young Life is also active on campus.

The Jewish Student Union, also known as Hillel, provides a forum where Jewish students meet for social, cultural, religious, and educational purposes on Friday evenings and throughout the year, including 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, and Hillel participates in activities with other colleges and attends regional and national conferences.

Buddhist students meet for meditation throughout the term.

The Chaplain's Office is also available for counseling for students, staff, and faculty.

### RESIDENCE LIFE AND HOUSING

Residence Life and Housing's (RLH) mission statement is "building lasting communities of learning." At the University of Redlands, we believe the residential experience is vital to the success of our students and to the community atmosphere of our campus. As such, all

undergraduate students are required to live on campus unless they meet criteria for specific exceptions. For this reason, all students over 16 and under 23 years of age are guaranteed on-campus housing for four years of the undergraduate experience. Graduate and non-traditional students may be housed if space is available; contact Residence Life and Housing for more information.

Living on campus 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 Life and Housing staff, provide a significant community experience. Members of the Residence Life and Housing staff are involved in all aspects of community living, including conflict resolution, facility management, community building, and providing programming and resources. They are also well-trained to respond to crisis situations. Each residence hall is managed by a combination of professional and para-professional staff members.

Approximately 70 percent of Redlands students live in on-campus residence halls, apartments, and organizational houses for the members of fraternities, sororities, and multicultural sibling-hoods. These facilities provide a diverse array of options to accommodate many lifestyles. The campus has a wide variety of coed communities with all genders housed on the same floor, as well as a male-only and a female-only hall joined by a common lobby.

Most residence hall rooms are designed for two to three people and are fully furnished. A limited number of single rooms are available—generally only for those with medical or psychological accommodations approved with Academic Success and Disability Services. A few quad rooms exist as well. Each hall is equipped with laundry and kitchen facilities, study rooms, storage rooms, vending machines, and lounge/recreation areas. All housing facilities are smoke-free and remain open throughout the academic year, except during extended breaks in the academic calendar.

There are halls that emphasize special interests, such as global citizenship, social justice, community service, music appreciation, and sustainable living. The Johnston Center for Integrative Studies also has a fully developed living-learning community housed in Bekins and Holt Halls. The Brockton and Grove Apartments feature both double- and single-room apartment living for upper-class students.

Because living on campus is a requirement, all students who are interested in living off campus must complete an Off-Campus Petition and be approved to live off campus. Students over the age of 23, married or in registered domestic partnerships, or living at home with immediate relatives less than 30 miles from campus will be approved prior to the beginning of each academic year if they submit a petition prior to the published deadlines. Decisions for students not meeting these criteria will take into consideration GPA, credits completed, conduct standing, and other factors; applications must be submitted prior to the academic year in which the student wishes to live off campus.

### FOOD SERVICE

Meals for students are served in a variety of settings on campus, including the Irvine Commons, the Plaza Café, Grab and Go Market, Bulldog Café, 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 provide options for vegetarians and vegans. The University dining hours are intended to meet students' needs. Generally, food service is available from 7:00 a.m. until midnight daily, and from 8:00 a.m. until 11:00 p.m. on weekends.

### STUDENT CONDUCT POLICIES

The Code of Student Conduct is available online to each student at the beginning of the academic year, and students have the responsibility to read, understand, and abide by the policies. The Office of Community Standards and Wellbeing exists to uphold the standards of the University community, and to create an environment that fosters student well-being and academic success. The Office of Community Standards and Wellbeing is tasked with determining if violations of University policies have occurred, and, if so, an appropriate response for the good of both the community and the individual. This process is above all educational, honoring individuality and free choice and seeking to cultivate student growth and development through experience.

### FRATERNITIES AND SORORITIES

Approximately 25 percent of the Redlands student body belongs to one of the local social fraternities or sororities. In addition to internal activities such as the new-member introductions, academic initiatives, and service projects, Greek organizations provide a variety of campus-wide formal and informal social and educational events. These organizations are also instrumental in promoting community and alumni interaction. All Greek organizations are required to operate new



member processes under guidelines set by Student Involvement and Success that are reviewed each year. Greek organizations are governed by an Inter-Fraternity Council, Panhellenic Council, and Greek Council.

Rush activities each semester allow prospective members to learn the distinctive personality of each Greek organization. Students are required to have a minimum 2.5 GPA and have 28 credits completed to apply to participate in rush activities.

#### HEALTH CENTER

The Student Health Center is dedicated to providing all students with accessible and quality health care services, 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 University employees Loma Linda University Health licensed clinicians staff at the Center. Students are charged \$10 for an office visit, and some services (beyond exams) do incur additional costs. While the Center does not accept insurance, it will provide an itemized receipt to assist in the insurance claim process. The Center is open Monday through Friday.

#### COMMUNITY SERVICE LEARNING

The Office of Community Service Learning, established in 1991, refers interns, work-study students, volunteers, and service-learning students to hundreds of agencies throughout Redlands and other locations. Each year, students contribute over 120,000 hours of service at a variety of nonprofit agencies and schools around the world, which provide excellent learning opportunities. These experiences reaffirm the University's view that each individual does make a difference and can learn through service; therefore, service outreach is an integral part of the Redlands experience and a graduation requirement. Students are encouraged to visit the Office of Community Service Learning for details and service opportunities throughout the year. Community Service Learning also sponsors spring break plunge trips, the student volunteer desk, children's mentoring programs such as Big Buddies, tutorial programs such as Jasper's Corner Homework Clubs, the Sustainable University of Redlands Farm (SURF) and many others.

#### STUDENT INVOLVEMENT AND SUCCESS

Educating the complete person through experience and leadership opportunities is a goal of Student Involvement and Success (SIS). To accomplish this, SIS hosts a series of retreats, workshops, and classes (including the first-year retreat, Training Radical and Involved New

Students (TRAIN ) and enables students to attend conferences. 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. Staff in SIS also advise student government (ASUR) and student clubs, including social Greek organizations.

## ATHLETICS

The University fields 21 intercollegiate varsity athletic teams, with 10 sports for men and 11 for women competing on the NCAA Division III level. With a rich history of conference and national championships, the Bulldogs pride themselves on creating quality opportunities for competition while thriving in a demanding academic setting. We invite all students to attend the home athletic events free of charge with their student ID to join in the fun and excitement of the Bulldog family. During the fall, student-athletes compete in football, soccer, cross country, men's water polo, and women's volleyball. The winter season includes basketball and swimming and diving. The spring season features golf, tennis, women's lacrosse, women's water polo, track and field, softball, and baseball. In addition, the Department of Physical Education offers coursework toward a physical education minor as well as physical activities for class credit that include all skill levels. For more information, refer to the Physical Education chapter of this Catalog.

## RECREATION

The University of Redlands Recreation department – which consists of Outdoor Programs, Intramural Sports, and Wellness – encourages students to live active, healthy lives while exploring, learning, and developing in and outside of the classroom. This goal is achieved through a variety of programming all of which is either subsidized or offered free of charge.

The Outdoor Programs division, which was created in 2004, offers workshops, leadership opportunities, weekend trips, certifications, and even a month-long expedition May Term travel course for credit. Trips include hiking, backpacking, climbing, surfing, and environmental service in the mountains, desert, and ocean within easy reach of Redlands. The Outdoor Programs Rental Shop, located next to the Currier Gymnasium, offers students rental gear, sign up for trips, outdoor resources, and even a bike repair shop.

Intramural Sports provide opportunities for students to play organized, recreational sports on campus free of charge. Sports include flag

football, beach volleyball, soccer, tennis, basketball, and life-jacket water polo. Students can sign up online as a team or register individually as a free agent for each sport, provided they do not compete at the NCAA Division III level for that sport. Sports can last anywhere from a week-long tournament to a semester-long season. Intramurals are played “for the love of the game” and are designed for all levels of athletes.

Wellness programming on campus focuses on holistic student development through a variety of programs and activities. Designed to enrich both the body and the mind, programs focus on the eight identified dimensions of wellness: Social, Physical, Emotional, Intellectual, Economical, Spiritual, Environmental, and Cultural.

Together, Outdoor Programs, Intramurals, and Wellness aim to provide students with opportunities to engage in an active, healthy lifestyle while at the University of Redlands.

#### MILITARY AND VETERANS SERVICES

The University of Redlands Military & Veteran Services is dedicated to providing the highest level of support, dedication, and services in order to ensure military-affiliated students, including active military members, reservist, national guard, veterans and military family members achieve success academically, professionally, and personally.

Our well-rounded and focused support system includes

- Trained and dedicated staff available to answer questions and provide guidance in applying for and utilizing military or VA educational benefits
- Access to and knowledge of available resources both on and off campus
- Interactive One Stop Student Online Platform
- Assistance in all aspects of career exploration, preparation, translation of military experience, professional networking, interview techniques
- Help to facilitate communication with and integration into the University of Redlands community
- Recognition of Active Duty Military, Reservist, National Guard, Coast Guard, Veterans and their Family Members through planned events
- Assistance with identifying and applying for internal and external scholarships

Our vision is to enhance the success of our military-affiliated students in a holistic whole-student approach that focuses on guiding them through the educational process, assisting with the transition from military to

civilian life, and recognizing them both for their service and their personal and academic accomplishments.

For more information, contact [military@redlands.edu](mailto:military@redlands.edu), (909) 748-8478, or go to [www.redlands.edu/military](http://www.redlands.edu/military).

#### UNIVERSITY OF REDLANDS ALUMNI ASSOCIATION

The University of Redlands Alumni Association's goal is to foster meaningful and mutually beneficial relationships that connect our alumni to each other and to the University. The Association nurtures relationships among alumni by providing experiences that enrich the lives of alumni and present a positive image of the University and its graduates.

Recognizing that learning is a lifelong process, in all of its activities the Association is committed to maintaining and supporting the University of Redlands as a world-class institution of higher learning and academic excellence.

**Membership in the Alumni Association** Anyone who has earned an undergraduate or graduate degree from the University of Redlands is automatically a member of the Alumni Association. In addition, anyone who has satisfactorily completed a minimum of 24 credits in the College of Arts and Sciences or has received a teaching credential through the School of Education is a member.

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## **STUDY ABROAD**

### **GENERAL INFORMATION AND REGULATIONS**

The University encourages students to participate in a study abroad experience as an integral dimension of their liberal arts education.

### **CALENDAR**

Students considering a semester of study abroad must apply through the web-based Study Abroad portal. The deadline for completing this university application is early December for both Fall and Spring programs in the subsequent academic year. Students applying to any program other than the university's Salzburg Semester program will need to additionally apply to an approved program on the study abroad online application portal. The deadlines for secondary applications to the selected partner program occur in the spring semester preceding the academic year in which the student plans to study abroad.

### **APPLICATION**

University of Redlands students must apply for abroad programs through the Study Abroad online application system. Applications may be completed only for programs approved by the Office. Limited off-list programs are possible through a separate request process, which requires a formal review by a committee, Director of Study Abroad, and CAS Dean. Students might not receive academic credit for any coursework completed through a program not approved by the Study Abroad Office.

Student eligibility is determined by such factors as academic and

disciplinary records. Students typically must have sophomore, junior or senior year status during the period they plan to study abroad in order to be eligible. Students with a 2.75 GPA will be eligible for the majority of approved programs while students below a 2.75 GPA will have increasingly limited options. Students with conduct holds or who are on conduct probation are ineligible to participate. Students with concerning or serious conduct history must be cleared by the Director of Community Standards and Wellbeing of the Dean of Student Life.

If a student has been approved for study abroad and is subsequently placed on academic warning/probation or is subject to official college discipline, approval for study abroad may be withdrawn. Students who voluntarily withdraw (or are required to withdraw) from a program at any stage are responsible for any unrecoverable payments made by the University to the program on behalf of the student, in addition to any applicable University tuition and fees.

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

All students will be automatically enrolled in mandatory international insurance coverage for the duration of their program period abroad. Students are responsible for this fee. The insurance is only waived at the discretion of the Director of Study Abroad when a partner program requires the students enroll in their insurance plan and when this coverage satisfies University coverage requirements.

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 or university. Partner programs that include transportation to the study site as part of the comprehensive program fee will be asked to bill the student directly for these charges.

#### PROGRAM PLANNING

Applicants should consider carefully how a semester abroad would complement their general education, majors, and career plans. Applicants discuss the appropriateness of individual programs and courses of study with their faculty advisors as well as with Study Abroad Office staff. Close consultation with Academic Advisors are critical for

students in better ensuring the transferability of courses as well as timely progression towards degree completion.

Academic results from any approved study abroad program are recorded on the student's UofR transcript and grades earned are computed in the student's University of Redlands grade point average. Credit earned in these programs are applied toward graduation when the Registrar's Office receives evidence that studies have been completed through receipt of an approved program transcript.

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

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

#### STUDY ABROAD PREPARATION

The university offers the following pre-departure as well as re-entry courses in order to maximize the educational, cultural and practical benefits to students that results from study abroad.

#### STUDY ABROAD (SPRO)

101 Crossing Cultures I: Pre-departure.

Fall (2), Spring (2).

This course is designed to build intercultural skills and awareness in preparation for study abroad. Readings, assignments, and activities focus on the student's specific destination culture as well as general strategies for a successful and meaningful cross-cultural experience.

Prerequisite: Enrollment in or planned enrollment in study abroad courses for the following semester.

Offered each semester.

102 Crossing Cultures II: Re-entry.

Fall (2), Spring (2).

This course is designed for students who have recently returned from study abroad. In addition to strategies for enhancing intercultural perspectives and coping with re-entry shock, students will learn how to translate study abroad experiences into a professional skill set and communicate these skills to potential employers.

Prerequisite: A recently completed study abroad experience.

Offered as needed.

### 103 Crossing Cultures 2: Re-entry

Fall (2), Spring (2).

Crossing Cultures 2: Re-entry is designed for students who have recently returned from study abroad. In addition to strategies for enhancing intercultural perspectives and coping with re-entry shock, students learn how to translate study abroad experiences into a professional skill set and communicate these skills to potential employers.

Prerequisite: SPRO 101.

Offered every year.

Numeric grade only.

### SALZBURG SEMESTER

The Director

Katherine Baber

Since 1960, the University of Redlands has offered a unique study abroad program in Salzburg, Austria. The Salzburg Semester is characterized by a general humanities curriculum and offered in the context of group study and extensive travel opportunities. The program is available to sophomore, junior, and senior undergraduates regardless of major.

The Salzburg Semester offers a unified core of courses taught on a block system, and that supports each other and takes advantage of the richness of the local and regional location. Extended field excursions to the Balkans and to Italy enrich the insights gained from in-class lectures. A professor from the Redlands home campus spends a portion of each semester in residence in Salzburg teaching a single course.

The comprehensive fee for the Salzburg program is set at the cost of tuition, double room and standard meal plan, and ASUR fee. As with other study-abroad programs, students are responsible for their transportation to and from the study site.

### GUEST STUDENTS

The University of Redlands may welcome qualified guest students to the Salzburg Semester program each semester from colleges across the country.

### COURSE DESCRIPTIONS (SALZ)

101 First-Year German (Salzburg).

102 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 SALZ 102: GRMN 101.

201 Second-Year German (Salzburg).

202 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 SALZ 201: GRMN 102 or permission.

Prerequisite for SALZ 202: GRMN 201 or permission.

240 Austria in Europe: History, Identity, Remembrance.

Fall (4), Spring (4).

This course is designed to introduce students to the history, culture, and economics of Austria and its place in Europe from early settlement to the present day. We will study Austria's role in the Roman Empire, the Holy Roman Empire, Austria-Hungary, World Wars I and II, the Soviet Empire and Austria's eventual membership in the European Union. Extensive travel around Austria, Europe, and the Balkans complements in-class work.

250 The Sites and Sounds of Salzburg: Engaging with the Visual and Performing Arts in Europe.

Fall (4), Spring (4).

Students engage personally in the performance of classical music as well as its history and context, the creation of visual art and its development throughout European history, and the understanding of architecture as a reflection of the European ideal. Presents in a unique manner the expansive European culture of classical music, art and architecture, blending concerts, museum study, and excursions in Salzburg and to selected European cities.

260 Special Topics in Salzburg.

Fall (4), Spring (4).

Special topics course for Salzburg Semester taught by visiting faculty.

ORZ Topics in Recreational Sports: The Austrian Outdoor Experience.  
Fall (1), Spring (1).

The course provides an opportunity for those students studying in Salzburg to experience the abundance of outdoor activities while combining them with their own personal health and fitness.

May repeat once.

#### OTHER COURSES:

MUAP 350S. Salzburg Music Lesson (2–4).

Music majors have the opportunity to take applied music lessons from a member or associate of the world-famous Mozarteum.

#### RECOGNIZED UNIVERSITY PARTNERSHIPS

The University of Redlands has established agreements with numerous universities, allowing students to study at these partner institutions each semester.

Recognized University Partnerships:

- Chinese University Hong Kong – Hong Kong, China
- James Cook University – Townsville, Australia
- Nanzan University – Nagoya, Japan
- National University of Ireland, Galway – Galway, Ireland
- Queen Mary, University of London – London, England
- University of Bristol – Bristol, England
- Tuskegee University, Tuskegee, Alabama
- University of Canterbury – Christchurch, New Zealand
- University College Dublin – Dublin, Ireland
- University of East Anglia – Norwich, England
- University of Edinburgh – Edinburgh, Scotland
- University of Melbourne – Melbourne, Australia
- Victoria University, Wellington – Wellington, New Zealand
- Wollongong University – Wollongong, Australia
- Waseda University – Tokyo, Japan

#### APPROVED STUDY ABROAD PROGRAM OPPORTUNITIES

The Study Abroad Office offers students a wide range of abroad opportunities across the globe in partnership with approved study abroad partner organizations. On the basis of conjunction with faculty members and individual departments, the Study Abroad Office determines the organizations and programs that are officially approved. Only specifically approved programs offered by partners are available to students at Redlands. Our partner organizations include the Institute for the International Education of Students (IES), The School for

International Training (SIT), School for Field Studies (SFS), Denmark's International Study Program (DIS), Council on International Education Exchange (CIEE), and Studio Arts College International (SACI).

#### 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 Europe, Latin America, Africa, Asia, and the South Pacific. These offerings are extended to Redlands students at the established programs cost. Program costs tend to be comprehensive, though included pre-program elements may vary from course to course.

#### INFORMATION

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

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## **Course Definitions**

### **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.

500x–599x Continuing education courses. Not degree applicable. Offered through Schools of Education, Business, and Continuing Studies.

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.

### Johnston Course Numbering

000A–000Z Johnston Seminars, undergraduate level.

IND- Johnston Independent Studies, undergraduate level.

### 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.

### ACADEMIC CREDIT DEFINITION

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 listed in this catalog are followed by the semester or term in which they are typically offered and the number of credits they carry.

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.

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## **ACCOUNTING**

### THE FACULTY

Renée Hall

Ning Ren

### THE MAJOR

The accounting major combines the strengths of a liberal arts education with preparation for a professional career. Accounting coursework emphasizes critical analysis, problem-solving, and communication. Completion of the major will, in most cases, prepare graduates for licensure as a Certified Public Accountant (CPA) in the States of California. (CPA licensure requirements vary somewhat across states.) Graduates who choose career paths other than public accounting have a strong background for entering careers in finance, management, and law.

A 2.0 in ECON 101 is a required pre-requisite for ACCT 210, the first accounting course. Students entering the major are required to have a minimum 2.7 cumulative GPA on a 4.0 scale. Transfer students are also required to have a 2.7 average from their previous school(s).

Accounting majors can pursue a double major. Popular combinations with Accounting are Financial Economics, Global Business, or Business Administration, though other combinations are possible with careful planning. Accounting students are encouraged to study abroad and to complete an internship.

Learning outcomes for this program may be found at [www.redlands.edu/BS-ACCT/learning-outcomes](http://www.redlands.edu/BS-ACCT/learning-outcomes).

## BACHELOR OF SCIENCE

### REQUIREMENTS

#### RELATED FIELD COURSES 6 courses/ 24 credits

- ECON 101 Principles of Economics (4) (LAI – Social Scientific Practice and Quantitative Reasoning Embedded) (LAF – State and Economy)
- MATH 111 Elementary Statistics and Probability (4), PHIL 100 Introduction to Philosophy (4), REL 125 Introduction to World Religions (4), or other Philosophy or Religion courses containing “Survey” or “Introduction” in the title.
- BUS 240 Business Law (4), OR GLB 240 U.S. Business Law (4), OR ECON 230 Money Banking Financial Markets (4)
- GLB 421 Corporate Finance (4), OR GLB 354 Investments (4)
- ECON 350 Microeconomic Theory (4) which requires MATH 121 Calculus I (4) as a prerequisite OR ECON 202 Game Theory (4), ECON 205 Ecological Economics (4), ECON 221 Economics of Development (4), ECON 222 International Political Economy (4), ECON 254 Economics of the Public Sector (4), ECON 304 Economic History (4), ECON 307 History of Economic Thought (4), OR an individually approved advanced Business Administration course.

#### ACCOUNTING COURSES 12 courses / 44 credits

- ACCT 210 Principles of Financial Accounting and Reporting (4)
- ACCT 220 Principles of Managerial Accounting (4)
- ACCT 309 Accounting Ethics and Professional Responsibility (4)
- ACCT 310 Intermediate Financial Reporting for Operations (4)
- ACCT 320 Intermediate Financial Reporting for Financial Transactions (4)
- ACCT 330 Intermediate Financial Reporting for Investing Transactions (4)
- ACCT 400 Financial Reporting Theory I (2)
- ACCT 401 Financial Reporting Theory II (2)
- ACCT 410 Auditing (4)
- ACCT 411 Accounting Information Systems (4) or CS 301 Business Analysis and Excel (4)
- ACCT 415 Tax Accounting (4)
- ACCT 440 Financial and Business Reporting Analysis (4)



Electives are not required, but are useful to students who are both preparing for the CPA exam and ensuring that they meet licensure requirements. Electives include:

- ACCT 360 Volunteer Income Tax Assistance (3)
- ACCT 416 Advanced Concepts in Tax (4)
- ACCT 421 Governmental and Not-for-Profit Accounting (2-4)
- ACCT 480 Accounting Internship (2-4)

#### THE MINOR

A minor in accounting can provide a foundation for careers in business, government, investment management, and finance. Students who choose to minor in accounting must complete 23-24 credits of the following accounting courses:

- ACCT 210 Principles of Financial Accounting and Reporting (4)
- ACCT 220 Principles of Managerial Accounting (4)
- ACCT 310 Intermediate Financial Reporting for Operations (4)

*And three additional accounting courses selected from the following:*

- ACCT 320 Intermediate Financial Reporting for Financing Transactions (4)
- ACCT 330 Intermediate Financial Reporting for Investing Transactions (4)
- ACCT 411 Accounting Information Systems (4)
- ACCT 440 Financial Statement Analysis (4)
- ACCT 415 Tax Accounting (4)
- ACCT 416 Advance Concepts in Tax (4)
- ACCT 421 Governmental and Not-for-Profit Accounting (3 when offered)

#### INTERNSHIP

Accounting majors are encouraged to obtain accounting internships to enhance their academic preparation. 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 (ACCT 480), 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. Increasingly, study abroad is an important component of an education.

## DEPARTMENTAL HONORS IN ACCOUNTING

Applications are accepted in the summer following junior year from majors who have achieved distinguished academic success. Successful applicants will work one-on-one with a member of the accounting faculty to complete a research project. In addition, the research project will be supported and reviewed by an advisory committee of accounting 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 major department.

### COURSE DESCRIPTIONS (ACCT)

All prerequisite courses must be taken for a numerical grade. To meet a course prerequisite, a minimum grade of 2.0 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 activity, resources, obligations. Emphasis is on preparing and using financial information at an enterprise level.

Prerequisites: ECON 101.

#### 220 Principles of Managerial Accounting.

Fall (4), Spring (4).

Analysis of financial and relevant non-financial information used in planning, motivating, evaluating, and control. Economic and behavioral concepts and quantitative techniques are integrated throughout. Topics: cost behavior, budgeting, analysis of variance, performance measurement, and pricing.

Prerequisites: ACCT 210.

#### 309 Accounting Ethics and Professional Responsibilities.

Spring (4).

Accounting Ethics introduces students to the professional responsibilities inherent in giving financial advice or verifying representations made by clients in financial reports. Students will explore potential dilemmas that can arise when services paid for by a client are designed to also promote the well-being of the public. Course format relies heavily on written cases, in-class discussion, debate, and a formal research project.

Prerequisites: ACCT 210.

By permission only.

### 310 Intermediate Financial Reporting for Operations.

Fall (4), Spring (4).

Intermediate Accounting for Operations focuses on a firm's basic revenue-generating activities. Students will learn how providing sales and service, granting customer credit, collecting cash, producing, innovating, incurring and paying expenses, acquiring and using long-term assets, are represented in each of the four financial statements and accompanying disclosures.

Prerequisites: ACCT 210.

### 320 Intermediate Accounting for Financial Transactions.

Spring (4).

Examines transactions in which a firm secures or re-balances its financing (debt and/or equity). Emphasis will be placed on how choice of financing affects firm value and risk, and how financial statements, with accompanying footnote disclosures, represent the implications of those choices.

Prerequisite to ACCT 310.

### 330 Intermediate Financial Reporting for Investing Transactions.

Fall (4).

Intermediate Accounting for Investing Transactions focuses on the acquisition and divestiture of long term productive assets; investments in the debt, equity or operations of another company; risk management through the use of derivatives; foreign currency and tax effects on strategic decisions. Students will learn how these transactions are represented in each of the four financial statements and accompanying disclosures.

Prerequisites: ACCT 310.

]Recommended: ACCT 320.

### 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.

Credit/no credit only.

This course is **not** eligible to count toward a minor in accounting.

### 400 Financial Reporting Theory I.

Fall (2).

### 401 Financial Reporting Theory II.

### 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 for ACCT 400: ACCT 310 or ACCT 320 or by permission.

Prerequisite for ACCT 401: ACCT 310 or by permission.

### 410 Auditing.

Fall (4).

Examination of the responsibilities of independent and internal auditors. Emphasis is on the decision process, including audit standards, internal controls, audit objectives and evidence, sampling theory, and reporting audit conclusions.

Prerequisite: ACCT 310 or by permission.

### 411 Accounting Information Systems.

Fall or 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 modeling and database systems, and on documenting and evaluating internal controls.

Prerequisite: ACCT 210 and ACCT 220 or by permission.

### 415 Tax Accounting.

Fall (4).

Determination of federal and state income tax liability for individuals, corporations, and partnerships. Addresses filing returns, paying taxes, and introduces tax planning. Legislative and judicial development of tax law. Legal recourse available to taxpayers.

Prerequisites: ACCT 210 and senior standing or by permission.

Recommended: ACCT 360.

### 416 Advanced Concepts in Tax.

Spring (4).

Builds on concepts learned in ACCT 415 to address advanced topics in tax compliance for individuals, partnerships, and corporations. Discusses tax planning in detail.

Prerequisite: ACCT 415.

### 421 Governmental and Not-for-Profit Accounting.

Spring (4).

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 by permission.

Offered as needed.

440 Financial Statement Analysis.

Spring (4).

Financial statements are used in the context of making investment and financial decisions. Emphasis on using business strategy and economic environment to forecast financial statements (income, cash flow, balance sheet), assess risk, evaluate effectiveness of financial and operating leverage, and estimate intrinsic value of a firm and its equity.

Prerequisites: ACCT 310, senior standing, or by permission.

Recommended: ACCT 320 and ACCT 330.

469 Advanced Topics in Accounting.

Fall (2–4), Spring (2–4), May Term (3).

Continuation of select upper-division courses, allowing students to pursue topics in accounting beyond one semester. Designed to reflect current trends and issues. May be repeated for degree credit, given a different topic, for up to 4 credits.

Offered as needed.

Prerequisite: by permission.

Numeric grade only.

480 Accounting Internship.

Fall (2–4), Spring (2–4).

Placement in an accounting internship with academic work under faculty direction.

Prerequisite: junior or senior standing, or by permission.

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## **ART**

### THE FACULTY

Raúl Acero

Tommi Cahill

Munro Galloway

Penny McElroy

### THE MAJOR

The department offers a program leading to a Bachelor of Arts degree in Studio Art.

Learning outcomes for this program may be found at [www.redlands.edu/BA-ARTS/learning-outcomes](http://www.redlands.edu/BA-ARTS/learning-outcomes).

### BACHELOR OF ARTS

STUDIO FOUNDATION REQUIRED COURSES: 5 courses/ 20 credits

-- ART 131 Drawing (4)

-- ART 132 2-D Design (4)

-- ART 145 Introduction to Sculpture (4)

-- ART 159 Digital Imaging (4)\

-- ART 235 Introduction to Photography (4)

-- One art history course. Students are advised to take as many art history courses as possible.

CONCENTRATION—CHOOSE ONE OF THE FOLLOWING:

SCULPTURE/CERAMICS: 3 courses/ 12 credits

- ART 140 Introduction to Ceramics (4)
- ART 240 Intermediate Ceramics or ART 347 Intermediate Sculpture (4)
- ART 448 Advanced Projects: Sculpture/Ceramics (4)

**DRAWING/PAINTING: 3 courses/ 12 credits**

- ART 233 Painting (4)
- ART 333 Intermediate Painting (4)
- ART 434 Advanced Projects: Drawing/Painting (4)

**GRAPHIC DESIGN: 4 courses/ 16 credits**

- ART 251 Typography (4)
- ART 252 Introduction to Graphic Design (4)
- ART 352 Intermediate Graphic Design (4)
- ART 456 Advanced Projects: Graphic Design (4)

**PHOTOGRAPHY: 3 courses/ 12 credits**

- ART 235 Introduction to Photography (4)
- ART 339 Intermediate Photography (4)
- ART 436 Advanced Projects: Photography (4)

**CAPSTONE: 1 course/ 4 credits (all majors)**

- ART 495 Senior Project (4)

**TO BE A SUCCESSFUL ART MAJOR, YOU SHOULD**

- take the Studio Foundation in the first or second year (ART 131, ART 132, ART 145, and ART 159)
- plan study abroad early, consulting with department faculty about appropriate programs and timing
- plan to be on campus the spring of your junior year and all of your senior year in order to ensure completion of your major requirements
- declare your major by the fall of your sophomore year
- understand the waiting list system (see the section Waiting Lists)
- attend to course prerequisites when planning your schedule
- complete a concentration selected from the descriptions in the previous sections
- try to include at least one course each in theatre, creative writing, and music during your college career

**THE MINOR**

The minor consists of 20 credits.

**FOUNDATION COURSES: 2 courses/ 8 credits**

Choose two from

- ART 131 Drawing (4)

- ART 132 2-D Design (4)
- ART 145 Introduction to Sculpture (4)
- ART 159 Digital Imaging (4)

#### STUDIO ART COURSES: 3 courses/ 12 credits

Complete 3 Studio Art courses, at least one of which is at the 200 level or above.

#### FEES

All studio courses require a lab fee. All lab fees are charged to the college bill of the student, unless other arrangements for payment are made. Once course materials are distributed, the student is responsible for paying the materials portion of the lab fee, even if they drop the course.

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.

#### 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 12 hours of studio work outside of class.)

#### WAITING LISTS

The University registration system keeps waitlists for all courses. Sign up for the waitlist for a course through the system and plan to attend the first day of class with an add slip. Typically, two to five students from the waitlist are admitted to the class, with preference given to Art majors.

#### DEPARTMENTAL HONORS

All art majors complete a senior project, which is evaluated by the full-time faculty 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 STUDIO ART AND INTERNATIONAL BACCALAUREATE IN VISUAL ARTS



Students who earn scores of three or higher on the Advanced Placement Test receive 4 credits in studio art. Students who complete an International Baccalaureate Diploma in Visual Art are eligible to receive 4 elective art credits.

### COURSE DESCRIPTIONS (ART)

#### 131 Drawing.

Fall (4), Spring (4).

This is an introductory studio course that focuses on traditional techniques, materials, and processes of drawing. Through the basic observation of still life, landscape, and portraiture, the student will learn how the elements and principles of design can be developed in their own drawings to promote personal expression and understanding. Emphasis is placed on composition, mark making, perspective, and interpretative drawing.

Numeric and Evaluation grade only.

#### 132 2-D Design.

Fall (4), Spring (4).

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.

Numeric and Evaluation grade only.

#### 140 Introduction to Ceramics.

Fall (4), Spring (4).

Introduction to the shaping of clay with hand-building techniques and on the potter's wheel. A variety of surface design and firing techniques is also taught.

#### 145 Introduction to Sculpture.

Fall (4), Spring (4).

Introduction to materials, techniques, concepts, and tools of sculpture. Techniques covered may include modeling, carving, construction, and mold making.

#### 150 Book Arts.

Fall (4), Spring (4).

Students explore various ways and means to create artists' books. This includes binding and structures, pacing, sequencing, and theoretical and conceptual approaches to the book as an art object.

**155 Introduction to Printmaking.**

Fall (4), Spring (4).

This course is an introduction to the basic strategies and techniques of lithographic, intaglio, serigraphic, and relief processes. Emphasis is on development of imagery and introductory understanding and command of print processes. Completed editions will be discussed during group critiques.

**159 Digital Imaging.**

Fall (4), Spring (4).

Introduction to using the computer as a creative tool. Development of digital imaging techniques and photo manipulation using Adobe Photoshop.

**165 Special Topics.**

Fall (2–4), Spring (2–4), May Term (3).

Various offerings of specialized studio workshop experiences.

**233 Painting.**

Fall (4), Spring (4).

Introduction to the materials and techniques of painting. Emphasis is placed on color, mixing and modifying paints, surface, composition, and the history of the medium.

**235 Introduction to Photography.**

Fall (4), Spring (4).

Using a digital camera, students produce original work in response to a series of lectures, assignments, and biweekly critiques. A range of tools, including color correction, selections, layers, and inkjet printing are addressed. Students will complete an integrative final project.

**240 Intermediate Ceramics.**

Spring (4).

Expands on the techniques taught in ART 140. Areas of focus include kiln firing, wheel throwing and hand building, glaze experimentation, and overviews of pottery by contemporary artists and ancient societies.

**249 Sculpture: Metal Casting.** Fall (4),

Spring (4).

Various mold-making techniques taught and work will be cast in bronze. Intermediate-level sculpture focusing on modeling with materials such as clay and plaster. Emphasis on formal and conceptual development of personal expression. Students will study work of contemporary

sculptors.

Offered as needed.

### 250 Life Drawing.

Fall (4), Spring (4).

Continuation of ART 131, offering an introduction to the human figure. Students draw from live models and become familiar with the anatomical structure of the human body with an emphasis on accurately interpreting it through a variety of drawing mediums.

Prerequisite: ART 131 or by permission. May be repeated for a maximum of 12 credits.

### 251 Typography.

Fall (4), 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.

### 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 text/image relationships, illustration techniques, basic type concerns, logo/identity, concept presentation, and developing competency with Adobe Illustrator.

### 264 History of Photography/Printmaking/Graphic Design.

Fall (4).

This special topics studio art course surveys the broad history of visual communication of printmaking, photography, design, and its influence from prehistory to contemporary art practices.

### 265 Special Topics in Studio Art.

Fall (2-4), Spring (2-4), May Term (3).

Various offerings in specialized studio workshop experiences.

Offered as needed.

Prerequisite: ART 131 or ART 132 or ART 145 or ART 235 or by permission.

### 333 Intermediate Painting.

Spring (4).

Continuation of ART 233 with further investigation of the methods and materials associated with painting. Emphasis is placed on creating

awareness and the development of a personal approach for subject matter and processes in painting.

Prerequisites: At least one of the studio art foundation courses (ART 131, ART 132, ART 145, ART 159) and ART 233 and junior standing, or by permission. May be repeated for degree credit with permission.

### 339 Intermediate Photography.

Spring (4).

This course focuses on the production of work using digital or darkroom photography. Lectures, readings, discussions, and critiques. Designed specifically for students to produce high volumes of work. Focus on individual student's process, artist statements, portfolios and the completion of a fully realized concept.

Prerequisites: At least one of the studio art foundation courses (ART 131, ART 132, ART 145, ART 159) and ART 235 and junior standing, or by permission.

### 347 Intermediate Sculpture.

Spring (4).

Students work with combinations of materials, exploring their physical properties and cultural significance. Emphasis on personal expression through form and content.

Prerequisites: ART 145.

### 352 Intermediate Graphic Design.

Spring (4).

Expands on the theories and topics covered in ART 252. Areas of focus include graphic design and advertising as a cultural force, campaigns and marketing strategies, typography, visual hierarchy, multiple-page document layout, and production techniques using Adobe InDesign. Emphasis on conceptualization, problem-solving, and increased technical aptitude.

Prerequisites: At least one of the studio art foundation courses (ART 131, ART 132, ART 145, ART 159) and ART 252 and junior standing, or by permission.

### 356 Contemporary Art: Theory and Practice.

Spring (4).

This course examines early 20th-century art to contemporary art practices of various disciplines; creative processes and the conceptual basis from which art practices develop with exploration of art movements within a historical, social context. Students will engage in

the art-making process periodically throughout the semester.

Prerequisite: Any WA course.

434 Advanced Projects: Painting/Drawing.

Fall (4).

Advanced work in painting and drawing. 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 painting and drawing.

Prerequisite: ART 331 or ART 333.

436 Advanced Projects: 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.

Prerequisite: ART 339.

448 Advanced Projects: Sculpture/Ceramics.

Fall (4).

Students will develop new skills as they pertain to their stated interests, pursue individual projects and discuss their work and the work of contemporary artists in seminar style.

Prerequisite: ART 347.

456 Advanced Projects: Graphic Design.

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 technique, work toward developing an individual style, and create a portfolio of professional quality design work.

Prerequisite: ART 352.

485 Program Internship.

Fall (2–14), Spring (2–14).

By permission of instructor only.

495 Senior Project: Studio Art.

Spring (4).

Opportunity for students to work independently on a culminating body

of work in their concentration. Studio artwork, if acceptable, is exhibited in the spring senior show.

Prerequisites: ART 131, ART 132, ART 145, ART 159; and ART 434 or ART 436 or ART 448 or ART 456.

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## **ART HISTORY**

### **THE DIRECTOR**

Piers Britton

### **THE ADVISORY COMMITTEE**

Heather King, English

Nancy Carrick, English

### **THE MINOR**

#### **ART HISTORY MINOR**

Minor requirements – 22 credits

- ARTH 102 Introduction to the History of Art (4)
- Two Art History courses at the 200 level (6–8 credits)
- Two Art History courses at the 300 level (8 credits)
- One course in studio art (3–4 credits)

#### **CROSS-LISTED COURSES**

Descriptions of these courses can be found in the relevant department of this Catalog. Check these also for prerequisites, if any. The following courses concentrate entirely or significantly on issues pertaining to art and visual culture and may be counted automatically toward the minor:

- REST 240 Chicana/o Art (4)
- THA 125 Stage Design Fundamentals (satisfies studio art requirement) (4)

#### **ADVANCED PLACEMENT IN ART HISTORY**

Students who receive a score of four or higher on the Advanced Placement Test will automatically receive credit for ARTH-102.

#### LEARNING OUTCOMES

Learning outcomes for this program may be found at [www.redlands.edu/ARTH/learningoutcomes](http://www.redlands.edu/ARTH/learningoutcomes).

#### COURSE DESCRIPTIONS (ARTH)

102 Introduction to the History of Art.

Fall (4), Spring (4).

This course introduces basic skills for viewing, analyzing, and writing about art. It outlines the materials and techniques of art making, and sketches some of the ways in which social forces shape art. Students will learn how to conduct a formal analysis of an art object and research its context.

230 History of the Graphic Arts.

Fall (4), Spring (4).

Explores the history of expressive and communicative use of graphic symbols and text, and of the technologies that have enabled the mass reproduction and dissemination of text and images, including the invention of movable type, developments in intaglio and xylography, photographic process, and graphic design using digital platforms.

Prerequisite: ARTH 102 or permission.

Offered as needed.

260 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.

264 Special Topics in Art History.

Fall (2–4), Spring (2–4).

Topics of current interest in art history. May be repeated for degree credit for a maximum of 12 credits.

Offered as needed.



**322 Renaissance Artists and their Clients.**

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.

Prerequisites: ARTH 102 or permission.

Offered as needed.

**324 Art and Identity.**

Fall (4), Spring (4).

Explores the role that artistic practices have played in the formation and maintenance of national, ethnic, cultural, spiritual, sexual, and gender identities. Geographic and temporal focus varies. Course may be repeated for degree credit with permission.

Prerequisite: ARTH 102 or by permission.

Offered as needed.

**326 Modernism and Modernity.**

Fall (4), Spring (4).

This course provides the student with a foundational knowledge of modern/modernist art of the 19th and earlier 20th centuries, including painting, sculpture, architecture, graphic design, and photography. It develops and extends material covered in ARTH 102, but also offers a self-contained introduction to formal and contextual analysis of art.

Prerequisite: ARTH 102 or permission.

**328 After the Modern.**

Fall (4), Spring (4).

Examines the relationship between various modernisms and post-modernisms and their impact on art production from the early 20th century to the contemporary period. Considers concepts such as artist and viewer subjectivity, ethnic and gender asymmetries, as well as the influence of technology, late capitalism, and globalism.

**365 Special Topics in Art History.**

Fall (2-4), Spring (2-4).

Topics of current interest in the study of Art History and Visual Culture such as Art and Memory, Women Artists, Contemporary Architectural Theory, Architecture and Urbanism, History of Italian Gardens, Sacred Mountains, and Design for Film and Television. May be repeated for

168 University of Redlands

degree credit given a different topic.  
Offered as needed.

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## **ASIAN STUDIES**

### **THE PROGRAM DIRECTOR**

Walter Hutchens

### **THE ADVISORY COMMITTEE**

Anne Cavender, English

Heung-Joo Cha, Global Business

Karen Derris, Religious Studies

Robert Eng, History

Lawrence Finsen, Philosophy

Walter Hutchens, Global Business

William Huntley, Religious Studies

Xinyan Jiang, Philosophy

Sawa Kurotani, Anthropology

Hongwei Lu, Asian Studies

Jack Osborn, Global Business

### **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. Faculty who are appointed to the Asian Studies Program, Members of the Advisory Committee, and other faculty regularly offer courses that fulfill Asian Studies degree requirements. A listing of Asian Studies courses is set forth below.

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.

Learning outcomes for this program may be found at [www.redlands.edu/BA-AST/learning-outcomes](http://www.redlands.edu/BA-AST/learning-outcomes).

## 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. Asian Studies major requirements consist of 1) completion of 14 courses of 3–4 credits each, including a Senior Capstone project, 2) Asian language proficiency at the second-year completion level, and 3) a study abroad experience in Asia.

## BACHELOR OF ARTS

### I. COURSEWORK REQUIREMENT

Students must take 14 AST and/or AST cross-listed courses of 3–4 credits each and a Senior Capstone.

The 14 required AST and/or AST cross-listed courses are subject to the following restrictions:

1. At least eight major courses must be AST-designated courses taken at the University of Redlands (including on-campus courses and travel courses).
2. At least five major courses must be at the 300-400 levels (including 300-400 level language courses), and the student must take courses from at least two disciplines other than language study.
3. A maximum of eight Asian language courses may be used towards the 14 total required courses.
4. A First-Year Seminar that has significant Asian content and is taught by an Asian Studies Advisory Committee faculty member may be included in major coursework.
5. Majors may petition to change any of the above restrictions, subject to approval by the Asian Studies Program.

For the Senior Capstone, students should contact an AST advisor at the end of the third year to choose between the two options described below. Detailed guidelines for the Senior Capstone are 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 semester-long research project, portfolio, or other significant project as the culminating experience as 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 outstanding majors who are 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: one semester of 400-level Directed Study of 4 credits. Honors students may enroll in up to 8 credits of such directed studies.

## II. LANGUAGE REQUIREMENT

Majors must demonstrate proficiency in an Asian language at the second-year completion level. Currently, the Asian Studies Program offers two language programs: Chinese and Japanese. Students who wish to pursue another Asian language may do so, subject to approval by the AST Advisory Committee including advanced approval of how the proficiency requirement will be fulfilled.

## III. STUDY ABROAD REQUIREMENT

Study abroad in an Asian location is required. Relevant courses from study abroad may be counted toward AST coursework, subject to the Coursework Requirement restrictions previously stated.

## THE MINOR

The minor requires completion of:

- at least one year in Chinese or Japanese language study consisting of two courses.
- six courses from the AST and AST Cross-listed course list. 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.

#### ADVANCED PLACEMENT IN CHINESE AND JAPANESE

Students who score a three on the Advanced Placement Test receive 4 credits; those who score a four or five receive 8 credits. The department will determine language placement.

#### AST AND AST CROSS-LISTED COURSES:

- AST 111 Introduction to Chinese Literature (4)
- AST 120 Chinese/Japanese Calligraphy (4)
- AST 160 Topics in Asian Studies (3–4)
- AST 211 Contemporary Chinese Film (4)
- AST 212 Modern Chinese Literature (4)
- AST 240 Popular Culture of Japan (4)
- AST 260 Topics in Asian Studies (3–4)
- AST 360 Topics in Asian Studies (3–4)
- AST 460 Topics in Asian Studies (3–4)
- GLB 336 International Business (4)
- GLB 387 China's Business Environment (4)
- GLB 452 Japanese Corporations and Global Business (4)
- GLB 457 Strategic Issues in Global Business (4)
- GLB 459 Business Policy and Strategy (Asian company projects only) (4)
- CHNS 101 Beginning Chinese (Mandarin) (4)
- CHNS 102 Beginning Chinese (Mandarin) (4)
- CHNS 201 Intermediate Chinese (Mandarin) (4)
- CHNS 202 Intermediate Chinese (Mandarin) (4)
- CHNS 301 Third-Year Chinese (Mandarin) (4)
- CHNS 302 Third-Year Chinese (Mandarin) (4)
- CHNS 401 Fourth-Year Chinese (Mandarin) (4)
- CHNS 402 Fourth-Year Chinese (Mandarin) (4)
- ENGL 119 World Literature (4)
- ENGL 216 Poetry East-West (4)
- HIST 141 Classical Asian Civilizations: China and Japan (4)
- HIST 142 Modern Asian Civilizations: China and Japan (4)
- HIST 240 Modern China (4)
- HIST 242 Modern Japan (4)
- HIST 272 America and Asia (4)
- HIST 274 Vietnam (4)
- HIST 343 China Since 1949 (4)
- HIST 344 The Pacific Rim: Economic Dynamism and Challenge for America (4)

JPNS 101 First-Year Modern Japanese (4)  
JPNS 102 First-Year Modern Japanese (4)  
JPNS 201 Second-Year Modern Japanese (4)  
JPNS 202 Second-Year Modern Japanese (4)  
JPNS 301 Third-Year Modern Japanese (4)  
JPNS 302 Third-Year Modern Japanese (4)  
JPNS 401 Fourth-Year Modern Japanese (4)  
JPNS 402 Fourth-Year Modern Japanese (4)  
JPNS 410 Advanced Japanese (4)  
PHIL 102 Introduction to Chinese Philosophy (4)  
PHIL 160 Introductory Topics in Philosophy (when dealing with Asian philosophy) (4)  
PHIL 301 Chinese Buddhism (4)  
PHIL 302 Daoism (4)  
PHIL 303 Confucianism (4)  
PHIL 360 Topics in Philosophy (when dealing with Chinese philosophy) (4)  
POLI 332 Politics of Japan and Korea (4)  
POLI 462 Advanced Seminar in Comparative Politics (when dealing with Asia) (4)  
POLI 464 Advanced Seminar in International Relations (when dealing with Asia) (4)  
REL 125 Introduction to World Religions (4)  
REL 233 Buddhisms (4)  
REL 292 Sacred Life Stories in Asian Religious Traditions (4)  
REL 325 Japanese Religion and Arts (3)  
REL 330 Buddhist Literary Imaginations (4)  
REL 411 Masterpieces of Asian Literature (4)  
SOAN 256 Japanese Society and Culture (4)

Courses taken through First-Year Seminars, the Johnston Center, study abroad, or other accredited institutions may, with the permission of the Asian Studies Program, fulfill requirements of the Asian studies major and minor.

#### COURSE DESCRIPTIONS (AST)

111 Introduction to Chinese Literature.

Fall (4), Spring (4).

Literature from a variety of genres and periods selected to introduce students to the richness of a 2,000-year-old Chinese literary tradition. Special attention to developing critical and analytical skills.

120 Chinese/Japanese Calligraphy.

Fall (4), Spring (4).

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.

160/260/360/460 Topics in Asian Studies.

Fall (2–4), Spring (2–4), 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.

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.

212 Modern Chinese Literature.

Fall (4), Spring (4).

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 in alternate years.

240 Popular Culture of Japan.

Fall (4), Spring (4).

This course examines contemporary Japanese popular culture to better understand Japanese social practices, values, and conceptualization of human relationships and the meaning of life. The topics examined include the mass media, food, and sports using Anime, manga, contemporary films, magazines, and advertisements.

250 Service in Cambodia.

May Term (3).

This travel course combines study of contemporary Cambodia and working on service projects. Service projects include such things as



working at an elephant forest conservation project and teaching in schools. Field trips explore places like Phnom Penh, Angkor Temples, and the forest/jungle of Mondulkiri.

### CHINESE (CHNS)

101 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.

Numeric grade only.

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.

Numeric grade only.

201 Intermediate Chinese (Mandarin).

Fall (4), Spring (4).

Continuation of CHNS 101 and CHNS 102.

Prerequisite: CHNS 101 CHNS 102 or by permission.

Numeric grade only.

202 Intermediate Chinese (Mandarin).

Fall (4), Spring (4).

Continuation of CHNS 101 and CHNS 102.

Prerequisite: CHNS 101 CHNS 102 or by permission.

Numeric grade only.

301 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 for CHNS 301: CHNS 202 or equivalent.

Prerequisite for CHNS 302: CHNS 301 or equivalent.

Numeric grade only.

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 for CHNS 301: CHNS 202 or equivalent.

Prerequisite for CHNS 302: CHNS 301 or equivalent.

Numeric grade only.

401 Fourth-Year Chinese (Mandarin).

Fall (2–4), Spring (2–4).

Extensive reading and colloquial/formal usage building are major emphases of the course, while speaking and writing are incorporated in class discussions, oral reports, and essay assignments.

Prerequisite for CHNS 401: CHNS 302 or equivalent.

Prerequisite for CHNS 302: CHNS 301 or equivalent.

Numeric grade only.

402 Fourth-Year Chinese (Mandarin).

Fall (2–4), Spring (2–4).

Extensive reading and colloquial/formal usage building are major emphases of the course, while speaking and writing are incorporated in class discussions, oral reports, and essay assignments.

Prerequisite for CHNS 401: CHNS 302 or equivalent.

Prerequisite for CHNS 302: CHNS 301 or equivalent.

Numeric grade only.

## JAPANESE (JPNS)

101 First-Year Modern Japanese.

Fall (4), Spring (4).

First/second semester of first-year Japanese, designed for beginners who have no or little background. Students with previous exposure must take a placement test. Helps students acquire communication skills that are linguistically and culturally appropriate for a college student for everyday situations in Japan. Listening and speaking emphasized.

Prerequisite for JPNS 102: JPNS 101 or equivalent.

Numeric grade only.

102 First-Year Modern Japanese.

Fall (4), Spring (4).

First/second semester of first-year Japanese, designed for beginners who

have no or little background. Students with previous exposure must take a placement test. Helps students acquire communication skills that are linguistically and culturally appropriate for a college student for everyday situations in Japan. Listening and speaking emphasized.

Prerequisite for JPNS 102: JPNS 101 or equivalent.

Numeric grade only.

#### 201 Second-Year Modern Japanese.

Fall (4), Spring (4).

First/second semester of second-year Japanese, designed to help students expand their linguistic and cultural communicative competency. Conceptually complex sentence structures and hard-to-translate expressions are introduced, such as honorific and humble expressions and the passive-causative. Listening and speaking emphasized. Also introduces the basics of Japanese on computer (e-mailing and web sites.)

Prerequisite for JPNS 201: JPNS 102 or equivalent.

Prerequisite for JPNS 202: JPNS 201 or equivalent.

Numeric grade only.

#### 202 Second-Year Modern Japanese.

Fall (4), Spring (4).

First/second semester of second-year Japanese, designed to help students expand their linguistic and cultural communicative competency. Conceptually complex sentence structures and hard-to-translate expressions are introduced, such as honorific and humble expressions and the passive-causative. Listening and speaking emphasized. Also introduces the basics of Japanese on computer (e-mailing and web sites.)

Prerequisite for JPNS 201: JPNS 102 or equivalent.

Prerequisite for JPNS 202: JPNS 201 or equivalent.

Numeric grade only.

#### 301 Third-Year Modern Japanese.

Fall (4), Spring (4).

First/second semester of third-year Japanese. Organized around reading materials, and helps students build substantial reading and writing skills. Through class discussions conducted in Japanese on the readings, students develop skills to comprehend written and spoken opinions and to express abstract ideas. Students also learn to use Japanese dictionaries effectively.

Prerequisite for JPNS 301: JPNS 202 or equivalent.

Prerequisite for JPNS 302: JPNS 301 or equivalent.

Numeric grade only.

### 302 Third-Year Modern Japanese.

Fall (4), Spring (4).

First/second semester of third-year Japanese. Organized around reading materials, and helps students build substantial reading and writing skills. Through class discussions conducted in Japanese on the readings, students develop skills to comprehend written and spoken opinions and to express abstract ideas. Students also learn to use Japanese dictionaries effectively.

Prerequisite for JPNS 301: JPNS 202 or equivalent.

Prerequisite for JPNS 302: JPNS 301 or equivalent.

Numeric grade only.

### 401 Fourth-Year Modern Japanese.

Fall (4), Spring (4).

First/second semester of fourth-year Japanese. Organized around Japanese reading materials in a wide range of genres and styles. Students learn to read effectively and precisely on various conceptual matters and opinions. Class discussions conducted in Japanese on the course readings help students expand their skills to orally communicate intellectually sophisticated matters.

Prerequisite: JPNS 302 or equivalent.

Numeric grade only.

### 402 Fourth-Year Modern Japanese.

Fall (4), Spring (4).

First/second semester of fourth-year Japanese. Organized around Japanese reading materials in a wide range of genres and styles. Students learn to read effectively and precisely on various conceptual matters and opinions. Class discussions conducted in Japanese on the course readings help students expand their skills to orally communicate intellectually sophisticated matters.

Prerequisite: JPNS 302 or equivalent.

Numeric grade only.

### 410 Advanced Japanese.

Fall (3), Spring (3).

Advanced Japanese for students who come back from study abroad in Japan. Designed to help students integrate their experiences abroad into their academic interests. Readings chosen based on students' individual interests. Students learn to read effectively and precisely, and to orally

and visually present their individual projects in Japanese.

Prerequisite: Study abroad in Japan for at least one semester.

Offered as needed.

Numeric grade only.

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## **BIOCHEMISTRY AND MOLECULAR BIOLOGY**

### THE PROGRAM ADVISORS

Susan L. Blauth, Biology

Michael J. Ferracane, Chemistry

Caryl A. Forristall, Biology

David P. Schrum, Chemistry

Linda A. Silveira, Biology

Debra L. Van Engelen, Chemistry

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.

Students who intend to major in the program in Biochemistry and Molecular Biology must file an “intent to major” form with the secretary of the departments of Biology and Chemistry at the time they declare their majors in Biology and Chemistry. This form must be signed by the student and a program advisor from each department.

Learning outcomes for this program may be found at [www.redlands.edu/BS-BIOC/learningoutcomes](http://www.redlands.edu/BS-BIOC/learningoutcomes).

### BACHELOR OF SCIENCE

## DEGREE REQUIREMENTS

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.

**BIOLOGY COURSES: 5 courses/ 20 credits**

- BIOL 200 Principles of Biology: Unity and Diversity (4)
- BIOL 201 Principles of Biology II: Molecular/Cellular Biology and Genetics (4)
- BIOL 239 Molecular Genetics and Heredity (4)
- BIOL 338 Cell Biology (4)
- BIOL 344 Human Physiology (4) or BIOL 334 Comparative Physiology (4) or BIOL 326 Neuroscience (3-4) or BIOL 345 Immunology (4)

**TWO ADDITIONAL 200-300 LEVEL BIOLOGY COURSES WITH MOLECULAR EMPHASIS: 2 courses/ 6-8 credits**

Choose from:

- BIOL 325 Medical Genetics (3-4)
- BIOL 326 Neuroscience (3-4)
- BIOL 342 Advanced Molecular Genetics and Genomics (4)
- BIOL 343 Microbiology (4)
- BIOL 345 Immunology (4)
- BIOL 348 Developmental Biology (4)
- CHEM 420 Advanced Biochemistry (4)
- BIOL 260 Topics in Biology (3-4) or BIOL 360 Advanced Topics in Biology (3-4), with permission of a program advisor

A course emphasizing topics in genetics (e.g., BIOL 325 or BIOL 342) is strongly recommended.

**CHEMISTRY COURSES: 9 courses/ 34 credits**

- CHEM 131 General Chemistry (4)
- CHEM 132 General Chemistry (4)
- CHEM 231 Organic Chemistry (4)
- CHEM 232 Organic Chemistry (4)
- CHEM 320 Biochemistry (4)
- CHEM 330 Analytical Chemistry (4)
- CHEM 331 Physical Chemistry (4)
- CHEM 332 Physical Chemistry (4)
- CHEM 431 Advanced Laboratory (2)

## RESEARCH

Choose one of the following groups:

- 6 credits of BIOL 499 Honors Research (2–4) or 6 credits selected from one of the biology research courses (BIOL 403 to 460)
- BIOL 394 Biology Seminar (0)
- BIOL 495 Senior Seminar (1)
- BIOL 496 Senior Seminar (1)

OR

- 1-3 credits of CHEM 378 Chemistry Research (1–4) (depending on chemistry degree track)
- 1 credit of CHEM 476 Senior Capstone Thesis Report or 1 credit of CHEM 478 Senior Research and Thesis (1)
- Three semesters of CHEM 394 Chemistry Seminar (1)
- One semester of CHEM 494 Communication in Chemistry (3)

OR

- 6 credits of BLCM 460 Advanced Interdisciplinary Research in Biology and Chemistry (1–3)
- BIOL 394 (0) or BIOL 495–BIOL 496 (1) or four semesters of CHEM 394 (1)

Note: Research topics must be approved by the departments of Biology and Chemistry.

## RELATED FIELD REQUIREMENTS

### MATHEMATICS:

Choose one of the following groups:

- MATH 121 Calculus I (4)
- MATH 122 Calculus II (4)

OR

- MATH 118 Integrated Calculus I (4)
- MATH 119 Integrated Calculus II (4)
- MATH 122 Calculus II (4)

### PHYSICS:

Choose one of the following groups:

- PHYS 220 Fundamentals of Physics I (4)
- PHYS 221 Fundamentals of Physics II (4)



OR

-- PHYS 231 General Physics I (4)

-- PHYS 232 General Physics II (4)

#### COURSE DESCRIPTIONS (BLCM)

360 Interdisciplinary Research in Biology and Chemistry.

Fall (1-3), Spring (1-3).

Experimental study of project from both a biological and chemical perspective. Three hours laboratory, 80 minutes discussion, three hours independent work. May be repeated for degree credit for a maximum of 9 credits.

Prerequisite: by permission.

Offered as needed.

Numeric grade only.

460 Advanced Interdisciplinary Research in Biology and Chemistry.

Fall (1-3), Spring (1-3).

Continuation of experimental study of project from both a biological and chemical perspective. Includes serving as a mentor for student researchers and writing a grant proposal or thesis. Three hours laboratory, 80 minutes discussion, three hours independent work. May be repeated for degree credit for a maximum of 9 credits.

Prerequisite: by permission.

Offered as needed.

Numeric grade only.

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## **BIOLOGY**

### THE FACULTY

Benjamin Aronson  
James R. Blauth  
Susan L. Blauth  
William Casale  
Caryl A. Forristall  
Candace Glendening  
James R. Malcolm  
Lisa E. Olson  
Bryce Ryan  
Linda A. Silveira  
Lei Lani Stelle

### THE MAJOR

There are five categories of courses within the biology curriculum, each designed for different needs. The first group (BIOL 103 through 160) 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 200 through BIOL 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 BIOL 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. Note that only Comparative Physiology (BIOL 334) or Human Physiology (BIOL 344) will count toward the biology degree. Similarly, only Vertebrate Anatomy (BIOL 337) or Human Anatomy (BIOL 317) will count toward the biology degree. 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 BIOL 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, BIOL 495, BIOL 496), junior and senior students learn about careers in biology, research methods, and present and share the results of their research.

Students entering the biology major must have successfully completed BIOL 200 and BIOL 201 or equivalent courses and achieved a major GPA of 2.0 or higher at the time of declaration.

Learning outcomes for this program may be found at [www.redlands.edu/BA-BIOL/learning-outcomes](http://www.redlands.edu/BA-BIOL/learning-outcomes).

Learning outcomes for this program may be found at [www.redlands.edu/BS-BIOL/learning-outcomes](http://www.redlands.edu/BS-BIOL/learning-outcomes).

#### BACHELOR OF SCIENCE (40–44 credits)

- BIOL 200 Principles of Biology: Unity and Diversity (4)
- BIOL 201 Principles of Biology II: Molecular/Cellular Biology and Genetics (4)
- BIOL 238 Ecology, Evolution, and Behavior (4)
- BIOL 239 Molecular Genetics and Heredity (4)
- Five additional courses from BIOL 250– BIOL 360 (except BIOL 341) of which a minimum of three must include a significant laboratory or field component, by contract with department faculty.
- BIOL 394 Junior Seminar (0)
- BIOL 495 Senior Seminar (1)
- BIOL 496 Senior Seminar (1)
- 6 credits of coursework selected from BIOL 403 through BIOL 460, BLCM 460 Advanced Interdisciplinary Research in Biology and

Chemistry, or departmental  
honors project work (BIOL 499)

**RELATED FIELD REQUIREMENTS:**

**CHEMISTRY:** 4 courses/ 16 credits

- CHEM 131 General Chemistry (4)
- CHEM 132 General Chemistry (4)
- CHEM 231 Organic Chemistry (4)
- CHEM 232 Organic Chemistry (4)

**MATHEMATICS:** 2 courses/ 8 credits

Choose one of the following:

- MATH 118 Integrated Calculus (4) and
- MATH 119 Integrated Calculus II (4)

OR

- MATH 121 Calculus (4)

AND

Choose one of the following:

- MATH 111 Elementary Statistics with Applications (4)
- MATH 122 Calculus II (4)
- PSYC 250 Statistical Methods (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)

**PHYSICS:** 2 courses/ 8 credits

Choose one of the following groups:

- PHYS 220 Fundamentals of Physics I (4)
- PHYS 221 Fundamentals of Physics II (4)

OR

- PHYS 231 General Physics I (4)
- PHYS 232 General Physics II (4)

Note: 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**

Students who are not planning a research career, and wish to build depth or breadth in other disciplines, may wish to consider the Bachelor of

Arts in Biology. This degree can be combined with a minor or second major in another discipline.

**BACHELOR OF ARTS (47–50 credits)**

- BIOL 200 Principles of Biology: Unity and Diversity (4)
- BIOL 201 Principles of Biology II: Molecular/Cellular Biology and Genetics (4)
- BIOL 238 Ecology, Evolution, and Behavior (4)
- BIOL 239 Molecular Genetics and Heredity (4)
- CHEM 131 General Chemistry (4)
- CHEM 132 General Chemistry (4)
- CHEM 231 Organic Chemistry (4)
- CHEM 232 Organic Chemistry (4)

**CHOOSE ONE OF THE FOLLOWING:**

- PHYS 220 Fundamentals of Physics I (4)
- PHYS 231 General Physics I (4)
- MATH 111 Elementary Statistics with Applications (4)
- PSYC 250 Statistical Methods (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)

**ELECTIVES:**

- Three additional courses from BIOL 250–BIOL 360 (except BIOL 341) of which a minimum of two must include a significant laboratory or field component, by contract with department faculty.

**ADDITIONAL REQUIREMENTS:**

- BIOL 394 Junior Seminar (0)
- BIOL 495 Senior Seminar (1)
- BIOL 496 Senior Seminar (1)
- Completion of Senior Seminar Capstone project

Note: 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.

**THE MINOR**

**BIOLOGY MINOR: 6 courses/ 24 credits**

- BIOL 200 Principles of Biology: Unity and Diversity (4)
- BIOL 201 Principles of Biology II: Molecular/Cellular Biology and Genetics (4)
- BIOL 238 Ecology, Evolution, and Behavior (4) or BIOL 239

#### Molecular Genetics and Heredity (4)

-- Three additional courses from BIOL 238–BIOL 360 (except BIOL 341) of which a minimum of two must include a significant laboratory or field component, by contract with department faculty.

#### 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 (California Subject Examinations for Teachers; previously the SSAT/PRACTICE examination). 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 their fifth year of study. Please refer to the School of Education section of this Catalog for further information regarding teaching certification requirements.

#### ADVANCED PLACEMENT IN BIOLOGY

- Students earning a score of three or four on the Advanced Placement (AP) test or a score of five or six on the International Baccalaureate (IB) higher-level test receive 4 credits and fulfill the MS1 Liberal Arts Foundation requirement or the NS Liberal Arts Inquiry requirement.
- Students earning a score of five on the AP or a seven on the IB receive 8 credits and fulfill both the MS1 and MS3 Liberal Arts Foundation requirements or the NS Liberal Arts Inquire requirement.

Permission to waive the Biology major requirement for BIOL 200 or BIOL 201 may be granted to students with AP scores of four or five or

with IB scores of six or seven 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 can usually do so by careful scheduling, arranged with the help of their faculty advisors.

#### COURSE DESCRIPTIONS (BIOL)

030 Principles of Biology Preparation.

Fall (1).

Preparation for Biology 131 for students without strong honors or AP courses in high school. Course includes both a discussion section for general chemistry as well as a preview of the material in principles of biology.

Corequisite: CHEM 131.

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.

104 Introduction to Neuroscience.

Fall (4), Spring (4).

Emphasis on overriding concepts in understanding how the brain works and the experience of scientific inquiry. Focus on experimental methods, functional anatomy, and neurologic disorders, highlighting what is known about the nervous system. For non-biology majors only. Credit cannot be received for both BIOL 104 and BIOL 326.

Offered as needed.

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.

106 The Nature of Life.

Fall (4), Spring (4).

Non-teleological account of life using concepts about genes, protein synthesis, reproduction, sex, and evolution. Three hours lecture.

Offered as needed.

Numeric grade 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), May Term (3).

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).

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 and three hours lab.

Offered as needed.

110 Human Biology.

Fall (4), Spring (4).

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 be addressed. There also will be several optional field trips to coastal sites.

Offered as needed.

Numeric grade only.

112 Exploring Microbes: The Good, the Bad, and the Tiny.

Fall (4), Spring (4).

Basic concepts in microbiology are explored by studying organisms, both harmful and beneficial, in our surroundings. Viruses, fungi, and bacteria are studied in the laboratory. Students design and implement a long-term research project during the semester.

Offered as needed.

Numeric grade only.

113 The Evolution of Biology.

Spring (4), May Term (3).

The course traces the development of ideas to explain the great diversity

of living things, from the ancient Greeks to Charles Darwin and his theory of the evolution by natural selection, advances in evolutionary biology since Darwin, and the explanatory power of evolutionary theory and its impact on society.

#### 114 Biology of Food.

Fall (4), Spring (4).

Exploration of biological concepts through the topic of food. Topics covered may include nutrition, food science and traditional and alternative agriculture. Scientific literacy and scientific method are emphasized. Six hours integrated lecture and lab.

Numeric and Evaluation grade only.

Offered as needed.

#### 116 Neuroscience of Meditation.

May Term (3).

Meditation can be a personal or group practice, but it is also a topic of scientific investigation. Students will try a variety of meditative techniques, conduct laboratory experiments to assess the impact of meditation on the brain and body, and read recent scientific articles on meditation and neuroscience.

Numeric and Evaluation grade only.

#### 120 Biology of Exercise and Athletic Performance.

Spring (4).

Introduction to the biology of how the human body functions during and adapts to physical activity. Investigates the structure and function of the musculoskeletal, cardiovascular and respiratory systems, the responses of the body to exercise, adaptation to training, metabolism and nutrition, and the causes and prevention of common injuries. In laboratory, students study functional anatomy and conduct physiology experiments; some labs will involve gym activities.

Offered as needed.

Numeric grade only.

#### 160 Introductory Topics in Biology.

Fall (4), Spring (4). May Term (3).

Topics in biology of interest to non-majors.

#### 200 Principles of Biology: Unity and Diversity.

Spring (4).

Introduction to the study of the diversity of living organisms and how organisms meet the challenges faced by all living things. Laboratory

work emphasizes quantitative data collection and analysis while introducing students to biological diversity and physiological techniques.

Prerequisite: CHEM 131.

### 201 Principles of Biology II: Molecular/Cellular Biology and Genetics.

Fall (4).

Introduction to the study of life including molecules and biological processes, the structure of cells, and molecular and transmission genetics. Laboratory work emphasizes biochemical and genetic techniques, data collection and analysis.

Prerequisite: CHEM 131 or by permission.

### 238 Ecology, Evolution and Behavior.

Fall (4), Spring (4).

An introduction to ecology, including populations and their environments. The course will provide an introduction to the study of animal behavior and the topic of conservation. Laboratory work will include field trips to biological communities of Southern California and the collection and analysis of quantitative data.

Prerequisites: BIOL 200 and BIOL 201 (or BIOL 131 and BIOL 133).

### 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.

Prerequisites: BIOL 200 and 201 (or BIOL 131 and BIOL 133).

### 250 Introduction to Digital Biology.

Spring (4), 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, investigation, and student presentations. Six hour lecture/demonstration/applications.

Prerequisite: BIOL 239. Offered as needed.

### 260 Topics in Biology.

Fall (1-4), Spring (1-4).

Topics of current interest in biology are covered.

Prerequisite: BIOL 238 or BIOL 239 or by permission.

Offered as needed.

### 317 Human Anatomy.

Fall (4), Spring (4).

In-depth study of the structure of the human body through lecture/discussions and laboratory exercises. Laboratories will involve examination of anatomical models and dissection of preserved specimens. Six hours lecture/ laboratory. Offered in alternate years. Students may not earn credit in both BIOL 317 and BIOL 337.

Prerequisite: BIOL 238 (or BIOL 131 and BIOL 133).

Numeric grade only.

### 320 Marine Conservation.

May Term (3).

Travel course to investigate the ecology of coastal waters and how organisms are adapted to diverse habitats. A case study approach will illustrate threats to the local animal species and their environment. Meetings with experts will provide a variety of viewpoints on these complex conservation topics.

Prerequisite: BIOL 238 or EVST 100 (or BIOL 133).

### 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.

### 326 Neuroscience.

Fall (4), Spring (4).

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 includes descriptive and hypothesis testing activities. Credit cannot be received for both BIOL 104 and BIOL 326.

Prerequisites: BIOL 238 or BIOL 239 or PSYC 300.

Offered as needed.

### 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 and three hours laboratory.

Prerequisite: BIOL 238 (or BIOL 133).

Offered in alternate years.

### 332 Nutrition.

Fall (4), Spring (4).

The physiology, biochemistry, and practical aspects of nutrition along with an examination of current controversial issues. Four-and-a-half hours of lecture.

Prerequisites: BIOL 238 or BIOL 239.

Offered as needed.

### 333 Evolutionary Medicine.

Fall (4), Spring (4).

Humans are the products of three billion years of evolution. Our evolutionary legacy can shed interesting light on many medical problems. The course discusses such topics as the evolution of aging and death, coevolution with our parasites, and medical problems associated with our recent very novel environment.

Prerequisites: BIOL 200 and BIOL 201.

### 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 and three hours laboratory. Students may not earn credit in both BIOL 334 and BIOL 344.

Prerequisite: BIOL 238 or BIOL 239.

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. Lab work and fieldwork are stressed. Three hours lecture and three hours laboratory.

Prerequisite: BIOL 200 or EVST 100 (or BIOL 131).

Offered as needed.

### 337 Vertebrate Anatomy.

Fall (4), Spring (4).

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. Students may not earn credit for both BIOL 317 and BIOL 337.

Prerequisite(s): BIOL 238 (or BIOL 131 and BIOL 133).

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 and three hours laboratory/discussion.

Prerequisite: BIOL 239.

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 238 (or BIOL 131 and BIOL 133).

Offered as needed.

### 340 Conservation Biology.

Fall (4), Spring (4).

Analysis of the ecology, population biology, and behavior that is needed to understand the process of extinction.

Prerequisites: BIOL 238 or EVST 100 (or BIOL 131 and BIOL 133).

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.

Credit/no credit only.

### 342 Advanced Molecular Genetics and Genomics.

Fall (4), Spring (4).

Exploration of the analysis of nucleic acid and protein sequence through the use of computer software and high throughput molecular methods. Topics include genome sequencing, the study of gene expression and function, and applications in medicine.

Prerequisite: BIOL 239.

Offered as needed.

### 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.

Prerequisite: BIOL 239.

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 cardiovascular systems and their interrelationships. Students may not earn credit for both BIOL 334 and BIOL 344.

Prerequisites: BIOL 238 or BIOL 239.

Offered as needed.

### 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.

Prerequisite: 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 and six hours laboratory.

Prerequisite: BIOL 238 or BIOL 239.

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 and three hours laboratory.

Prerequisite: BIOL 239.

Offered as needed.

### 350 Plant Ecology.

May Term (3).

Interactions of plants with their environment at population, community, and ecosystem levels. Exploring plant communities in a selected region, considering land use history, discussing regional conservation and restoration challenges, and learning methods of plant ecology fieldwork. Fieldwork-intensive, with observations complementing lecture and discussion. Two hours lecture and four hours fieldwork.

Prerequisite: BIOL 238 or EVST 100 (or BIOL 133).

### 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 and three hours laboratory.

Prerequisite: BIOL 238 (or BIOL 133).

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 238 and BIOL 239 (or BIOL 133 and BIOL 239).

Offered as needed.



### 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 238 or BIOL 239. May be repeated for degree credit for a maximum of 8 credits with the instructor's permission.

Offered as needed.

### 394 Junior Seminar.

Spring (0).

Recent advances in biology presented in a seminar format by Redlands faculty, seniors, and visiting scholars.

Credit/no credit only.

### 403 Research in Molecular and Cellular Biology.

Fall (1–3), Spring (1–3).

Genes, proteins, and cellular processes studied through experimental work. One discussion period, three hours laboratory, and additional independent laboratory time expected. May be repeated for degree credit for a maximum of 6 credits.

Prerequisite: by permission.

Offered as needed.

### 404 Research in Evolution and Behavior of Vertebrates.

Fall (2–3), Spring (2–3).

Evolution and/or behavior of selected vertebrates studied through experimental work.

One discussion period, three hours laboratory, and additional independent laboratory time expected. May be repeated for degree credit.

Prerequisites: BIOL 239 and by permission.

Offered as needed.

### 405 Research in Molecular Biology of Development.

Fall (3), Spring (3).

Research in developmental biology of vertebrate embryos using molecular and embryological techniques. One discussion period, three hours laboratory, and additional independent laboratory time expected. May be repeated for degree credit for a maximum of 6 credits.

Prerequisite: by permission.

Offered as needed.

#### 406 Research in Biosystems Modeling.

Fall (2–3), Spring (2–3).

Analysis modeling and simulation of biological systems, with emphasis on use of computers. Applications to actual design and planning projects. One discussion period, three hours laboratory, and additional independent laboratory time expected. May be repeated for degree credit.

Prerequisite: by permission.

Offered as needed.

#### 408 Research in Physiology of Vertebrates.

Fall (2–3), Spring (2–3).

Physiological analysis of selected vertebrate systems studied through experimental work. One discussion period, three hours laboratory, and additional independent laboratory time expected.

Prerequisite: BIOL 334 or BIOL 344 or by permission.

Offered as needed.

#### 460 Research Topics in Biology.

Fall (1–3), Spring (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. One discussion period, three hours laboratory, and additional independent laboratory time expected. May be repeated for degree credit for a maximum of 6 credits.

Offered as needed.

Numeric and Evaluation grade only.

#### 495–496 Senior Seminar.

Fall (1), Spring (1).

In the fall, the course covers B.A. capstone and career development. In the spring, seniors present their capstone projects (B.A.), senior research (B.S.), or honors projects.

Numeric grading only.

#### 499 Honors Research Project (2–4).

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## **BUSINESS ADMINISTRATION AND MANAGEMENT**

### THE FACULTY

Jill Jensen  
Scott E. Randolph  
Jill Robinson  
Vernon Stauble  
Mara Winick

### THE MAJORS

The Department offers a Bachelor of Science in Business Administration and a Bachelor of Arts in Management. Department classes may be taken toward the major upon completion of the prerequisite courses with a 2.0 or higher in each course. A student seeking to declare the BS in Business Administration or the BA in Management offered by the Department must have a cumulative GPA of 2.7 at the time they submit their Declaration of Major.

Learning outcomes for the BS program may be found at [www.redlands.edu/BS-BUS/learning-outcomes](http://www.redlands.edu/BS-BUS/learning-outcomes).

Learning outcomes for the BA program may be found at [www.redlands.edu/BA-MNGT/learning-outcomes](http://www.redlands.edu/BA-MNGT/learning-outcomes).

### PREREQUISITE COURSE REQUIREMENTS

We encourage students to complete most of their prerequisite courses by the spring of their sophomore year. ECON 101 and BUS 136 should be taken first, followed by BUS 226 and ACCT 210. We advise against enrollment in BUS 226 and ACCT 210 in the same semester. Transfer

students with 30 or more credits will take BUS 226 in their first semester, unless exempted by their Business advisor. All prerequisite courses must be taken for a numerical grade and students must earn a minimum grade of 2.0 in each course.

To enroll in BUS 226 a student must have a cumulative GPA of 2.7 on a 4.0 scale at the time of registration. Transfer students must have a cumulative GPA of 2.7 from their previous school(s) at the time of registration. Students who do not meet the GPA requirements as noted above may petition the department for permission to enroll in BUS 226, or to declare the major. The Department Chair reviews all such petitions in consultation with the BUS 226 instructors.

### BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Students interested in careers both in the United States and Abroad where financial, industry, marketing, or public sector analyses are important are encouraged to pursue a BS in Business Administration. This program provides students with a comprehensive view of the inner workings of corporations, as well as the complex legal and strategic environments in which they function. Students enrich core study in accounting, finance, management, and marketing through the selection of advanced electives.

The Bachelor of Science helps prepare students for decision-making and leadership roles in business, nonprofit organizations, and public service. Students with the Bachelor of Science degree pursue graduate study in business administration, education, finance, GIS and information systems, law, leadership, management, medicine, philosophy, psychology, among other areas.

### REQUIREMENTS

**PREREQUISITE COURSES:** 8 courses/ 32 credits

The following courses are prerequisites to the required major courses. Some also satisfy Liberal Arts Foundation or Liberal Arts Inquiry requirements.

- ECON 101 Principles of Economics (4)
- BUS 136 Principles of Global Marketing (4)
- BUS 226 Rise of Capitalism 1860–1941 (4)
- ACCT 210 Principles of Financial Accounting and Reporting (4)
- ACCT 220 Principles of Managerial Accounting (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4), or MATH 111 Elementary Statistics with Applications (4), or PSYC 250

Statistical Methods (4)

- BUS 240 Business Law (4) or GLB 240 U.S. Business Law (4)
- Any 200-level course in Economics

CORE COURSES: 6 courses/ 22-24 credits

- BUS 310 Principles of Management and Organization Behavior (4) or, with permission, BUS 410 Organizational Consulting (2-4)
- GLB 336 International Business (4), or BUS 333 Labor in the Global Economy (4), or other approved International course
- GLB 353 Financial Management (4)
- BUS 430 Human Resource Management (4)
- BUS 434 Applied Business Ethics (4) or other approved ethics course
- BUS 459 Business Policy and Strategy (4) Offered in the spring semester only

ADVANCED ANALYSIS: 1 course/ 2-4 credits

At least one of the following:

- ACCT 411 Accounting Information Systems (4)
- CS 301 Business Analysis and Excel (4)
- ECON 400 Introduction to Econometrics (4)
- GLB 356 International Finance (4)
- GLB 421 Corporate Finance (4)
- GLB 422 Investments (4)
- MATH 118 Integrated Calculus I (4) and MATH 119 Integrated Calculus II (4)
- MATH 120 Brief Calculus (4)
- MATH 121 Calculus I (4)
- MATH 208 Game Theory (3)
- MATH 212 Mathematical Consulting (4)
- MATH 231 Introduction to Modeling (4)
- PSYC 300 Research Methods (4)
- SPA 210 Advanced GIS (4)
- Other Advanced Analysis course, with permission of a Business advisor.

ADVANCED ELECTIVE COURSES: 2 courses/ 6-8 credits

At least two 300- or 400-level courses in Business, Accounting, or related field outside the major that have relevance thereto, upon signed advisor approval.

BACHELOR OF ARTS IN MANAGEMENT

This program prepares students for participation as thoughtful decision-makers, leaders, and community

members. It encourages innovative problem solving, collaboration, and strategic thinking. The BA in Management requires students to complete a second major, thus allowing students the opportunity to study broadly, develop different ways of thinking, enhance their critical analysis skills, and adapt to change in an interconnected international economy. The program is designed for students who will pursue globally in functions such as communications, development, human resources, marketing, public relations, and sports management, among others, and in sectors like entertainment, finance, government agencies, healthcare, information technology, logistics and transportation, nonprofits, and small businesses of all kinds. The program provides a pathway for students seeking a double major to graduate in four years.

## REQUIREMENTS

**PREREQUISITE COURSES:** 5 courses/ 20 credits

The following courses are prerequisites for entering the major while some also satisfy Liberal Arts Foundation or Liberal Arts Inquiry requirements:

- ECON 101 Principles of Economics (4)
- BUS 136 Principles of Global Marketing (4)
- BUS 226 Rise of Capitalism 1860–1941 (4)
- ACCT 210 Principles of Financial Accounting and Reporting (4)
- BUS 240 Business Law (4) or GLB 240 U.S. Business Law (4)

**CORE COURSES:** 6 courses/ 22–24 credits

- BUS 310 Principles of Management and Organization Behavior (4) or BUS 410 Organizational Consulting (2-4)
- BUS 312 Leadership (3-4), or BUS 304 Non-Profit Management (2-4), or BUS 410 Organizational Consulting (4) or other approved Management course
- BUS 430 Human Resource Management (4)
- BUS 434 Applied Business Ethics (4) or other approved ethics course
- BUS 458 Business Policy and Strategy (4) Offered in the Spring semester only
- One additional approved 300- or 400-level course in Business, Accounting, or related field outside the major that has relevance thereto, upon signed advisor approval.

## SECOND MAJOR REQUIREMENT

To graduate with a BA in Management, students must complete a second major program with 28 unique credits in each program.

## MINOR IN BUSINESS ADMINISTRATION

The following courses are required for a minor in business administration.

7 courses/ 27–28 credits

- ECON 101 Principles of Economics (4)
- BUS 136 Principles of Global Marketing (4)
- BUS 226 Rise of Capitalism 1860–1941 (4)
- BUS 240 Business Law (4) or GLB 240 U.S. Business Law (4)
- ACCT 210 Principles of Financial Accounting and Reporting (4)
- BUS 310 Principles of Management and Organization Behavior (4) or BUS 430 Human Resource Management (4)
- One additional course in consultation with a Business advisor

## INTERNSHIPS

The department encourages all business administration students 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.

## STUDY ABROAD

Study abroad enhances the undergraduate experience for business students. We encourage 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.

## 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)

136 Principles of Global Marketing.  
Fall (4), Spring (4).

Marketing concepts with emphasis on marketing management. Explores marketing strategies involving the variables of the marketing mix (product, pricing, promotion, and distribution), coordinated and integrated across multiple country markets. Examines the distinctive differences, influences, and issues faced by companies when conducting marketing activities in the domestic and global environment.

169 Special Topics in Business.

Fall (1–4).

Reflection of various issues and trends in business. Topics may vary from offering to offering.

Credit/no-credit only.

226 Rise of Capitalism 1860–1941.

Fall (4), Spring (4).

Examines the evolution of capitalism in the United States within a global context. The growth of the firm, labor movements, technological innovation, development of the administrative state, financial and monetary reforms, and resistance to capitalism provide lenses to understand the period and parallels with contemporary issues in political economy.

Prerequisites: ECON 101 (or ECON 250 or ECON 251) with a minimum grade of 2.0 or higher; students must have a cumulative GPA of 2.7 to enroll, or by permission.

Additional course fees.

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 226, or BUS 228, or GLB 228, or ACCT 210, or by permission of the Chair.

269 Special Topics in Business.

Fall (2–4), Spring (2–4), May Term (2–3).

Reflections of various issues and trends in business. Topics vary from offering to offering. May be repeated for degree credit, given a different topic.

Numeric grade only.

302 Sustainable Labor.



Fall (4), Spring (4), May Term (3).

This course considers the future of business and employment by urging students to evaluate the ethical, political, and economic factors necessary to ensure “labor sustainability.” We assess changing labor markets in the United States, Canada, and Mexico, identified by economic sector, geographic location, and labor utilization.

Prerequisite: An economics course.

Numeric or Evaluation grade only.

**304 Nonprofit Management.**

Fall (4), Spring (4), May (3).

Nonprofit Management explores the practices of high impact social change organizations. Students examine operations and hear from speakers from across the nonprofit sectors. Regulatory and policy changes are examined as well as leadership, capacity building, advocacy, outcome measures, and fundraising strategy.

**305 Organizational Communication.**

Fall (4), Spring (4).

This course examines current methods and best practices for communicating in organizations. Topics include the communication process, business writing, presentation design and delivery, non-verbal communication, active listening, interpersonal skills, and employment communication. Special emphasis is placed on analyzing audiences, having clarity of purpose, and using proper format.

Offered as needed.

**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 136, ACCT 210, and junior standing or by permission.

**312 Leadership.**

Fall (4), May Term (3).

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.

Prerequisite: sophomore standing or higher.

Offered in alternate years.

### 333 Labor in the Global Economy.

Fall (2–4), Spring (2–4).

How can business enterprise support sustainable and fair employment in a world of competitive, globalized markets? This course reflects upon initiatives within the labor-capital nexus to promote growth and development within national and international market systems, taking into consideration the promotion of social goods as well as economic returns.

Prerequisites: ECON 101, and MATH 111 or POLI 202 or PSYC 250 or SPA 210, or with permission.

Evaluation grade only.

### 343 Marketing Communications.

May Term (3).

This course provides an integrated perspective on the process of communicating marketing messages to promote products, services, and events with their publics. Emphasis is placed on the synergies between the promotional elements (advertising, personal selling, sales promotion, publicity and sponsorship programs). Examines planning, programs and campaign themes, budgets, and evaluations.

Prerequisite: BUS 136.

### 344 Brand Management.

Fall (4).

This course is designed to enhance students' marketing skills and understanding of specific marketing topics from a brand equity perspective. It is organized around the product and brand management decisions that must be made to build, measure, and manage brand equity.

Prerequisite: BUS 136.

### 345 Digital Marketing Strategy

Fall (4), Spring (4).

Investigation of the theory and application of digital marketing strategies in a global economy. Students explore digital marketing across various platforms, their varied effects on consumer behavior, mechanisms for data analysis and effectiveness measurement, integration of digital marketing principles with firms strategic goals, and concerns over digital privacy.

Prerequisites: BUS 136, or permission of Chair.

Recommended: Any Statistics course.

Offered every year and as needed.

Numeric grade only.

### 351 GIS and Spatial Analysis of Organizations.

Fall (4), Spring (4).

Offers an overview of GIS and spatial analysis practices applied to organizations. Focus on geographic information, location-based decision-making, spatial data, investment in and value of GIS, ethical considerations, and GIS strategies. Students learn through case studies and lab practices with spatial data.

Prerequisites: ECON 101, and SPA 110 or MATH 111, or POLI 202, or PSYC 250, or other approved statistics course, or permission of Department Chair.

Recommended: SPA 210.

### 363 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. Students will draw upon secondary research as well as class discussion to critically analyze the content and messages of the film.

### 410 Organizational Consulting.

Fall (4), Spring (4).

An advanced management class that places student teams in organizational settings solving real client challenges. Students use conventional and design thinking processes to develop strategy for connecting with stakeholders, improve operations, and collect research key to decision making. Students are needed from across the college to make this class a success.

Prerequisite: BUS 310 recommended.

### 430 Human Resource Management.

Fall (4), Spring (4).

Within the framework of U.S. legislative policy, this course covers issues in workforce management. These include staffing, employment quality, performance management, compensation and benefits, training and development, as well as labor relations and global influences.

Prerequisite: Senior standing or by permission.

### 434 Applied Business Ethics.

Fall (4), Spring (4).

Exploration of applied ethics in the business environment. Students will be introduced to the formal study of business ethics and then apply that knowledge to a variety of historical and contemporary case studies.

Prerequisites: BUS 310, or BUS 410, or senior standing.

458 Business Policy and Strategy for Bachelor of Arts Majors.

Spring (4).

Capstone course that incorporates student experiences in both Management and second major courses. The course examines the way organizations, including non-profits, develop their visions, direction, goals, strategies, and tactics. The emphasis is on the ways organizations develop and execute effective strategies and evaluate success.

Prerequisites: Senior standing.

459 Business Policy and Strategy for Bachelor of Science Majors.

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: Senior standing.

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 by permission. May be repeated for degree credit, given a different topic, for up to 4 credits.

Offered as needed.

Numeric grade 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.

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## **CHEMISTRY**

### THE FACULTY

J. Henry Acquaye  
Michael J. Ferracane  
Teresa L. Longin  
Rebecca A. Lyons  
Barbara Murray  
David P. Schrum  
David P. Soulsby  
Debra L. Van Engelen  
Daniel B. Wacks

### THE MAJORS

Learning outcomes for this program may be found at [www.redlands.edu/BS-CHEM/learningoutcomes](http://www.redlands.edu/BS-CHEM/learningoutcomes).

**BACHELOR OF SCIENCE: 18 courses/ 46 credits**

#### Core Courses

- CHEM 131 General Chemistry (4)
- CHEM 132 General Chemistry (4)
- CHEM 231 Organic Chemistry (4)
- CHEM 232 Organic Chemistry (4)
- CHEM 330 Analytical Chemistry (4)
- CHEM 331 Physical Chemistry (4)
- CHEM 332 Physical Chemistry (4)
- CHEM 445 Inorganic Chemistry (4)
- One additional 3- or 4-credit course numbered above 300.

### Capstone courses

- CHEM 378 Chemistry Research (1-3 credits depending on degree track). Students must register for at least 1 credit of CHEM 378 no later than the May Term of the junior year.
- CHEM 394 Chemistry Seminar (1), three semesters
- CHEM 431 Advanced Chemistry Lab (2)
- CHEM 476 Senior Research and Capstone Report (1) or CHEM 478 Senior Research and Thesis (1) (typically taken in the spring of the senior year)
- CHEM 494 Communication in Chemistry (3)

### RELATED FIELD REQUIREMENTS: 4 courses/ 16 credits

- MATH 119 Integrated Calculus II (4) or MATH 121 Calculus I (4)
- MATH 122 Calculus II (4)

### Choose one of the following:

- PHYS 220 Fundamentals of Physics I (4) and PHYS 221 Fundamentals of Physics II (4)

### OR

- PHYS 231 General Physics I (4) and PHYS 232 General Physics II (4)

### RECOMMENDED:

- MATH 221 Calculus III (4)
- MATH 235 Differential Equations (4)
- MATH 241 Linear Algebra (4)
- PHYS 233 General Physics III (4)

### 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 also take CHEM 320, a minimum of three credits of CHEM 378, and 1 credit of CHEM 478 (typically taken in spring of their senior year) in addition to completing all of the Bachelor of Science requirements and related field requirements described earlier.

### 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 CHEMISTRY

Students who wish to be certified to teach science must pass the relevant CSET examination (California Subject Examinations for Teachers). Although many students complete the teacher preparation program, including student teaching, during a fifth year of study, it is possible to blend teacher credential coursework in the School of Education into one's undergraduate plan. Interested students should meet with an advisor in the School of Education for information regarding certification and the teacher preparation program. Please refer to the School of Education section of this Catalog for further information

### MINOR PROGRAMS

Students may not pursue minors in both Chemistry and Environmental Chemistry.

### CHEMISTRY MINOR

#### REQUIREMENTS

A. CHEMISTRY: 6 courses/ 22-24 credits

- CHEM 131 General Chemistry I (4)
- CHEM 132 General Chemistry II (4)
- CHEM 231 Organic Chemistry I (4)
- CHEM 232 Organic Chemistry II (4)
- At least two other courses above 300 totaling at least 6 credits. One of these courses must be a laboratory course.

Acceptable laboratory courses include:

- CHEM 301 Quantitative Chemistry and Analysis (4)
- CHEM 312 Advanced Environmental Chemistry (4)
- CHEM 320 Biochemistry (4)
- CHEM 330 Analytical Chemistry (4)
- CHEM 331 Physical Chemistry I (4)
- CHEM 311 Environmental Chemistry Field Experience and Modeling (3)
- CHEM 431 Advanced Laboratory (2)

Acceptable non-laboratory courses include:

- CHEM 332 Physical Chemistry II (4)
- CHEM 420 Advanced Biochemistry (4)

-- CHEM 425 Advanced Organic Chemistry (4)

-- CHEM 445 Inorganic Chemistry (4).

B. MATHEMATICS: 4 credits

MATH 119 Integrated Calculus II (4) or higher.

#### INTERDISCIPLINARY MINOR IN ENVIRONMENTAL CHEMISTRY

##### REQUIREMENTS

A. CORE COURSES: 4 courses/ 16 credits

-- EVST 100 Introduction to Environmental Studies (4)

-- CHEM 131 General Chemistry I (4)

-- CHEM 132 General Chemistry II (4)

-- CHEM 231 Organic Chemistry I (4)

B. ENVIRONMENTAL SYSTEMS: 2 courses/ 7-8 credits

Each of the courses includes a laboratory or fieldwork component.

Select one each from Chemistry and Environmental Studies

-- CHEM 312 Advanced Environmental Chemistry (4) OR CHEM 311

Environmental Chemistry Field Experience and Modeling (3) OR

CHEM 330 Analytical Chemistry (4) OR CHEM 301 Quantitative

Chemistry and Analysis (4)

-- EVST 290 Environmental Geology (4) OR EVST 391 Environmental

Hydrology (4) OR EVST 220 Physical Geography OR EVST 392

Oceanography (4) OR EVST 305 Ecology for Environmental Scientists

(4).

C. ELECTIVE: 1 course/ 4 credits

Select one additional course from the list below.

-- CHEM 332 Physical Chemistry II, (4), CHEM 445 Inorganic

Chemistry (4), CHEM 320 Biochemistry (4), EVST 245 Marine

Environmental Studies (4), EVST 254 Climate Disruption: Science and

Sustainability (4), EVST 242 Food and Nature, BIOL 336 Botany (4),

BIOL 340 Conservation Biology (4), BIOL 331 Ecology (4), BIOL 346

Aquatic Biology (4) and MATH 231 (4).

A third course from the Environmental Systems list may be substituted for the Elective course.

#### ADVANCED PLACEMENT IN CHEMISTRY

Students who receive a score of four or higher on the Advanced Placement Test or a score of six or higher on the International Baccalaureate 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 Study Abroad Office for advice and information.

## DEPARTMENTAL HONORS

Every chemistry major must undertake a research project and complete a senior capstone project report or 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 the ACS-approved major described above, or complete the program in Biochemistry and Molecular Biology with research in chemistry (at the same level as for the ACS-approved major), complete an outstanding written research thesis approved by their faculty advisor and Honors Committee, 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 ultra-trace detection of biologically active molecules, detecting and modeling trace pollutants in environmental systems, microbial carbon metabolism, and pharmaceutical chemistry.

## 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 wine making, 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 Introduction to Chemistry of the Environment.

Fall (4), Spring (4).

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, and pesticides will be discussed. Three hours lecture. No background in chemistry is required. Recommended for non-science majors.

Numeric grade 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.

#### 104 Whodunit! A Course in Forensic Science.

Fall (4), Spring (4).

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.

#### 106 Topics in Science and Society.

Fall (4), Spring (4).

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 analysis of current controversial areas of research and technology.

### 108 The Science of Drugs.

Fall (4), Spring (4).

Introductory course intended to expose students to the action of various drugs and their effects on the body with a focus on achieving a molecular-level understanding of drugs. Drugs such as caffeine, alcohol, and street drugs will be studied. Intended for non-science majors.

Offered as needed.

### 131 General Chemistry.

Fall (4), Spring (4).

### 132 General Chemistry.

Spring (4).

Introduction to chemistry, including properties, structure, and reactivity of atoms and molecules, with concurrent laboratory. First semester covers fundamental concepts of atomic structure, stoichiometry, aqueous reactions, states of matter, molecular structure and bonding, and thermochemistry. Second semester emphasizes group projects in equilibrium, electrochemistry, thermodynamics, kinetics, inorganic synthesis, and spectroscopy. Fall: four hours lecture and three hours laboratory. Spring: seven hours laboratory and group learning.

Prerequisites for CHEM 131: Placement into MATH 118 or higher or prerequisite or corequisite of MATH 002L or MATH 111 higher math course or permission of chemistry department.

Corequisites for CHEM 131: CHEM 131L.

Prerequisite for CHEM 132: CHEM 131 with a minimum grade of 2.0 or higher or by permission.

### 231 Organic Chemistry.

Fall (4), Spring (4).

### 232 Organic Chemistry.

Spring (4).

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 and three hours laboratory.

Prerequisite for CHEM 231: Grade of 2.0 or higher in CHEM 132.

Prerequisite for CHEM 232: CHEM 231.

### 290 Mile High Chemistry.

May (3).

This course explores topics in environmental chemistry such nutrient balance, soil chemistry, and air and water quality. There is a strong emphasis placed on field and laboratory techniques. This is a May Term

travel course. Course includes additional fees. May be repeated for degree credit.

Prerequisites: CHEM 131 or CHEM 102.

Recommended: CHEM 132.

### 301 Quantitative Chemistry and Analysis.

Spring (4).

Equilibrium and detailed acid-base chemistry specifically designed with applications 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.

Prerequisites: CHEM 132 and college algebra, or equivalent.

Offered as needed.

Numeric grade only.

### 311 Environmental Chemistry Field Experience.

May Term (3).

Environmental Chemistry Field Experience and Modeling takes place at the Sierra Nevada Aquatic Research Laboratory (SNARL). This course deepens understanding of natural systems, including chemical analysis of lakes, soils, and atmosphere; there is a GIS and mapping component. The final project consists of a comprehensive model of the study site.

Prerequisite: permission of instructor required.

### 312 Advanced Environmental Chemistry.

Spring. (4).

This course investigates environmental chemistry of local air, water, and soil systems, combined with mapping so that spatial trends can be observed. Global issues are also considered, allowing this knowledge base to be applied in multiple settings. Laboratory and fieldwork heavily based on EPA methods of sampling and chemical analysis.

Prerequisite: CHEM 232, by permission only.

Offered as needed.

### 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 and three hours laboratory.

Prerequisite: CHEM 232 or by permission.

### 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. Four hours lecture and three hours laboratory.

Prerequisites: CHEM 231 and one course from MATH119, MATH 121, MATH 122, OR MATH 221.

### 331 Physical Chemistry I.

Spring (4).

Quantum chemistry, spectroscopy, and statistical thermodynamics applied to the study of the physical and chemical properties of matter. The laboratory involves the systematic study of the theory and practice of modern spectroscopic methods. Four hours lecture and three hours laboratory.

Prerequisites: CHEM 132 and MATH 122 or higher math course and PHYS 220 or higher physics course or by permission.

### 332 Physical Chemistry II.

Fall (4).

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 and MATH 122 or higher math course and PHYS 220 or higher physics course or by permission.

### 378 Chemistry Research.

Fall (1–4), Spring (1–4), May Term (1–3).

Chemistry majors are required to complete 1–3 credits of research for graduation, depending upon their selection of an option for the major and agreement with their research advisor.

Prerequisite: by permission.

Credit/no credit only.

### 394 Chemistry Seminar.

Fall (1), Spring (1).

Required of majors during fall and spring of junior year and spring of senior year. Activities include seminars by visiting speakers and

discussions of current research. Juniors prepare a seminar on their proposed senior research and seniors prepare a seminar on their research.

#### 420 Advanced Biochemistry.

Spring (4).

In-depth study of biochemical topics. Specific focus will vary and may range from bioorganic chemistry to the biochemistry of processes taking place at the level of the whole organism. Three or four hours lecture/seminar.

Prerequisite: CHEM 320 or by permission.

Offered as needed.

#### 425 Advanced Organic Chemistry.

Spring (4).

Selected topics in organic chemistry, including physical organic chemistry, molecular orbital theory, structural and mechanistic relationships, and computational chemistry. Three hours lecture.

Prerequisite: CHEM 232 or by permission.

Offered as needed.

#### 431 Advanced Laboratory.

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, Nuclear Magnetic Resonance, mass spectrometry, magnetic susceptibility, and electrochemical methods. As part of this course, students will take the Major Field Test, a comprehensive examination that covers analytical, inorganic, organic, and physical chemistry. Six hours laboratory.

Prerequisites: senior standing, CHEM 330, CHEM 332 or by permission.

Numeric grade only.

#### 445 Inorganic Chemistry.

Spring (4).

Focus on understanding the fundamental concepts of transition metal chemistry, the main group elements, and bio-inorganic chemistry. Emphasis on bonding, structures, synthesis, and reactivity. Four hours lecture.

Prerequisites: CHEM 232.

Numeric grade only.

#### 460 Special Topics.

Fall (1–4), Spring (1–4).

Special topics in chemistry studied under the guidance of faculty (4 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: by permission.

Numeric and Evaluation grade only.

#### 476 Senior Research and Capstone Report.

Fall (1), Spring (1).

This course is required as part of the capstone requirement for the BS in chemistry and taken as the last semester of the capstone research project. The student completes his or her research, writes a capstone research report on the project, and presents a seminar during the Chemistry Seminar. All aspects of the student's capstone project must be acceptable to the research mentor(s) for the student and the Chemistry Department.

Prerequisite: by permission and at least 1 credit of CHEM 378.

#### 478 Senior Research and Thesis.

Fall (1), Spring (1).

This course is taken in a student's final semester of the capstone research project for the BS with ACS certification or BS with Honors. 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 capstone research report or honors thesis, and any presentations the student has given.

Prerequisites: by permission and at least 2 credits of CHEM 378.

Evaluation grade only.

#### 494 Communication in Chemistry.

Fall (3).

This course focuses on important concepts in effective written and oral communication in chemistry. Student will write multiple drafts of the introduction to their capstone report and review the work of their peers. Students will receive instruction in effective presentation techniques and give two presentations with feedback.

Prerequisite: senior standing and at least one credit of CHEM 378 (can be co-requisite).

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## **COMMUNICATION SCIENCES AND DISORDERS**

### THE FACULTY

Barbara Conboy  
Solaman Cooperson  
Lisa LaSalle  
Keri Mitchell  
Maria Muñoz  
Lori Osborn  
Sujin Shin  
Julia Ferré Shuler  
Cynthia Wineinger

### THE UNDERGRADUATE PROGRAM

#### THE MAJOR

Learning outcomes for this program may be found at [www.redlands.edu/BA-CDIS/learning-outcomes](http://www.redlands.edu/BA-CDIS/learning-outcomes).

A minimum of four semesters are required to complete the 39-40 credit Communication Sciences and Disorders major.

#### BACHELOR OF ARTS

10 courses/ 39-40 credits

- CDIS 100 Introduction to Communication Sciences and Disorders (4)  
or ENGL 142 Introduction to Language & Linguistics (4)
- CDIS 204 Speech and Language Science (4)
- CDIS 205 Audiology and Hearing Science (4)
- CDIS 206 Anatomy and Physiology of Communication (4)



- CDIS 208 Statistical Methods (4) or Any college-level Statistics course (3-4)
- CDIS 307 Language Development (4)
- CDIS 308 Language Disorders (4)
- CDIS 309 Phonetics and Phonology (4)
- CDIS 410 Special Topics Seminar: Research Literacy in Communicative Disorders (4)

#### CAPSTONE

- CDIS 411 Assessment and Intervention in Communication Sciences and Disorders: Capstone (4)

Note: With the exception of CDIS 260, CDIS 100 is a prerequisite for all undergraduate courses in the department or may be taken concurrently with CDIS 204, CDIS 205, and CDIS 206.

#### ASHA REQUIREMENTS

For students planning to pursue a graduate degree in Speech-Language Pathology or Audiology, the American Speech-Language-Hearing Association (ASHA) requires all students to adhere to their standards for certification. The following courses must be completed prior to acceptance or before the graduate degree program is completed:

- A college-level statistics course
- A college-level biology course
- A college-level social science course (e.g., a psychology, sociology, anthropology, etc.)
- A college-level physical science course (e.g., chemistry, astronomy, physics)

#### OTHER RELEVANT COURSEWORK:

- ENGL 142 Introduction to Linguistics
- PSYC 100 Introduction to Psychology
- PSYC 220 Abnormal Child Psychology
- PSYC 252 Culture and Human Behavior
- PSYC 335 Developmental Psychology
- PSYC 343 Educational Psychology
- PSYC 250 Statistical Methods
- MATH 111 Elementary Statistics with Applications
- EDUG 310 Introduction to Second Language Acquisition
- EDUG 331 Child Development
- BIOL 104 Introduction to Neuroscience
- BIOL 105 The Age of Big Science and Technology
- PHYS 107 Sound Physics

- PHIL 215 Bioethics: Doctors and Patients
- PHIL 216 Bioethics: Technology and Justice

### TRANSFER STUDENTS

Transfer students with one or two years of study at another institution are able to complete the major in Communication Sciences and Disorders in a minimum of four semesters. Individual advising assists in creating the course of study for the semesters in attendance at the University. If any student has not satisfactorily completed a prerequisite course with a grade of 1.7 or higher he/she may not be admitted to a course, which may extend the time to complete beyond the four-semester minimum. See the section below for prerequisites and repeated courses.

### THE MINOR

Students who minor in Communication Sciences and Disorders must complete a minimum of 23 credits including: 6 courses/ 23–24 credits

- CDIS 100 Introduction to Communication Sciences and Disorders (4)
- CDIS 204 Speech and Language Science (4)
- CDIS 206 Anatomy and Physiology of Communication (4)
- CDIS 307 Language Development (4)
- CDIS 308 Language Disorders (4) or CDIS 309 Phonetics and Phonology (4)
- One additional course in Communication Sciences and Disorders, which may include CDIS 260 (3)

### 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, Communication Sciences and Disorders courses are rarely available during foreign travel, so students should carefully plan in advance with their advisors.

### 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 Communication Sciences and Disorders Faculty. Interested students should consult with their advisor in the Fall of their junior year for information about the application procedure and requirements.

## UNDERGRADUATE COURSE DESCRIPTIONS (CDIS)

### 100 Introduction to Communication Sciences and Disorders.

Fall (4), Spring (4).

The typical processes of communication and a survey of the disorders that affect communication across the lifespan. The basics of observation, evaluation, treatment, research and other applications. Guest faculty lecturers in their areas of expertise support course lectures.

### 101 Clinical Case Studies in Communicative Disorders.

Fall (1), Spring (1).

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.

Prerequisite: CDIS 100.

Offer as needed.

### 204 Speech and Language Science.

Fall (4), Spring (4).

An introduction to the science of speech and language. Research and laboratory techniques are used to review the acoustic characteristics of speech, how speech sounds are formed, and how those sounds are perceived in language comprehension. The principles of language description and analysis are reviewed to provide a foundation for understanding typical and atypical language. Students also practice speech and language transcription and analysis through a laboratory experience.

Prerequisite: CDIS 100, sophomore status, or by permission; or graduate status.

### 205 Audiology and Hearing Science.

Fall (4), Spring (4).

An introduction to the anatomy and physiology of the human hearing mechanism, the acoustics of sound, methods of testing the hearing of children and adults, and common auditory pathologies, hearing aids, and cochlear implants. Meets state audiometrist requirements.

Prerequisite: CDIS 100, sophomore status, or by permission; or graduate status.

### 206 Anatomy and 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, sophomore status or by permission, or graduate status.

#### 208 Statistical Methods.

Fall (4), Spring (4).

This course will provide the foundation needed to understand concepts of an evidenced-based approach to clinical practice. Descriptive and inferential statistics will be covered, as well as hypothesis testing.

Prerequisite: sophomore standing.

#### 260 Latin America: Focus on Language, Culture, and Education.

May Term (3).

This travel course uses experiential learning, self-reflection, reading, writing, and discussion to provide students with a foundation for understanding cross-cultural differences in language and education. Students work with children in community-based educational programs, focusing on language-development issues (e.g., bilingualism, literacy, and the broad impact of difficulties with language on education). Open to non-majors. Previous coursework in Spanish is strongly recommended.

Offered as needed.

#### 307 Language Development.

Fall (4), Spring (4).

An introduction to the scientific study of language development in children from birth to early adulthood. Covers the phonological/perceptual, lexical, semantic, morphosyntactic, and pragmatic/social aspects of oral language development, and the early stages of written language development. Emphasis on theories of language acquisition, learning and sources of variation across children.

Prerequisites: CDIS 100 and CDIS 204, junior status, or by permission, or graduate status.

May not be taken concurrently with CDIS 308.

#### 308 Language Disorders.

Fall (4), Spring (4).

Examines language disorders in children and adults, focusing on specific developmental and acquired disorders.

Prerequisites: CDIS 100, CDIS 307, junior status, or instructor permission.

May not be taken concurrently with CDIS 307.

### 309 Phonetics and Phonology.

Fall (4), Spring (4).

An overview of articulatory and phonological features of the American-English sound system and practice in phonetic transcription. Models of phonological theory and phonological development are reviewed as they apply to both typical and atypical speech and language development. Students learn the characteristics of speech sound disorders, speech analysis skills, and principles of intervention.

Prerequisites: CDIS 100, CDIS 206, junior status, or by permission; or graduate status.

### 410 Special Topics: Research Literacy in Communication Sciences and Disorders.

Fall (4), Spring (4).

This course provides students with in-depth study on a specific topic in the field of communication sciences and disorders (e.g., Neuroanatomy). Course topics vary by semester.

Prerequisites: CDIS 100 and CDIS 208, and CDIS 307, and majors with senior status, or by permission.

### 411 Assessment and Intervention in Communication Sciences and Disorders.

Fall (4), Spring (4).

Introduces the undergraduate student to clinical management in the Truesdail Center, familiarizing the student with principles of assessment and intervention for communication disorders in children and adults. Clinical case study investigation makes up a significant portion of the course. Students will complete an assistant clinician assignment in the Truesdail Center, which requires a commitment of two additional hours per week outside of class meetings. Will include written demonstrations of knowledge. A student's grade point average in the CDIS major determines eligibility for the assistant clinician option.

Prerequisites: CDIS 307, CDIS 308 OR CDIS 309, majors with senior status, minimum 3.0 cumulative GPA or within the major, or instructor permission.

### 413 Communication Sciences and Disorders Capstone.

Fall (4), Spring (4).

A selective clinical or research experience, together with a common classroom exploration, culminating in completion of the communicative disorders major. Will include oral and written demonstrations of knowledge, application of scientific theory, and reflection and integration of liberal arts and communicative disorders

knowledge and skills.

Prerequisite: CDIS 307 and majors with senior status, or instructor permission.

464 Seminar in Communicative Disorders.

Fall (4), Spring (4).

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.

Offered as needed.

## THE GRADUATE PROGRAM

### ADMISSION

Application for the M.S. in Speech-Language Pathology, is through the Communication Sciences and Disorders Centralized Application System (CSDCAS) application service. The application deadline for fall admission is February 1.

### VISIT

Prospective graduate students are encouraged to visit the department by attendance at scheduled information sessions.

### GRADUATE ASSISTANTSHIPS

The Department of Communicative Disorders makes available scholarships for tuition remission each semester. They are awarded on the basis of clinical and academic qualifications. Students also are encouraged to contact Student Financial Services 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 in specialty clinics. Teaching assignments are offered for assistance with special projects associated with undergraduate or graduate coursework.

### UNDERGRADUATE LEVELING COURSES

Students entering the program with an undergraduate degree not in Communication Sciences and Disorders or speech-language pathology will spend the first semester of their graduate studies taking the

following courses: CDIS 204, CDIS 205, CDIS 206, CDIS 307, and CDIS 309.

Students must show evidence of a bachelor's degree or equivalent from an accredited institution and a minimum GPA of 3.0. Other admission criteria include the essay, letters of recommendation, Graduate Record Examinations (GRE) test scores, and relevant work and life experience.

#### MASTER OF SCIENCE

Students will work closely with their advisors to follow a program of academic study and a clinical practicum to satisfy the requirements for professional certification.

#### ACADEMIC REQUIREMENTS

A total of 60 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 204, CDIS 205, CDIS 206, CDIS 307, and CDIS 309. Descriptions of these courses are listed in the preceding undergraduate section.

#### THE FOLLOWING COURSES ARE REQUIRED FOR THE M.S. DEGREE: 15 COURSES/ 60 CREDITS

- CDIS 615 Neuropathologies of Speech, Language, and Cognition (3)
- CDIS 616 Neuropathologies of Swallowing (3)
- CDIS 620 Seminar in CDIS: Language Pathology (3)
- CDIS 623 Assessment of Language Disorders in Children (3)
- CDIS 626 Seminar in Articulation and Phonology (3)
- CDIS 627 Issues in Cultural and Linguistic Diversity (3) OR CDIS 619 Development and Disorders in Monolingual and Bilingual Spanish Speakers (3)
- CDIS 629 Disorders of Fluency (3)
- CDIS 631 Disorders of Voice (3)
- CDIS 634 Theory & Practice in Clinical Evaluation: Speech-Language Pathology (3) OR CDIS 622 Language and Cognitive Development: Typical and Atypical Variation (3)
- CDIS 647 Professional Methods (3)
- CDIS 652 Research and Experimental Design (3)
- CDIS 655 Advanced Aural Rehabilitation (3)

- CDIS 664 Seminars in CDIS
- CDIS 683 Hospital-Based Externship (3)
- CDIS 685 Public School Externship (3)

**SPECIALTY CLINICS: ENROLLMENT IN SIX CLINICS (2 CREDITS EACH) REQUIRED:**

- CDIS 640 Adult Neurogenic Clinic (2)
- CDIS 641 Childhood Speech Sound Disorders Clinic (2)
- CDIS 642 Autism Spectrum Disorders Clinic (2)
- CDIS 643 School-Age Language Clinic (2)
- CDIS 644 Early Language Clinic (2)
- CDIS 645 Fluency Disorders Clinic (2)
- CDIS 646 Dysphagia/Voice Disorders Clinic (2)
- CDIS 648 Aural Rehabilitation Clinic (2)
- CDIS 649 Child Speech and Language Clinic (2)
- CDIS 650 Alternative Clinical Experience & Interprofessional Practicum (2)

**ACADEMIC STANDARDS**

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.

The basic requirements for Regular Graduate Standing in Communication Sciences and Disorders are as follows:

1. Graduation from an accredited college or university;
2. A minimum cumulative undergraduate GPA of 3.00 on a 4.0 scale;
3. Maintenance of satisfactory academic and clinical standing. See Satisfactory Academic Standing below.

**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.

**CLINICAL REQUIREMENTS**



Graduate study in Communication Sciences and Disorders requires a significant commitment of time to clinical practicum. Students are expected to be available approximately 10 hours each week for practicum in the Truesdail Speech 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, CDIS 634, CDIS 640, CDIS 641, CDIS 642, CDIS 643, CDIS 644, CDIS 645, CDIS 646, CDIS 648, CDIS 649, CDIS 650, CDIS 683, and CDIS 685.

A minimum of 400 hours of supervised clinical observation and clinical practicum are required for the state license and the ASHA certificate of clinical competence. 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 earned at the graduate level, 50 clock hours in each of three types of clinical settings;
3. Students will be given a variety of practicum experiences across disorders and lifespan, as required by certifying agencies.

#### REMIEDIATION PLAN

Students who are identified by faculty as having difficulty meeting the standards of professionalism or competence in skills receive a plan of remediation to be monitored for one semester. The remediation plan will be terminated when the competency skill is met. Termination from the graduate program may be recommended if objectives of the remediation plan are not met.

#### SPECIALTY CERTIFICATE IN BILINGUAL SPEECH-LANGUAGE PATHOLOGY: SPANISH LANGUAGE FOCUS

The University of Redlands Department of Communication Sciences and Disorders offers a “Specialty Certificate in Bilingual Speech-Language Pathology: Spanish Language Focus.” This certificate is designed for students with high levels of proficiency in Spanish, who wish to pursue work as a bilingual speech-language pathologists. Students complete specialty coursework and clinical practice within the regular MS program.

#### 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. The Comprehensive Evaluation takes the form of an

evidence-based oral presentation of a case study. Further information is available from the department.

#### PRAXIS EXAM VERIFICATION

To complete a degree, students must take the ASHA exam in the Praxis Series, ideally within the semester the degree is to be completed.

#### SPEECH-LANGUAGE PATHOLOGY SERVICES CREDENTIAL

To be employed as a speech-language specialist in the public schools in California, one must hold this credential. The minimum requirements are:

1. A master's degree;
2. Successful completion of the California Basic Educational Skills Test (CBEST) and Praxis;
3. Recommendation from the Department. Competency in all coursework required for the master's degree must be demonstrated by successful completion of courses.

#### 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.

616 Neuropathologies of Swallowing.

Spring (3).

The course will begin with the clinical and instrumental findings seen in normal and abnormal swallowing. Common disorders of swallowing and their treatments will be emphasized, as well as the clinical and instrumental evaluations for swallowing disorders. The use of feeding tubes and their ethical implications will be reviewed.

Prerequisite: CDIS 615 or by permission.

619 Development and Disorders in Monolingual and Bilingual Spanish Speakers.

Fall (3).

Addresses issues in bilingual development and processing; language disorders in Spanish-speaking children and adults; language assessment and intervention practices with bilingual children; and bilingual

education. Prepares students to analyze error patterns in phonology, lexical semantics, morphosyntax, and pragmatics in monolingual and bilingual Spanish speakers.

620 Language and Cognitive Development: Typical and Atypical Variation.

Fall (3), Spring (3).

A scientific examination of sources of variation in language from birth to 22 years, and their impact on literacy and academic achievement. Topics include information processing and learning; psycholinguistic models; perceptual, cognitive, social, neural, and genetic bases of language development; etiology, prevention, early detection, assessment, and remediation of language disorders.

622 Theory and Practice in Clinical Evaluation: Language and Learning Disorders.

Spring (3).

Advanced problems in formal and informal assessment of language disorders and learning disabilities including practicum, staffing, report writing, and parent conferences. An interdisciplinary approach is taken.

623 Assessment of Language Disorders in Children.

Fall (3).

Survey of tests applied to children with language disorders; analysis of test content, diagnostic patterns, relationship between history, observation, and psychometrics.

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. Offered as needed.

625 Language, Culture, and Cognition.

Fall (3), Spring (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 or by permission.

Offered as needed.

626 Seminar in Articulation and Phonology.

Fall (3), Spring (3).

Theories of phonological acquisition and the nature of disordered phonological development. Differential diagnosis and intervention for speech sound disorders in diverse populations.

627 Issues in Cultural and Linguistic Diversity.

Fall (3) or Spring (3).

Designed to help students develop cultural competence in working with individuals from diverse cultural and linguistic groups who have communication disorders. Students examine variations in cultural and linguistic practices and behaviors, discuss the implications of these differences in clinical and educational settings, and learn about non-biased assessment and intervention strategies.

629 Disorders of Fluency.

Fall (3), Spring (3).

Theories, etiologies, assessment, and treatment techniques for disorders of fluency with special emphasis on the behavioral and emotional management of children and adults; practicum at the Truesdail Speech Center is required, including diagnostic evaluation, treatment planning, report writing, and counseling of clients and family members.

631 Disorders of Voice.

Fall (3).

Structure, function, and capabilities of the normal voice; etiologies, assessment strategies, and rehabilitative techniques of the disordered voice; and 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 or by permission.

640 Adult Neurogenic Clinic.

Fall (2), Spring (2).

Clinical practicum with staffing discussion of principles, methods, and management procedures for the adult neurogenic population. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting

and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

641 Childhood Speech Sound Disorders Clinic.

Fall (2), Spring (2).

Clinical practicum with staffing discussion of principles, methods, and management procedures for the child speech sound disorders population. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

642 Autism Spectrum Disorders Clinic.

Fall (2), Spring (2).

Clinical practicum with staffing discussion of principles, methods, and management procedures for the autism spectrum disorders population. This is a required

Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

643 School-Aged Language Clinic.

Fall (2), Spring (2).

Clinical practicum with staffing discussion of principles, methods, and management procedures for the school-aged language population. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

644 Early Language Clinic.

Fall (2), Spring (2).

Clinical practicum with staffing discussion of principles, methods, and management procedures for the early language population. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

645 Fluency Disorders Clinic.

Fall (2). Spring (2).

Clinical practicum with staffing discussion of principles, methods, and

management procedures for those with fluency disorders. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

#### 646 Dysphagia/Voice Disorders Clinic.

Fall (2), Spring (2).

This course fits a specialty clinic model. Enrollment in this course requires completed or concurrent coursework in neuropathologies of speech, language, and cognition. This course will meet the competency of teaching methodology and intervention of dysphagia and voice disorders.

Prerequisite: CDIS 615. May be repeated.

#### 647 Professional Methodologies and Concerns.

Spring (3).

Role of speech/language pathologist in public education and other professional settings, referral procedures, Individualized Education Program (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 (2), Spring (2).

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 a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

#### 649 Child Speech and Language Clinic.

Fall (2), Spring (2).

Clinical practicum with staffing discussion of principles, methods, and management procedures for children who have speech and language disorders. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

**650 Alternative Clinical Experience & Interprofessional Practicum**

Fall (4), Spring (4), Summer (Graduate Only)

Alternative clinical practicum experiences through clinical case study computer-based simulations and interprofessional education experience. Graduate students will earn supervised clinical clock hours.

Corequisites: Graduate enrollment status.

Prerequisites: Completion of 25 clinical observation clock hours.

Course may be retaken 1x to assist in fulfilling graduate clinical practicum requirement. Or if identified as necessary in a graduate clinical Remediation Plan.

Offered as needed.

Credit/no credit grade only.

**652 Principles of Evidence-Based Practice in Communication Sciences and Disorders.**

Fall (3).

Students learn how to use external evidence from scientific sources in clinical decision making. The course covers treatment efficacy designs, external and internal validity, reliability, effect sizes, ethics, and controversies in intervention research. The course also provides a foundation for students who wish to conduct research.

**655 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.

**660 Latin America: Focus on Language, Culture, and Education.**

May Term (3)

Experiential learning, self-reflection, reading, writing, and discussion are used to foster an understanding of cross-cultural differences in educational approaches and the broad impact of language-learning differences (e.g., bilingualism, language disorders) on educational outcomes. Students work with children in community-based educational programs. Must be a graduate student with advanced Spanish skills.

**664 Seminar in Communication Sciences and Disorders.**

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 Health-Based Externship.**

Fall (3), Spring (3), Summer (3).

Externship practicum at off-campus sites. A minimum of four days per week over 10 weeks on-site is required.

Prerequisites: 50 hours of clinical practicum at the Truesdail Speech Center or off-campus site, CDIS 634, CDIS 631, CDIS 615, CDIS 616, and CDIS 664 are strongly recommended.

**684 Advanced Theory and Practice in Clinical Problems: Speech, Language, and Hearing.**

Fall (3), Spring (3), Summer (3).

Advanced externship practicum at off-campus sites. A minimum of two days per week over 10 weeks on-site is required.

Prerequisites: CDIS 683 and departmental approval.

**685 Public School Externship.**

Spring (3).

Student teaching practicum in public schools. Taken concurrently with CDISS 647.

Prerequisite: 125 hours of clinical practicum or by permission.

Credit/no-credit only.



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## **COMPUTER SCIENCE**

### THE FACULTY

Janet L. Beery  
James Bentley  
Joanna Bieri  
Pani N. Chakrapani  
Richard N. Cornez  
Patricia Cornez  
Elizabeth Doolittle  
Deon Garcia  
Alexander Koonce  
Steven Morics  
Tamara Veenstra

### THE MAJOR

#### THE BACHELOR OF ARTS MAJOR

The computer science major consists of 36 credits. Students can declare the major after completion of CS 110 (with a minimum grade of 2.0) and CS 111 (with a minimum grade of 2.0). Both these courses must be taken for a numerical grade. Students majoring in computer science must complete the following requirements:

6 courses/ 23–24 credits

- CS 110 Introduction to Programming (4)
- CS 111 Data, File Structures, and OOP (4)
- CS 222 Web Application Development. (4)

-- CS 240 Theory of Algorithms (4) or CS 223 Game Programming and AI (4)

-- MATH 111 Elementary Statistics with Applications (4)

-- MATH 121 Calculus I (4)

2 courses/ 8 credits

-- CS 323 Mobile Programming (4)

-- CS 330 Database Management (4)

-- CS 340 Programming Languages (4)

-- CS 341 Software Engineering (4)

Capstone 4 credits

-- CS 450 Computer Science Senior Project (4)

### THE MINOR

Students minoring in computer science must complete the following requirements:

6 courses/ 23–24 credits

-- CS 110 Introduction to Programming (4)

-- CS 111 Data, File Structures, and OOP (4)

-- 12 credits from computer science offerings

-- MATH 111 Elementary Statistics and Probability with Applications (4)

Learning outcomes for the major can be found at [www.redlands.edu/BA-CSCI/learning-outcomes](http://www.redlands.edu/BA-CSCI/learning-outcomes).

### ADVANCED PLACEMENT IN COMPUTER SCIENCE

Students who receive a score of three or four on the exam 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 CS 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 during their junior year for information about procedures and requirements.

### COURSE DESCRIPTIONS (CS)

101 Introduction to Computers (PC).

Fall (4), Spring (4).

Designed to make students computer literate. Introduction to computers and the Internet and how they work. Introduction to the Windows operating system, word processing, spreadsheets, graphics programs, databases, programming, email, searching, social media sites and ethical issues in computer use.

#### 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 (OOP) to facilitate navigation.

Offered as needed.

Numeric grade only.

#### 110 Introduction to Programming.

Fall (4), Spring (4).

Introduction to problem-solving methods and algorithm development through the use of computer programming in the C++/Java 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++/Java. Topics include stacks and recursion, dynamic memory, pointers, linked lists, queues, trees, searching, sorting, and object-oriented programming (OOP) and classes.

Prerequisite: CS 110.

Co-requisite MATH 121.

#### 208 Java Programming.

Fall (4), Spring (4).

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.

#### 221 Exploring Visual Basic.

Fall (4), Spring (4).

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 Web Application Development.

Fall (4).

The study of web technologies and emerging web standards, protocols, markup and web development languages. This course focuses on designing and developing both client-side and server-side Web-based applications. Students are exposed to service-side development including database access for data-driven applications and asynchronous communication between client and server.

Prerequisite: CS 111 and MATH 121 Calculus (or Math 118 and Math 119).

Offered every year.

#### 223 Game Programming and Artificial Intelligence.

Spring (4).

Examines AI approaches that can be applied to digital games. Students learn AI programming techniques and how they strongly interface with game design. Topics covered are rational behavior, knowledge representations, kinetic movement, collisions, finite state machines, pathfinding, and decision-making. Prerequisite: CS 111 and MATH 121 Calculus (or Math 118 and Math 119).

Offered alternate years.

Numeric grade only.

#### 230 Operating Systems.

Fall (4), Spring (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 111.

#### 240 Theory of Algorithms.

Fall (4).

Students of computer science are introduced to the need for and construction of mathematical proofs. Analysis methods for the design of provably correct algorithms and estimating algorithm speed and space requirements are studied. Techniques will incorporate divide-and-

conquer, dynamic programming, and greedy algorithms. Additional topics will include graph theory and simulations.

Prerequisites: CS 111 and MATH 121 Calculus (or MATH 118 and MATH 119).

### 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: by permission. May be repeated for degree credit for a maximum of 8 credits, given a different topic.

Offered as needed.

### 301 Business Analysis with Excel.

Fall (4), Spring (4).

Data analysis and decision making is an integral part of any successful business and the study of large data sets with the help of Microsoft Excel is the main focus of this course. The processes that enable data consolidation to make meaningful business decisions will be studied in depth.

Prerequisite: ACCT 220 or CS 110.

### 323 Mobile Programming.

Spring (4).

Introduction to the development of mobile device applications with an emphasis on programming for the latest Android platform. Topics will include the implementation of multi-touch gestures, sensor and camera events, threads and background tasks, and working with location services. Current development issues are also examined.

Prerequisite: MATH 121 and any CS 200-level course.

Offered in alternate years.

### 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 111.

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 111.

### 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: Any CS 300-level course.

### 450 Computer Science Capstone Project.

Spring (4).

This course provides the opportunity for a senior in Computer Science to design, develop, and implement a reasonably-sized software project as a capstone experience. This implementation work integrates the knowledge acquired from earlier computer science courses and the principles of project management and delivery.

Prerequisite: Senior standing.

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## **CREATIVE WRITING**

### THE FACULTY

Ralph Angel

Greg Bills

Leslie Brody

Patricia Geary

Joy Manesiotis

Alisa Slaughter

### THE MAJOR

The Creative Writing Department's focus is on the 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.

Learning outcomes for this program may be found at [www.redlands.edu/BA-CRWR/learning-outcomes](http://www.redlands.edu/BA-CRWR/learning-outcomes).

### BACHELOR OF ARTS

FOUNDATION COURSES: 3 courses/ 12 credits

-- CRWR 104 Nonfiction Workshop I (4)

-- CRWR 105 Poetry Workshop I (4)

-- CRWR 107 Fiction Workshop I (4)

INTERMEDIATE COURSES: 3 courses/ 12 credits

-- CRWR 204 Nonfiction Workshop II (4)

-- CRWR 205 Poetry Workshop II (4)

-- CRWR 207 Fiction Workshop II (4)

ADVANCED COURSES: 1 course/ 4 credits

-- CRWR 304 Nonfiction Workshop III (4)

-- CRWR 305 Poetry Workshop III (4)

-- CRWR 307 Fiction Workshop III (4)

AT LEAST TWO ADVANCED WRITING SEMINARS: 6-8 credits

-- CRWR 310 Creative Writing Seminar (3-4)

SENIOR PORTFOLIO: 2 courses/ 8 credits

-- CRWR 440 Senior Portfolio – Reading and Drafting (4)

-- CRWR 441 Senior Portfolio – Revision and Final Project (4)

CRWR 440 and 441 may not be taken concurrently.

#### 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 the advisor, plan an appropriate three-year schedule. Strongly encouraged: Additional advanced level workshops and seminars in all genres.

#### THE 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 28 credits.

#### MINOR REQUIREMENTS:

-- CRWR 104 Nonfiction Workshop I (4)

-- CRWR 105 Poetry Workshop I (4)

-- CRWR 107 Fiction Workshop I (4)

-- CRWR 204 Nonfiction Workshop II (4)

-- CRWR 205 Poetry Workshop II (4)

-- CRWR 207 Fiction Workshop II (4)

-- CRWR 310 Creative Writing Seminar (3-4)

-- Advanced level workshops and seminars are recommended.

#### DEPARTMENTAL HONORS

Every Creative Writing major must enroll in CRWR 440 and CRWR 441, ideally in senior year. The products of those two courses are evaluated for honors. To qualify for consideration, the candidate must have a 4.0



in CRWR 440. It is also necessary to have a minimum GPA of 3.5 in the major and maintain it through graduation.

#### PUBLICATIONS, AWARDS, AND READINGS

The department publishes a literary magazine, Redlands Review, showcasing student work. Students hold positions on the editorial board and manage the editing and layout.

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 and an Editor's Prize. Contests are judged by writers of national repute.

The Creative Writing Department sponsors the Visiting Writers Series, which brings nationally known writers to campus to give readings and interact with students.

#### SIGMA TAU DELTA

Majors and minors in English and Creative Writing are eligible for membership in Sigma Tau Delta, an international honor society. Sigma Tau Delta serves as a way to recognize outstanding achievement, foster the love of writing and reading, and give members an opportunity to share those passions with the community around them through service projects of their own design. To be eligible, students must have:

- Completed three semesters of college.
- Achieved a 3.5 GPA in the major/minor
- Ranked in the top third of their class or overall GPA.

Application materials are available in the English Department Office.

#### COURSE DESCRIPTIONS (CRWR)

##### 104 Nonfiction Workshop I.

Fall (4), Spring (4).

Introductory literary nonfiction workshop with a primary focus on student writing while stressing process.

##### 105 Poetry Workshop I.

Fall (4), Spring (4).

Beginning-level poetry writing workshop with a primary focus on student writing while stressing process.

##### 107 Fiction Workshop I.

Fall (4), Spring (4).

Introductory fiction writing workshop with a primary focus on student writing while stressing process.

204 Nonfiction Workshop II.

Fall (4), Spring (4).

Intermediate literary nonfiction writing workshop encourages the revision process and includes peer review.

Prerequisite: CRWR 104 or by permission.

205 Poetry Workshop II.

Fall (4), Spring (4).

Intermediate poetry writing workshop with a stress on process. In-depth exploration and refinement of skills.

Prerequisite: CRWR 105 or by permission.

207 Fiction Workshop II.

Fall (4), Spring (4).

Intermediate fiction writing workshop with a stress on process. In-depth exploration and refinement of skills.

Prerequisite: CRWR 107 or by permission.

304 Nonfiction Workshop III.

Fall (4), Spring (4).

Advanced writing course in writing literary nonfiction. May be repeated for degree credit for a maximum of 8 credits.

Prerequisite: CRWR 204 or by permission.

305 Poetry Workshop III.

Fall (4), Spring (4).

Advanced writing course in poetry. May be repeated for degree credit for a maximum of 8 credits.

Prerequisite: CRWR 205 or by permission.

307 Fiction Workshop III.

Fall (4), Spring (4).

Advanced writing course in writing literary fiction. May be repeated for degree credit for a maximum of 8 credits.

Prerequisite: CRWR 207 or by permission.

310 Creative Writing Seminar.

Fall (4), Spring (4), May Term (3).

This is an upper-level seminar designed for Creative Writing majors. Topics will rotate, but will provide in-depth study for writers. May be

repeated for degree credit for a maximum of 12 credits.

Prerequisite: CRWR 104, CRWR 105, or CRWR 107.

### 312 Redlands Review.

Spring (4).

Theoretical study and practical application of skills and ideas to produce an original literary magazine as a team. Course activities include studying and discussing the history of literary magazines, and soliciting and editing material for our own. Participants will adhere to a budget, set deadlines, and organize publicity and distribution.

### 313 Publishing/Literary Community.

Fall or May only, (3-4).

This course explores literary publishing and other professional options for writers. Participants read widely in all genres, solicit and develop content for campus and CRWR department publications, and take part in public events and readings. Internships, interdisciplinary collaborations, and individual projects encouraged.

Offered as needed.

### 440 Senior Portfolio: Reading and Drafting.

Fall (4).

First course in a two-semester capstone for CRWR majors and Johnston students with emphasis in CRWR. Students work individually with a writing faculty mentor to envision a writing project, develop and respond to a focused reading list, read the work of and meet with visiting authors, and generate material.

Prerequisites: Completion of or concurrent enrollment in at least one CRWR 300-level workshop. Should be taken in sequence with CRWR 441.

### 441 Senior Portfolio: Revision and Final Project.

Spring (4).

Second course in a two-semester capstone project for CRWR majors and Johnston students with emphasis in Creative Writing. Students work individually with a writing faculty committee to revise and polish a creative writing manuscript. Students also read the work of and meet with visiting authors.

Prerequisites: CRWR 440.

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## **ECONOMICS**

### **THE FACULTY**

Nathaniel Cline

Lorenzo Garbo

Dorene Isenberg

Nicholas Reksten

Nicholas Shunda

### **THE MAJOR**

The major program in economics offers the following three degrees:

#### **1. BACHELOR OF ARTS IN ECONOMICS:**

A course of study in Economics that emphasizes its interdisciplinary and political economic character, gives students the greatest freedom in choosing Economics electives, and is especially recommended to students interested in working in policy and/or the non-profit sector. In the capstone project that concludes the major, students are expected to integrate their studies in Economics with at least one course taken in other social sciences or humanities.

#### **2. BACHELOR OF SCIENCE IN ECONOMICS:**

A course of study in Economics that emphasizes its quantitative and political economic aspects (related field: Mathematics), and that is especially recommended to students who might be interested in pursuing graduate studies in Economics or working in policy and/or the non-profit sector.

#### **3. BACHELOR OF SCIENCE IN FINANCIAL ECONOMICS:**

A course of study in Economics that emphasizes its financial and applied aspects (related fields: Accounting and Global Business), and that is especially recommended to students who might be interested in entering the business world in general and the financial sector in particular upon graduation.

Learning outcomes for the three degrees may be found at [www.redlands.edu/BA-ECON/learning-outcomes](http://www.redlands.edu/BA-ECON/learning-outcomes).

#### GRADE REQUIREMENTS

In order to satisfy prerequisites for any economics course, the specified courses (whether in Economics or in other departments) must be passed with a grade of 2.0 or higher. Additional courses taken toward any one of the three Economics degrees described above or towards the minor in Economics (described below) must be passed with a grade of 1.7 or higher.

#### QUANTITATIVE PREPARATION

Calculus is a prerequisite for ECON 350 Microeconomic Theory and ECON 351 Macroeconomic Theory courses required for all minors in Economics and majors in Economics and Financial Economics. Students satisfy this requirement by completing one of the following four options: MATH 120 Brief Calculus (4) OR MATH 121 Calculus I (4), OR the sequence MATH 118 Integrated Calculus I (4) and MATH 119 Integrated Calculus II (4), OR by being placed in MATH 122 Calculus II (4) or above in the placement test administered by the Mathematics department.

#### CORE ECONOMICS REQUIREMENTS FOR ALL ECONOMICS AND FINANCIAL ECONOMICS MAJORS:

All majors in Economics and Financial Economics must complete the following required courses:

6 courses/ 22 credits

- ECON 101 Principles of Economics (4)
- MATH 111 Elementary Statistics with Applications (4) OR POLI 202 Statistical Analysis and Mapping of Social Science Data (4) OR CDIS 208 Statistical Methods (4). Should be taken prior to the junior year and preferably during the sophomore year.
- ECON 310 Research Methods in Economics (2)
- ECON 350 Microeconomic Theory (4)
- ECON 351 Macroeconomic Theory (4)
- ECON 465 Senior Seminar in Economics (4)

### BACHELOR OF ARTS IN ECONOMICS

In addition to the Core Economics Requirements listed above, candidates for the Bachelor of Arts degree must also complete the following 5 courses:

**REQUIREMENTS:** 5 course /20 credits

-- ECON 304 Economic History (4) OR ECON 307 History of Economic Thought (4)

**ELECTIVES:** 4 courses/ 15–16 credits

-- At least Four elective courses in Economics (15-16 credits) at the 200-level or higher. At most two of these may be at the 200-level. At most one elective may be a course offered by another program and cross-listed with Economics. May Term courses (3 credits) in Economics or courses offered by another program and cross-listed with Economics qualify as elective courses.

### BACHELOR OF SCIENCE IN ECONOMICS

In addition to the Core Economics Requirements courses listed above, candidates for the Bachelor of Science degree must also complete the following 10 courses:

**REQUIREMENTS:** 3 courses / 12 credits

-- ECON 304 Economic History (4) OR ECON 307 History of Economic Thought (4)

-- ECON 400 Introduction to Econometrics (4)

-- ECON 401 Mathematical Economics (4)

**ELECTIVES:** 3 courses/ 11–12 credits

-- Three elective courses in Economics at the 200-level or higher. At most one of these may be at the 200-level. At most one elective may be a course offered by another program and cross-listed with Economics. May Term courses (3 credits) in Economics or courses offered by another program and cross-listed with Economics qualify as elective courses. With advisor approval, a CS or MATH course may be substituted as an elective course.

**MATHEMATICS:** 4 courses (at least)/ 16–20 credits

-- MATH 121 Calculus I (4) OR the sequence MATH 118 Integrated Calculus I and MATH 119 Integrated Calculus II

-- MATH 122 Calculus II (4)

-- At least one course chosen from among the following: MATH 231 Introduction to Modeling (4), MATH 235 Differential Equations (4), MATH 241 Linear Algebra (4), MATH 311 Probability (4), or MATH 321

Real Analysis (4).

-- A fourth Mathematics course of the student's choice (4)

#### BACHELOR OF SCIENCE IN FINANCIAL ECONOMICS

In addition to the Core Economics Requirements listed above, candidates for the Bachelor of Science in Economics must also complete the following 11 courses:

REQUIREMENTS: 11 courses/ 44 credits

5 courses in Economics (20 credits)

-- ECON 230 Does Money Make the World Go Round? A Look at Money in Capitalism (4)

-- ECON 400 Introduction to Econometrics (4)

-- ECON 424 International Economics (4) OR GLB 356 International Finance (4)

-- ECON 430 Financial Systems (4)

-- ECON 452 Industrial Organization and Public Policy (4)

6 courses (24 credits) in Accounting/Global Business

-- ACCT 210 Principles of Financial Accounting & Reporting (4)

-- ACCT 310 Intermediate Financial Reporting for Operations (4)

-- ACCT 320 Intermediate Financial Reporting for Financing Transactions (4)

-- GLB 354 Investments (4)

-- GLB 421 Corporate Finance (4)

-- One course chosen from among the following: ACCT 330 Intermediate Financial Reporting for Investing Transactions (4) OR ACCT 410 Auditing (4) OR ACCT 440 Financial Statement Analysis (4)

#### THE MINOR

Students who elect a minor in Economics must complete the following 6 economics courses.

6 courses/ 22-24 credits

-- ECON 101 Principles of Economics (4)

-- MATH 111 Elementary Statistics with Applications (4) OR POLI 202 Statistical Analysis and Mapping of Social Science Data (4) OR CDIS 208 Statistical Methods (4). Should be taken prior to the junior year and preferably during the sophomore year.

-- ECON 350 Microeconomic Theory (4)

-- ECON 351 Macroeconomic Theory (4)

-- Two elective courses in Economics at the 200-level or above. At most one of these may be at the 200-level. (ECON 310 Research Methods

in Economics (2) does NOT count toward the minor.) At most one elective may be a course offered by another program and cross-listed with Economics. Either ECON 304 Economic History (4) or ECON 307 History of Economic Thought (4) is strongly recommended. May Term courses (3 credits) in Economics or courses offered by another program and cross-listed with Economics qualify as elective courses.

#### ADVANCED PLACEMENT IN ECONOMICS

- Students who take Advanced Placement Macroeconomics with a score of 4 or above will only receive 4 State and Economy Liberal Arts Foundation credits.
- Students who take Advanced Placement Microeconomics with a score of 4 or above will only receive 4 State and Economy Liberal Arts Foundation credits.
- Students with scores of 4 or higher on the Advanced Placement Macroeconomics exam or Microeconomics exam, but not both, will receive 4 State and Economy Liberal Arts Foundation credits or 4 Quantitative Reasoning Embedded/Social Scientific Practice Liberal Arts Inquiry credits.
- Students with scores of 4 or higher on both of the Advanced Placement Macroeconomics and Microeconomics exams will receive 4 credits for ECON 101 Principles of Economics, which fulfills the ECON 101 prerequisite for Economics electives and fulfills the ECON 101 requirement for the majors in Economics and Financial Economics and the minor in Economics.

#### DEPARTMENTAL HONORS

A departmental honors program is available for exceptionally able and well-motivated students. Interested students should inquire about requirements and the application process with their Economics advisor and/or department chair during the Spring semester of their junior year. Admission to the program requires an affirmative vote of all Economics faculty and must be completed within the first month of the senior 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 degrees in economics; students must obtain departmental sponsorship before the internship begins.



## COURSE DESCRIPTIONS (ECON)

### 100 Economics and Society.

Fall (4), Spring (4).

The course provides an analytical, non-technical introduction to the study of socioeconomic issues from a variety of political and economic perspectives. It explores the structure of fundamental dynamics of a market economy, interactions between individuals, markets, and government institutions, economic aspects of social issues, and moral dimensions of economic processes.

### 101 Principles of Economics.

Fall (4), Spring (4).

Introduction to the study of economic systems from a micro and macro perspective. The course includes economic principles underlying the process of consumption, production, and distribution in a market-oriented economy (microeconomics), and the structure, operation, measures, and major theoretical models of the whole economy (macroeconomics).

### 202 Game Theory.

Spring (4).

Application of the analytical tools of mathematics and probability to the study of behavior in strategic interactions. Topics include simultaneous move games, pure versus mixed strategies, Nash equilibrium, sequential-move games, sub-game perfection, repeated games, and evolutionary games. Applications include pricing, advertising, cooperation, bargaining, and conflict.

Prerequisite: ECON 100 or ECON 101 or by permission.

Offered in alternate years.

### 205 Ecological Economics.

Spring (4).

The course explores the relationship between the ecological system and economic sub-systems. Topics of the course include the economics of entropy, throughput, alternative notions of environmental sustainability, ecological impacts of technological change, limits to economic growth, and analysis of policies to promote sustainability.

Prerequisite: ECON 100 or ECON 101 or by permission.

Offered in alternate years.

### 212 Political Economy.

Fall (4) Spring (4)

Analysis of 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.

Prerequisite: ECON 100 or ECON 101 or by permission.

Offered as needed.

Numeric and Evaluation grade only.

221 Economics of 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.

Prerequisites: ECON 100 or ECON 101 or by permission.

Offered in alternate years.

222 International Political Economy.

Fall (4).

Study of the dialogue between scholarship and practice in economics and political science on the three broad topics: the political economy of international trade, international financial relations, and development. The primary focus is on the reciprocal interactions among markets, social forces, and political objectives that shape the international political-economic system.

Prerequisite: ECON 100 or ECON 101, or by permission.

Offered in alternate years.

Numeric and Evaluation grade only.

230 Does Money Make the World Go Round? A Look at Money in Capitalism.

Fall (4).

The role of the financial sector in producing strong stable economic activity or as a source of instability is analyzed. Emphasis is on financial structure, institutions, regulation, and the role of monetary policy.

Prerequisite: ECON 100 or ECON 101 or by permission.

Offered in alternate years.

240 Economics of Race, Class, and Gender.

Spring (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 100 or ECON 101 or by permission.

Offered in alternate years.

#### 254 Economics of the Public Sector.

Spring (4).

This course looks at the economics of public expenditure and public revenue. Public expenditure: allocative role of federal, state, and local governments; social choice, provision of public goods and public policy to correct diseconomies such as pollution. Public revenue: Alternative forms of taxation and their impact on economic efficiency, equity, and growth.

Prerequisite: ECON 100 or ECON 101 or by permission.

Offered in alternate years.

#### 304 Economic History.

Fall (4).

Broad themes in global economic history. Topics include pre-capitalistic economic society, the rise of capitalism, causes and consequences of the industrial revolution, and the divergence in the long-run growth experience of countries.

Prerequisite: ECON 101 or by permission.

#### 307 History of Economic Thought.

Spring (4).

Economic doctrines throughout the Western evolution of economic ideas. Historiographical discussion of major analytical discoveries, with particular emphasis on the conditions that led to the separation of economics from moral philosophy, and on the contributions by Adam Smith, John Stuart Mill, Karl Marx and Alfred Marshall.

Prerequisite: ECON 101 or by permission.

#### 310 Research Methods in Economics.

Fall (2), Spring (2).

Fundamentals of the research process in economics, including specification of research questions. Identification and use of sources, statements and claims, and communication of the results of a research project. Introduction and comparison of the range of economic methodologies.

Prerequisites: ECON 101, MATH 111, or POLI 202, or CDIS 208 and junior standing or by permission.

Numeric and Evaluation grade only.

### 350 Microeconomic Theory.

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: ECON 101, MATH 120, or MATH 121, or MATH 118, and MATH 119, or by permission.

### 351 Macroeconomic Theory.

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.

Prerequisites: ECON 101, MATH 111, or POLI 202, or CDIS 208, MATH 120, or MATH 121, or MATH 118, and MATH 119, or by permission.

### 400 Introduction to Econometrics.

Fall (4).

Application of descriptive and inferential statistics to the measurement and testing of various economic models. Diagnosis and correction of various problems with empirical research: specification errors, multicollinearity, heteroskedasticity, serial correlation, and simultaneity. Statistical software used to implement estimation techniques.

Prerequisites: ECON 350, MATH 111, or POLI 202, or CDIS 208, or by permission.

### 401 Mathematical Economics.

Spring (4).

Introduction to mathematical methods in economics. Topics include matrices, linear algebra, systems of equations; univariate and multivariate differential calculus; comparative statistics, Taylor series approximations, unconstrained and constrained optimization; integral calculus; differential and difference equations.

Prerequisite: ECON 350 or by permission.

Offered in alternate years.

### 424 International Economics.

Spring (4).

Theoretical analysis of international trade and finance. Models of

comparative advantage and analysis of commercial policy (tariffs, subsidies, quotas, government procurement, and regulation). History and functions of the world financial system. Analysis of exchange rates and exchange rate regimes. Balance of payments analysis, and short-run/long-run macroeconomic models in open economy.

Prerequisites: ECON 350, and ECON 351, or by permission.

Offered as needed.

Numeric and Evaluation grade only.

#### 430 Financial Systems.

Spring (4).

The creation of money and other financial assets is analyzed in the context of their use and distribution in different periods of capitalism. Emphasis is on the role of the financial sector in producing strong stable economic activity or as a source of instability.

Prerequisites: ECON 351 or by permission.

Offered in alternate years.

Numeric and Evaluation grade only.

#### 452 Industrial Organization and Public Policy.

Spring (4).

Analysis of the various ways that firms in the imperfectly competitive industries seek to compete or to gain and maintain market power. Topics include theory of the firm, price discrimination, quality discrimination, advertising, product differentiation, entry deterrence, cartelization and the social welfare implications of firm behavior and industrial structure.

Prerequisite: ECON 350 or by permission.

Offered in alternate years.

#### 453 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 350 or by permission.

Recommended: ECON 351.

Offered in alternate years.

#### 455 Environmental and Resource Economics.

Fall (4).

Overview of the theory and management of natural resource use and environmental policy. Topics include the control of air and water

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.

Prerequisite: ECON 350 or by permission.

Recommended: ECON 351.

Offered in alternate years.

460 Advanced Topics in Economics.

Fall (4), Spring (4).

Continuation of a specific 300- or 400-level course in economics, allowing students to pursue topics beyond one semester.

Prerequisite: by permission only.

Offered in alternate years.

Numeric and Evaluation grade only.

465 Senior Seminar in Economics.

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.

Prerequisites: six courses in economics, including ECON 350 and ECON 351 or by permission.

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## **EDUCATION**

### **THE FACULTY**

Janee Both Gragg  
Mikela Bjork  
Ann Blankenship-Knox  
Brian Charest  
Rod Goodyear  
Nicol Howard  
Jose Lalas  
Phil Mirci  
Ross Mitchell  
Ronald Morgan  
Pauline Reynolds  
Adriana Ruiz-Alvarado  
Gary Scott  
Alayne Sullivan  
Tamara Tribitt  
James Valadez

### **PRELIMINARY TEACHER CREDENTIAL PROGRAM**

#### **SINGLE AND MULTIPLE-SUBJECT TEACHER CREDENTIALS**

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 cumulative 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.

#### ENROLLMENT

Students from the College of Arts and Sciences interested in earning a teaching credential must apply to the School of Education. Undergraduate students can enroll in Child Development (EDUG 331) and Foundations of Learning (EDUG 401) before the School of Education admission process. Students need to contact the enrollment counselor to discuss the best credential program pathway.

#### ADVISING

Students interested in becoming teachers are encouraged to complete prerequisite courses for admission to the Teacher Credential Program during their undergraduate program. 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 AND 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.

## PROGRAM APPLICATION AND ADMISSION REQUIREMENTS FOR THE PRELIMINARY TEACHER CREDENTIAL

### APPLICATION REQUIREMENTS

- Completed application to the School of Education
- Evidence of a 2.75 cumulative undergraduate GPA or approved petition
- Completion of an approved child development course or Child Development (EDUG 331)

### ADMISSION REQUIREMENTS

- Verification of passing California Basic Educational Skills Test (CBEST)
- Evidence of 50 hours of observation or work with children
- Proof of Certificate of Clearance
- Registration for one sub test of the California Subject Examinations for Teachers (CSET)
- Evidence of negative tuberculosis test results within last two years
- Two letters of recommendation from professionals

### PROGRAM REQUIREMENT

To be eligible to be recommended for the Preliminary Teaching Credential or the Preliminary Education Specialist Credential, candidates must meet the U.S. Constitution requirement. For details on meeting this requirement, contact the School of Education. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121) or their equivalents satisfy the requirement.

### 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 pass the Multiple Subject CSET (subtest I, II, and 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 waiver program. Speak to an advisor for equivalency.

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 waiver program does not need to pass the state-approved subject competency examinations.

#### STUDENT-TEACHING REQUIREMENTS

Prior to the student teaching seminar (EDUG 452) students must complete the following:

- Multiple Subject- CSET subject tests 101, 102 and 103 and TPA I and TPA II
- Single Subject- All CSET single subject tests and TPA I and TPA II

Prior to completion of the credential program, students must complete the following:

- Multiple Subject- CPR requirement, and TPA III and TPA IV passed
- Single Subject- CPR requirement, and TPA III and TPA IV passed

#### LEARNING OUTCOMES

Learning outcomes for the Preliminary Teacher Credential programs are found at:

Multiple Subject— [www.redlands.edu/CTC-PMS/learning-outcomes](http://www.redlands.edu/CTC-PMS/learning-outcomes) and

Single Subject— [www.redlands.edu/CTC-PSS/learning-outcomes](http://www.redlands.edu/CTC-PSS/learning-outcomes).

#### REQUIRED COURSES FOR MULTIPLE SUBJECT TEACHER CREDENTIAL: 10 courses/ 30 credits

- EDUG 401 Foundations of Learning (3)
- EDUG 403 Multiple Subject Methods I: STEM Methods (3)
- EDUG 405 Multiple Subject Methods II: English Language Arts (3)
- EDUG 407 Multiple Subject Methods III: Multicultural Social Studies (3)
- EDUG 409 Multiple Subject Literacy and Language II (3)
- EDUG 452 Teaching Seminar (2)
- EDUG 453A Student Teaching I (5)
- EDUG 453B Student Teaching II (5)

#### REQUIRED COURSES FOR SINGLE SUBJECT TEACHER CREDENTIAL: 10 courses/ 30 credits

- EDUG 401 Foundations of Learning (3)

- EDUG 402 Single Subject Methods I: Critical Pedagogy and Instructional Design (3)
- EDUG 404 Single Subject Methods II: Literacies for Diverse Learners (3)
- EDUG 406 Single Subject Methods III: Content Area Teaching (3)
- EDUG 408 Single Methods IV: Content Area Literacy and Assessment (3)
- EDUG 452 Teaching Seminar (2)
- EDUG 453A Student Teaching I (5)
- EDUG 453B Student Teaching II (5)

#### MASTER OF ARTS IN LEARNING AND TEACHING (MALT)

Undergraduates who take credential EDUG courses will be able to, after graduating, transfer up to a maximum of 18 credits into the Master of Arts in Learning and Teaching (MALT) Program in the School of Education. Any EDUG fieldwork courses will not be accepted for transfer credit for MALT as there are different graduate level expectations. Consult with the School of Education for more information.

The following model is for multiple and single subject candidates:

Multiple Subject Undergraduate course transfers:

- EDUG 401 (3) transfers to MALT 601
- EDUG 403 (3) transfers to MALT 603
- EDUG 405 (3) transfers to MALT 605
- EDUG 407 (3) transfers to MALT 607
- EDUG 409 (3) transfers to MALT 609

Single Subject Undergraduate course transfers:

- EDUG 401 (3) transfers to MALT 601
- EDUG 402 (3) transfers to MALT 602
- EDUG 404 (3) transfers to MALT 604
- EDUG 406 (3) transfers to MALT 606
- EDUG 408 (3) transfers to MALT 608

#### COURSE DESCRIPTIONS (EDUG)

310 Introduction to Second Language Acquisition.  
May Term (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).

Cognitive, social, and language development of children from birth through adolescence; various learning theories and their implications for the timing of instruction; and developmental implications for teaching the whole child.

### 401 Foundations of Learning.

Fall (3), Spring (3), May Term (3).

Introduction to the field of education—its history, philosophy, sociocultural 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 Single Subject Methods I: Critical Pedagogy and Instructional Design.

Fall (3).

Engages candidates in the creation of culturally responsive curricula with an understanding that diversity differences affect learning. Teacher candidates investigate effective and meaningful instruction and assessments based on subject matter knowledge, content standards, and use of technology through the theoretical lens of social justice and critical theory.

Prerequisites: EDUG 401 and permission from the School of Education.

### 403 Multiple Subject Methods I: STEM Methods.

Fall (3).

Focuses on pedagogical content knowledge and instructional methods in Science, Technology, Engineering, and Mathematics (STEM), and related content. Models project and problem-based learning incorporating digital resources with an emphasis on promoting research-based strategies.

Prerequisites: EDUG 401 and permission from the School of Education.

### 404 Single Subject Methods II: Literacies for Diverse Learners.

Fall (3), Spring (3).

This course examines factors related to classroom-based work with at-risk learners, including ELL's, special needs students and others whose profiles require care. Topics include language development, assessment, curriculum development, leadership, and research based on the needs of such learners. A critical theory lens is adopted in viewing relevant critical issues.

Prerequisites: EDUG 401 and permission from the School of Education.

#### 405 Multiple Subject Methods II: English Language Arts.

Spring (3).

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

Prerequisites: EDUG 401 and permission from the School of Education.

#### 406 Single Subject Methods III: Content Area Teaching.

Fall (3).

Development of methodology and strategies related to advanced curriculum and instructional methods, assessment and diagnostic strategies pertaining to the content areas in secondary schools. Focus includes inclusive teaching, content area literacy and assessment methodology through the theoretical orientation of critical theory. Field experience required.

Prerequisites: EDUG 401 and permission from the School of Education.

#### 407 Multiple Subject Methods III: Multicultural Social Studies.

Fall (3).

Evidence-based strategies for planning, implementing, and assessing K-8 history-social science curriculum. Emphasis on developing analytic thinking skills while providing insights into historical periods and cultures. Focuses on critical educational perspectives, comprehension, and creation of complex relevant texts, and integration of diverse media and technology in classrooms.

Prerequisites: EDUG 401 and permission from the School of Education.

#### 408 Single-Subject Content Area Literacy.

Spring (3).

Explores principles, and practices related to curriculum design, assessment and methods applicable to candidates' content areas. Candidates apply curricular and assessment design principles, investigate specific content-area literacy strategies, and apply micro-

teaching approaches. Formative and summative assessments explored relative to subject area. A critical theory lens embraces course content. Prerequisites: EDUG 401 and permission from the School of Education.

#### 409 Multiple-Subject Literacy and Language II.

Spring (3).

Enhances understanding of the theoretical frameworks and processes involved in elementary literacy instruction. Focuses on effective practices to promote literacy.

#### 411 Foundations of Literacies. (3).

Examines the relationship between language, power, and signifying practice from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

#### 420 Culture and Globalization on Contemporary Educational Issues. (2).

Explore, examine, and understand current issues related to culture and globalization utilizing socially situated theoretical perspectives in framing approaches to curriculum, instruction, and assessment. Study major developments and implications associated with internationalization and culture that are shaping education.

Prerequisite: instructor approval.

Not regularly offered.

#### 421 Culture and Globalization on Contemporary Educational Issues. (1).

Exposure to international themes in the study of culture, globalization, and education. The course will culminate in a reflective, personal, journal-type conceptual paper or in a comprehensive research paper that covers international themes related to culture, globalization, and educational justice.

Prerequisite: instructor approval.

Not regularly offered.

#### 452 Teaching Seminar.

Fall (2), Spring (2).

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.

Numeric grading only.

#### 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 fulltime 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.

#### 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. Not open to students who have received credit for EDUC 553B.

Prerequisite: permission from the School of Education.

Corequisite: Must be taken concurrently with EDUG 452.

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## **ENGLISH**

### THE FACULTY

Nancy Carrick  
Anne Cavender  
Claudia Ingram  
Priya Jha  
Daniel Kiefer  
Heather King  
Sharon Oster

The English program offers a major and a minor, with courses that engage students' critical and interpretive thinking, and refine their abilities in prose argument, in writing, and in oral communication. Students in English explore topics in American, British, ethnic, global and postcolonial literatures; cultural studies; Holocaust studies; and digital literacies; and study genres such as graphic narrative, drama, theory, poetry, film, literary adaptations, and children's and YA fiction, spanning classical antiquity to the twenty-first century. Students practice close and engaged literary reading alongside critical writing, using a variety of disciplinary and methodological perspectives. Students in English can pursue departmental honors, a double major, an interdisciplinary minor, as well as a pathway to one of various teaching credential programs.

The English program offers students the opportunity to enrich their experience of English through membership in the English honor society, Sigma Tau Delta. Students can also complete coursework toward



the major through study abroad, and gain valuable work experience in the Writing Center.

Alumni from the University of Redlands English program currently enjoy successful careers in education, law, Geographic Information Systems (GIS) programming and technology, publishing, medicine, non-profit administration, and professional writing, and have earned advanced degrees in literature, higher education, law, creative writing, library science and business.

Learning outcomes for this program may be found at [www.redlands.edu/BA-EGLT/learning-outcomes](http://www.redlands.edu/BA-EGLT/learning-outcomes).

### THE MAJOR

The required courses are designed to help students acquire a sensitivity to linguistic nuance and power and an ability to communicate persuasively.

### BACHELOR OF ARTS

Requirements: Minimum of 11 courses

There are four core courses required for the English Literature major; two taken at the sophomore level and two at the senior level:

CORE REQUIREMENTS: 4 courses/ 16 credits

- ENGL 201 Critical Reading (4)
- ENGL 202 Texts and Contexts (4)
- ENGL 402 History of Literary Criticism and Theory (4) or ENGL 403 Contemporary Literary Criticism and Theory (4)
- ENGL 420 Senior Seminar in Literature (4)

ELECTIVES: 7 courses/ 28 credits

In addition to these four courses, majors will choose (in consultation with their advisors) seven courses from department offerings that will broaden and deepen their literary studies. At least one course from these seven should be devoted to literature prior to 1800, and at least four of them must be at the 300 level or above.

### RECOMMENDATIONS

- Students are expected to work with an advisor to choose courses from diverse literary traditions, historical time periods, and critical methodologies.
- 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.

- Students are encouraged to study abroad during their junior year in order to immerse themselves in another culture and to expand their breadth of knowledge of other literary and interpretive practices.

### THE MINOR

This minor is designed for the student who wishes to read; discuss; and enjoy novels, plays, stories, poetry, and literary theory as part of a broad liberal education. The minor in English Literature consists of a minimum of 24 credits:

6 courses/ 24 credits

-- ENGL 201 Critical Reading (4) or ENGL 202 Texts and Contexts (4)

-- One additional 200-level course

-- Four courses in literature numbered 300 or above. Please consult with a departmental advisor or the department chair in choosing these classes.

### DEPARTMENTAL HONORS

Exceptionally able and motivated students with a GPA of 3.5 or higher in the major are eligible to apply for consideration to pursue an honors project. Interested students should consult their advisors for information about application procedures and requirements no later than the second semester of their junior year.

### 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.

### ADVANCED PLACEMENT IN ENGLISH

Students who score three, four, or five on the test for Advanced Placement in English Language and Composition will receive 4 credits for ENGL 102.

Students who score four or five on the test for Advanced Placement in English Literature and Composition will receive 4 credits for ENGL 112.

### SIGMA TAU DELTA

Majors and minors in English are eligible for membership in Sigma

Tau Delta, an international honor society. Sigma Tau Delta serves as a way to recognize outstanding achievement, foster the love of writing and reading, and give members an opportunity to share those passions with the community around them through social activities and service projects of their own design.

To be eligible, students must have:

- completed three semesters of college.
- achieved a 3.5 GPA in the major/minor.
- ranked in the top third of their class for overall GPA.

Application materials are available in the English Department Office. Sigma Tau Delta is also open to Creative Writing majors and minors, as well as Johnston students with applicable emphases.

#### AWARDS

Each spring, the department awards the Eugene Kanjo Prize for Excellence in Literary Studies to a graduating senior for outstanding work in literary criticism. Students are invited by the faculty to apply for consideration.

#### COURSE DESCRIPTIONS (ENGL)

Note: All English classes are offered for Numeric or Evaluation except for ENGL X04 and ENGL 498, which are offered for Credit/no credit only.

X04 Writing Studio.

Fall (1), Spring (1).

Weekly, one-hour facilitated group workshop to analyze and discuss papers in development for other university courses. Study of student and professional texts to understand how rhetorical moves in writing vary by situation and genre. May be repeated for a maximum of four credits.

Credit/no credit only.

100 Analytical Reading and Writing.

Fall (4), Spring (4).

Introduction and practice in “having something to say” in response to academic texts. Equal attention to reading critically to interpret arguments and writing to participate in academic conversations. Students will practice purposeful reading, inferential reasoning, and revision of personal insights into arguable claims.

102 Academic Writing Seminar

Fall (4), Spring (4).

Seminar in critical reading and analytical writing from sources, emphasizing writing as decision making throughout the writing process. Students will construct several claim-driven writing projects through repeated practice in generating, focusing, and refining ideas. Instruction in basic research strategies and citation conventions for arguments grounded in reference to other texts. Restricted grading option—students must earn a grade of 2.0 to receive credit.

110 Poetry.

Fall (4), 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.

112 Fiction.

Fall (4), Spring (4).

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.

Fall (4), Spring (4).

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.

118 Literature of the Bible.

Fall (4), Spring (4), May Term (3).

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 World Literature.

Fall (4), Spring (4).

Examines texts written in English and/or in translation from a variety of national traditions within a global context. Focus will vary with instructor, but may include novels (*Beowulf*, *Things Fall Apart*), films (*Rashomon*, *Persepolis*), poetry, and drama (*The Peony Pavilion*, *The Swamp-Dwellers*).

120 Contemporary Literature.

Fall (4), Spring (4).

Cultures are continually reinvented by the people who live them, and literary culture is no different. This course focuses on the study of literature written by contemporary authors, and will consider the question of why reading new writing matters. Special attention to developing critical and analytical skills.

126 Literary Inquiries.

Fall (4), Spring (4).

Explores different kinds of literature—stories, poems, and plays—studying idiom and culture. In discussion, students discover new ways to interpret literature. In their critical writing, they investigate and employ the power of language. They acquire a grounding in the analytic practice for the serious study of literature.

130 Literature of the Americas.

Fall (4), Spring (4).

This course explores American literature broadly, whether defined by regional boundaries, such as nation or hemisphere, or cultural ones, such as identity, language, custom, or shared history. Covers multiple genres and periods. Special attention to developing skills in critical reading, literary analysis, and argumentative writing.

142 Introduction to Language & Linguistics

Fall (4), Spring (4).

Introduction to the study of language and linguistics, including morphology, orthography, phonology, syntax, semantics, and pragmatics. Attention to how human language differs from other forms of communication; language use in context; sociolinguistic and philosophical study of the relationships between language, culture, identity; metaphors, wordplay, speech acts, and other topics.

Offered every year.

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.

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.

Recommended: one 100-level literature course or comparable first-year seminar or by permission.

#### 202 Texts and Contexts.

Fall (4), Spring (4).

This course builds on the interpretive strategies acquired in English 201. Students will develop the ability to place their own interpretations in conversation with those of other critics. They will be introduced to literary theory and its application to texts, as well as disciplinary research methods.

Recommended: ENGL 201.

#### 203 Intermediate Composition.

Fall (4), Spring (4).

Practice in expository prose with emphasis on explanation, interpretation, and argument. Students write essays of varied length, complexity, and mode. Emphasis on understanding the writing process through drafting and revision. May be repeated for degree credit for a maximum of 8 credits.

#### 206 Composing in New Media.

Fall (4), Spring (4).

Practice in modes of literacies enabled by new media. Introduction to a range of issues, theories, and practices relevant to working in new media environments. May include writing in digital environments, digital video, weblogs, document, and web design.

#### 208 Young Adult Fiction

Spring (4).

“YA” is a familiar, yet nebulous category of literature. This class will examine the rise and development of this genre, with attention to questions of representation and inclusivity. Students will develop strategies for interpretation, especially focused on thematic and symbolic readings, and analyzing varying perspectives and world view.

Offered in alternate years.

#### 209 Fairy Tale Traditions and Innovations.

May (3).

Fairy Tales have long pasts, and equally long shadows of influence. This class will introduce students to the origins of fairy and folk tales, and

explore modern adaptations of iconic tales, with particular attention to questions of representation and inclusivity, and how folk and fairy tales critique power and inequality.

210 Poetry.

Fall (4), 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.

212 Fiction.

Fall (4), Spring (4).

Survey of representative English, American, and European novels from the 18th century to the present.

213 Drama.

Fall (4), Spring (4).

Study of dramatic forms in various cultures and periods. May be repeated for degree credit given a different topic.

216 Poetry East-West.

Fall (4), 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.

217 Images of Women.

Fall (4), Spring (4), May Term (3).

Focuses on representations of women and girls, and on the construction of gender in a variety of texts, and explores the critical significance of those representations. Primary texts (literature, film, and/or popular culture), historical periods, and critical approaches, will vary depending on instructor.

218 Graphic Novels and Comics.

May (3).

Sequential narrative art, graphic novels, and comics are increasingly important ways that stories about world views and power are told. Content of this course varies by instructor, ranging from graphic adaptations of literary texts, to autobiographies told through the visual narrative, to the implications of the superhero comic. JNST welcome.

**221 Shakespeare to 1600.**

Fall (4).

The first semester, Shakespeare to 1600, covers early plays and the sonnets, the literary traditions and backgrounds of the plays, Shakespeare's language and theater.

**222 Shakespeare after 1600.**

Fall (4), Spring (4).

The second semester covers plays written after 1600 with emphasis on interpreting irony and tragedy through dramatic structure and imagery.

**223 Shakespeare in Adaptation.**

Fall (4), Spring (4).

In this course, Shakespeare's works will be paired with the imitations, spin-offs, adaptations, and parodies they have inspired. Questions of the choice and implications of adaptation will be addressed, as well as generic conventions and the relationship of literature, history, and politics.

Prerequisite: sophomore standing or by permission.

**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.

**233 African-American Literature.**

Fall (4), Spring (4).

Literature from the 18th century to the present. Major trends and themes are examined from historical, social, and psychological perspectives.

**236 Science, Colonialism, Postcolonialism.**

Fall (4), Spring (4).

Class examines intersection of science, imperialism, and post-colonialism. It explores images of disease and hygiene in various forms of medical, bio-political, literary, and popular cultures. Areas of study may include literature, film, social medicine history, medical policy, history, and material cultures. Topics may include: HIV/AIDS, malaria,



public health, and blood.

Prerequisites: one prior literature class, or by permission.

237 Immigrant Literature.

Fall (4), Spring (4).

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.

238 Literature by Women of Color.

Fall (4), Spring (4).

The course analyzes the political roles of women of color in national and international contexts as reflected in their writing. It examines the diverse ways that gender resistance take shape in different social, economic, cultural, and political contexts. Themes include neocolonialism and neoliberalism, globalization, and sexual differences.

Offered as needed.

239 Chicana/o Literature.

Fall (4), 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 continues to evolve as an expression of artistic and sociopolitical self-determination.

Offered as needed.

242 Studies in Language.

Fall (4), Spring (4).

Topics vary and include introduction to linguistics; history of English; linguistic approaches to literary criticism; bilingualism and issues in sociolinguistics; innate concepts, hard-wired grammar, language, and the brain; metaphoric and literal language; and history of approaches (e.g., Plato, Augustine, Condillac, Saussure, Chomsky, Kristeva). May be repeated for credit given different topics for a maximum of 8 credits.

Offered as needed.

250 Theories of Popular Culture.

Fall (4), 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.

#### 251 South Asian Literary Cultures.

Fall (4), Spring (4).

Exploration of South Asian literature, with a focus on the contemporary. Covers the cultural, historical, and political contexts of British colonialism and its effects on literary cultures of India, Pakistan, Nepal, Bangladesh, and Sri Lanka. Topics may include caste, gender, globalization, sexualities, and film cultures in South Asia and its diasporas.

#### 256 Native American Literature.

Fall (4), Spring (4).

Introduction to contemporary Native American literature. Covers a breadth of genres: essays, poetry, short fiction, and film. 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.

#### 261 Studies in Literature.

Fall (4), Spring (4), May Term (3).

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.

#### 262 Literature Travel Course.

May Term (3).

Travel seminar featuring the reading of selected texts from various places and times. Visits to literary sites, theatre performances, museum or archival work, and other immersion experiences are followed by discussions and other relevant assignments.

#### 302 Writing About Literature.

Fall (4), Spring (4).

Advanced practice in analyzing rhetorical situations to understand the conventions at work. Attention to developing a greater sensitivity to

language through critical reading of complex and varied texts. Students explore the conventions of academic prose genres through intensive drafting and revision.

Prerequisites: completion of the WA requirement and sophomore standing or by permission.

### 308 Mentoring College Writers.

Fall (4).

Introduction to Writing Studies and the theory and practice of mentoring college writers. Course includes applied practice in group and individual tutoring.

Prerequisite: Completion of the WA requirement.

### 309 Writing in the Public Sphere.

Fall (4), Spring (4).

An advanced topics course in writing and rhetoric examining genre boundaries and variations in written discourse primarily outside the academy. Topics might include public advocacy, alternative rhetorics, the ethics of representation, and non-canonical argument paradigms (feminist, moral, post-modern, etc.). Because this is a writing course, study and practice of writing genres appropriate to the topic will be central to the course.

Prerequisite: Completion of the WA requirement, junior or senior standing, or by permission.

### 311 Film and Literature.

Fall (4), Spring (4).

Study of the practice and theory of adapting film from literature, demonstrated in select literary works made into feature films.

Recommended: MVC 111 or by permission.

### 317 Women's Literature.

Fall (4), Spring (4) May Term (3).

Focuses on literature written by women and why that particular focus matters to us as readers and critics. Students will engage in extensive textual analysis of both creative and critical texts. Historical periods, critical approaches, and national traditions will vary, depending on the instructor.

Recommended: ENGL 201 OR ENGL 202.

### 320 Medieval Literature.

Fall (4), Spring (4).

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 versus written culture, Gregorian chant, the Bayeux Tapestry, an archaeological dig, and court documents in our literary study. Primary sources from literature, philosophy, and art.  
Recommended: ENGL 201 OR ENGL 202.

### 321 Renaissance Literature.

Fall (4), 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.

Recommended: ENGL 201 OR ENGL 202.

### 322 The Eighteenth Century: Regicides, Libertines, Bluestockings, and Fops.

Fall (4), Spring (4).

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. Explores dynamic literary, philosophical, and cultural energies shaping the precursor of our modern world.

Recommended: ENGL 201 OR ENGL 202.

### 323 The Romantics.

Fall (4), Spring (4).

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.”

Recommended: ENGL 201 OR ENGL 202.

Offered as needed.

### 324 Victorian Literature.

Fall (4), Spring (4).

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.

## Recommended: ENGL 201 OR ENGL 202. Offered as needed.

325 Modernism.

Fall (4), Spring (4).

Study of modernist writers from both sides of the Atlantic through topics such as the role of the “little magazine” and the visual arts, gender, the materiality of language, and more. Representative writers include Djuna Barnes, T.S. Eliot, D.H. Lawrence, James Joyce, Gertrude Stein, W. C. Williams, and Virginia Woolf.

Recommended: ENGL 201 OR ENGL 202.

Offered as needed.

330 American Literature 1620–1860: Republicans and Revolutionaries.

Fall (4), 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 19th century.

Recommended: ENGL 201 OR ENGL 202.

331 American Literature: Industry and Enterprise.

Fall (4), 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.

Recommended: ENGL 201 OR ENGL 202.

332 American Literature: Making It New.

Fall (4), 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 20th-century literature, and will examine stylistic innovation in writers from T.S. Eliot and Jean Toomer to Toni Morrison and John Ashbury.

Recommended: ENGL 201 OR ENGL 202.

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.

Prerequisite: ENGL 201 OR ENGL 202 recommended.

Offered as needed.

### 334 Representing the Holocaust.

Fall (4), Spring (4).

This course examines a range of Holocaust representations in memoirs, diaries, fiction, poetry, film, and historiography. Explores themes of bearing witness, trauma and the work of memory, fiction and history, and the contradictions between ethics and aesthetics.

Prerequisite: ENGL 201 OR ENGL 202 recommended.

Offered as needed.

### 351 Postcolonial, Global, & Transnational Literatures.

Fall (4), Spring (4).

Survey of critical and creative texts from nations that have experienced colonization by European empires, particularly Britain. Studies how national, cultural, and individual identities have been radically altered by this experience. Themes include identity, power, migration, race, gender, representation and resistance. Pays close attention to social, cultural and historical contexts.

Prerequisite: ENGL 201 OR ENGL 202 recommended.

### 361 Studies in Literature.

Fall (4), Spring (4).

Selected topics in literary figures and themes.

Prerequisite: ENGL 201 OR ENGL 202 recommended.

### 362 Single-Author Seminar.

Fall (4), Spring (4), May Term (3).

Studying a single author in depth, situating his or her works in the 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. May be repeated for degree credit, given different topic, maximum 8 credits.

Prerequisite: ENGL 201 OR ENGL 202 recommended.

### 402 History of Literary Criticism and Theory.

Fall (4).

Survey of literary criticism from ancient times to the middle of the 20th century. Combines representative readings of influential critics with imaginative writing.

Prerequisite: junior standing or by permission.

403 Contemporary Literary Criticism and Theory.

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: junior standing or by permission.

420 Senior Seminar in Literature.

Fall (4).

Capstone course designed to allow students to reflect upon and synthesize their work in the major. Requirements include a portfolio of representative work, with a reflective narrative; a teaching component; and a research supported essay demonstrating substantial new work, whether a revision of a previous essay or a new undertaking.

Prerequisite: senior standing recommended.

498 Honors Independent Research.

Fall (1–4), Spring (1–4).

Independent thesis research and writing as part of an approved honors project. Each student will research and write a thesis under the supervision of an honors committee chaired by a department faculty member. Students will be granted honors upon completion of a successful oral defense and any required revisions.

Prerequisite: ENGL 420 and by permission only.

Credit/no credit only.

[30]

## **ENVIRONMENTAL STUDIES**

### **THE FACULTY**

Lamont Hempel

Hillary Jenkins

Daniel Klooster

Timothy Krantz

Blodwyn McIntyre

Valerie Rountree

### **THE MAJORS**

The department provides students with the tools to analyze complex environmental problems and contribute to their solutions. Three majors are offered; a bachelor of arts in environmental studies, a bachelor of science in environmental science, and a bachelor of science in sustainable business. All three majors integrate social, ethical, and environmental science understandings of environmental issues. Environmental Studies majors examine the social, economic and political aspects of environmental issues, Environmental Science majors study the ecological, geological, chemical, and physical sciences to provide a quantitative understanding of environmental issues, and Sustainable Business majors integrate environmental challenges with successful business strategy and management practices. Capstone requirements and honors opportunities are the same for all three degrees and are found under the bachelor of science. A minor in a supporting field highly recommended, for example, spatial studies or environmental chemistry for the major in environmental science, or business administration for the major in environmental studies. The



Sustainable Business degree contains the Business Administration minor embedded within it.

Students entering the major are expected to have a 2.3 cumulative GPA on a 4.0 scale. Transfer students are expected to have a 2.3 average from their previous school(s).

Learning outcomes for Environmental Studies may be found at <http://www.redlands.edu/BA-EVST/learning-outcomes>; learning outcomes for Environmental Science may be found at [www.redlands.edu/BS-EVSS/learning-outcomes](http://www.redlands.edu/BS-EVSS/learning-outcomes); learning outcomes for Sustainable Business may be found at [www.redlands.edu/BS-EVEM/learning-outcomes](http://www.redlands.edu/BS-EVEM/learning-outcomes).

## BACHELOR OF ARTS: ENVIRONMENTAL STUDIES

### LEARNING OUTCOMES

Upon completion of the major, an environmental studies major should be able to

1. Integrate social and environmental science to critically evaluate complex environmental problems or opportunities, emphasizing social sciences, ethical dimensions, and/or the humanities
2. Use appropriate tools to analyze and communicate environmental problems or opportunities
3. Apply interdisciplinary environmental learning to a specialization in Environmental Studies

### ENVIRONMENTAL STUDIES CATEGORIES AND COURSES: 13 courses

FOUNDATION COURSE: 1 course at the 100 level.

-- EVST 100 Introduction to Environmental Studies (4) or equivalent.

EARTH SCIENCE CORE: 1 course at the 200 level. Choose 1 from the following:

- EVST 220 Physical Geography (4)
- EVST 290 Environmental Geology (4)

ENVIRONMENTAL SOCIAL SCIENCE CORE: 1 course at the 200 level.

-- EVST 240 Global Environment (4)

LIFE SCIENCE CORE: 1 course at the 200 level. Choose 1 from the following:

- EVST 305 Ecology for Environmental Scientists (4)
- EVST 245 Marine Environmental Studies (4)

**TOOLS, APPLICATIONS, AND METHODS: 2 courses.**

The recommendation is SPA 110 and one additional course. Choose from the following:

- SPA 110 Introduction to Spatial Analysis & GIS (4)
- EVST 235 Environmental Impact Assessment (4)
- EVST 250 Environmental Design Studio I (4)
- EVST 399 Research Methods & Design (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)
- MATH 111 Elementary Statistics with Applications (4)
- MATH 231 Introduction to Modeling (4)

**EXPERIENTIAL LEARNING (PRACTICUM): 0 credits**

Complete one of the following:

- Environmental Study Abroad
- Environmental Internship
- Environmental Travel Course
- Approved Environmental Community Service Activity

**ENVIRONMENTAL STUDIES ELECTIVE: 1 course.** Choose any course in EVST numbered 200 and above.

**ADVANCED ENVIRONMENTAL STUDIES COURSES: 4 courses.** Note at least 3 courses must be selected from the Social Science Electives List and at least 3 of the 4 must be taken within EVST.

Choose at least three from the following:

**SOCIAL SCIENCE ELECTIVES**

- EVST 210 Energy and the Environment (4)
- EVST 215 Literature of American Environment (4)
- EVST 242 Food & Nature (4)
- EVST 276 Market-Based Conservation Policy (4)
- EVST 277 Environmental Justice (3-4)
- EVST 300 Environmental World Views (4)
- EVST 310 Environmental Law (4)
- EVST 311 Environmental Law in Action (3)
- EVST 315 Environmental Nonfiction (4)
- EVST 325 Public Lands Policy (4)
- EVST 335 Environment and Development (4)
- EVST 340 Green Business (4)
- EVST 347 Innovation for Sustainability (4)
- EVST 350 Environmental Design Studio II (3-4)
- EVST 351 Panamapping: Geodesign to Conserve the Rainforest (3)
- EVST 451 Leadership in GIS Analysis in Panama (3)
- ACCT 210 Principles of Financial Accounting and Reporting (4)

- BUS 136 Global Marketing (4)
- BUS 310 Principles of Management and Organizational Behavior (4)
- ECON 205 Ecological Economics (4)
- PHIL 211 Environmental Ethics (4)
- PLCY 100 Introduction to Public Policy Analysis (4)
- POLI 207 Environmental Politics and Policy (4)
- REL 122 Religion and Ecology: Environmental Ethics (4)
- SPA 210 Advanced GIS (4)
- SPA 230 Field Methods in GIS (3)

Choose no more than one from the following:

#### NATURAL SCIENCE ELECTIVES

- EVST 205 Great Environmental Disasters (4)
- EVST 225 California Plants (4)
- EVST 230 Biodiversity (4)
- EVST 254 Climate Disruption (4)
- EVST 255 Ornithology (4)
- EVST 281 The Palau Expedition: Explorations in Sustainable Development (3)
- EVST 355 The Ecology of Australia and New Zealand (3)
- EVST 375 Tropical Rainforests: the Amazon, the Andes and the Inca (3)
- EVST 391 Environmental Hydrology (4)
- EVST 392 Oceanography (4)
- EVST 430 Advanced Geology Seminar (4)

CAPSTONE: 1 course. Taken in the spring of senior year.

- EVST 475 Senior Capstone (4)

See specific information for the capstone courses and honors policy following the Environmental Sciences major requirements.

#### BACHELOR OF SCIENCE: ENVIRONMENTAL SCIENCE

##### LEARNING OUTCOMES

Upon completion of the major, an environmental science major should be able to

1. Integrate social and environmental science to critically evaluate complex environmental problems or opportunities, with an emphasis in mathematics, ecology, biology, geology, chemistry, or physics.
2. Use appropriate tools to analyze and communicate environmental problems or opportunities

**3. Apply interdisciplinary environmental learning to a specialization in Environmental Science**

**ENVIRONMENTAL SCIENCE CATEGORIES AND COURSES: 14 courses**

**FOUNDATION COURSE:** 1 course at the 100 level.

-- EVST 100 Introduction to Environmental Studies (4) or equivalent.

**EARTH SCIENCE CORE:** 1 course at the 200 level. Choose 1 from the following:

-- EVST 220 Physical Geography (4)

-- EVST 290 Environmental Geology (4)

**ENVIRONMENTAL SOCIAL SCIENCE CORE:** 1 course at the 200 level.

-- EVST 240 Global Environment (4)

**LIFE SCIENCE CORE:** 1 course at the 200 level. Choose 1 from the following:

-- EVST 305 Ecology for Environmental Scientists (4)

-- EVST 245 Marine Environmental Studies (4)

**CHEMISTRY:** 1 course. General Chemistry is recommended. Choose 1 from the following:

-- CHEM 102 Chemistry of the Environment (4)

-- CHEM 131 General Chemistry (4)

-- EVST 290 Environmental Geology (4)

**ALLIED SCIENCE:** 1 course.

Take 1 course from Physics, Chemistry (132 and above), Biology (200 and above), or Spatial Studies (200 and above).

**MATH:** 1 course.

Either statistics or calculus fulfills this requirement. Both are recommended. Choose one from the following:

-- EVST 399 Research Methods & Design (4)

-- MATH 111 Elementary Statistics with Applications (4)

-- MATH 118 or higher, Calculus (4)

-- MATH 231 Mathematical Modeling (4)

-- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)

**ENVIRONMENTAL STUDIES ELECTIVE:** 1 course. Choose any course in EVST numbered 200 and above.

**ADVANCED ENVIRONMENTAL SCIENCE COURSES:** 4 courses. Note

at least 3 courses must be selected from the Natural Sciences Electives List and at least 3 of the 4 must be taken within EVST.

Choose at least 3 from the following:

NATURAL SCIENCE ELECTIVES

- EVST 205 Great Environmental Disasters (4)
- EVST 225 California Plants (4)
- EVST 230 Biodiversity (4)
- EVST 250 Environmental Design Studio I (3-4)
- EVST 254 Climate Disruption (4)
- EVST 255 Ornithology (4)
- EVST 281 The Palau Expedition: Explorations in Sustainable Development (3)
- EVST 350 Environmental Design Studio II (3-4)
- EVST 355 The Ecology of Australia and New Zealand (3)
- EVST 375 Tropical Rainforests: the Amazon, the Andes and the Inca (3)
- EVST 391 Environmental Hydrology (4)
- EVST 392 Oceanography (4)
- EVST 430 Advanced Geology Seminar (4)

Choose no more than 1 from the following:

SOCIAL SCIENCE ELECTIVES

- EVST 210 Energy and the Environment (4)
- EVST 215 Literature of American Environment (4)
- EVST 242 Food & Nature (4)
- EVST 276 Market-Based Conservation Policy (4)
- EVST 277 Environmental Justice (3-4)
- EVST 300 Environmental World Views (4)
- EVST 310 Environmental Law (4)
- EVST 311 Environmental Law in Action (3)
- EVST 315 Environmental Nonfiction (4)
- EVST 325 Public Lands Policy (4)
- EVST 335 Environment and Development (4)
- EVST 340 Green Business (4)
- EVST 347 Innovation for Sustainability (4)
- EVST 351 Panamapping: Geodesign to Conserve the Rainforest (3)
- EVST 451 Leadership in GIS Analysis in Panama (3)
- CHEM 312 Advanced Environmental Chemistry (4)
- CHEM 132 General Chemistry I (4)
- CHEM 231 Organic Chemistry I (4)
- CHEM 232 Organic Chemistry II (4)

- CHEM 331 Physical Chemistry (4)
- MATH 118 Integrated Calculus I (4)
- MATH 121 Calculus I (4)
- MATH 150 Techniques in Problem Solving (1)
- MATH 231 Introduction to Modeling (4)
- MATH 312 Mathematical Statistics (4)
- MATH 335 Advanced Modeling (4)
- PHYS 220 Fundamentals of Physics I (4)
- PHYS 221 Fundamentals of Physics II (4)
- PHYS 231 General Physics I (4)
- PHYS 232 General Physics II (4)
- PHYS 233 General Physics III (4)
- SPA 210 Advanced GIS (4)
- SPA 230 Field Methods in GIS (3)
- SPA 425 Remote Sensing Image Analysis (4)

CAPSTONE: 1 course. Taken in the Spring of Senior Year.

- EVST 475 Senior Capstone (4)

CAPSTONE (4 credits)

The purpose of the senior capstone sequence is (1) to declare an area of specialization that caters to the student's interest and abilities, (2) to prepare a literature review of key knowledge sources and use them to prepare a researchable question or theme about some aspect of the desired specialization, (3) to answer the question or explore a theme in ways that demonstrate high levels of relevant learning, analysis, and synthesis applied to the field of specialization, and (4) to integrate learning in the area of specialization and in previous coursework in ways that demonstrate the three EVST learning outcomes, along with practical knowledge of relevant career opportunities related to planning beyond college.

To that end, each student produce a senior portfolio that is evaluated by the student's capstone advisor. The portfolio must include a research paper or essay focused on the student's declared area of specialization, and/or selected work from previous classes that demonstrates student competence in Environmental Studies learning outcomes. These outcomes involve integrative thinking about the field, application of appropriate tools, and evidence of mastery of a well-defined area of specialization within the major or concentration. Students graduating in the Fall rather than the spring should consult their advisor to determine whether to take this course in the Junior spring or as an independent study in the fall of senior year.

## HONORS

Juniors hoping to graduate with an overall GPA or a GPA in the major of 3.7 or higher are eligible to apply for departmental honors during their junior year. Students must work with a faculty advisor to develop a detailed proposal, and then complete an individual honors project during their senior year. For information, speak to an EVST faculty member. Honors are conferred upon approval by a majority of the EVST faculty. Honors capstone projects will follow the normal sequence of steps, but will require high levels of independent and original research, culminating in more ambitious and extensive final products that will be evaluated by multiple members of the Environmental Studies faculty.

## BACHELOR OF SCIENCE: SUSTAINABLE BUSINESS

### LEARNING OUTCOMES

Upon completion of the major, a sustainable business major should be able to

1. Integrate social, economic, and environmental factors to critically evaluate problems and opportunities at the intersections of business and the environment
2. Use appropriate tools and methods of business analysis to analyze and communicate social, economic, and environmental factors of problems and opportunities at the intersections of business and the environment
3. Apply interdisciplinary learning to a specialization in Sustainable Business

### SUSTAINABLE BUSINESS CATEGORIES AND COURSES: 16 courses

FOUNDATION COURSE: 1 course at the 100 level.

-- EVST 100 Introduction to Environmental Studies (4) or equivalent.

EARTH SCIENCE CORE: 1 course at the 200 level. Choose 1 from the following:

- EVST 220 Physical Geography (4)
- EVST 290 Environmental Geology (4)

ENVIRONMENTAL SOCIAL SCIENCE CORE: 1 course at the 200 level. Choose 1 from the following:

- EVST 240 Global Environment (4)

LIFE SCIENCE CORE: 1 course at the 200 level. Choose 1 from the following:

- EVST 305 Ecology for Environmental Scientists (4)
- EVST 245 Marine Environmental Studies (4)

TOOLS, APPLICATIONS, AND METHODS: 2 courses.

The recommendation is SPA 110 and one additional course. Choose from the following:

- SPA 110 Introduction to Spatial Analysis & GIS (4)
- EVST 235 Environmental Impact Assessment (4)
- EVST 250 Environmental Design Studio I (4)
- EVST 399 Research Methods & Design (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)
- MATH 111 Elementary Statistics with Applications (4)
- MATH 231 Introduction to Modeling (4)

SUSTAINABILITY CORE: 3 courses. Choose from the following:

- EVST 248 Introduction to Sustainable Business (4) or EVST 340 Green Business (4)
- EVST 348 Advanced Sustainable Business (4)
- ECON 205 Ecological Economics (4) or ECON 455 Environmental & Resource Economics (4)

BUSINESS CORE: 6 courses. Choose from the following:

- ECON 101 Principles of Economics (4)
- BUS 136 Global Marketing (4)
- BUS 226 The Rise of American Capitalism 1860-1932 (4) or GLB 228 Globalization 1870 to Present (4)
- EVST 310 Environmental Law or BUS 240 Business Law (4)
- ACCT 210 Principles of Financial Accounting and Reporting (4)
- BUS 310 Principles of Management and Organizational Behavior (4) or BUS 410 Organizational Consulting (4) or BUS 430 Human Resource Management (4)

CAPSTONE: 1 course. Taken in the spring of senior year.

- EVST 475 Senior Capstone (4)

See specific information for the capstone course and honors policy following the Environmental Sciences major requirements.

THE MINOR

6 courses/ 24 credits

Three courses must come from within the department.

FOUNDATION COURSE: 1 course at the 100 level.

- EVST 100 Introduction to Environmental Studies (4) or equivalent.



**EARTH SCIENCE CORE:** 1 course at the 200 level. Choose 1 from the following:

- EVST 220 Physical Geography (4)
- EVST 290 Environmental Geology (4)

**ENVIRONMENTAL SOCIAL SCIENCE CORE:** 1 course at the 200 level.

- EVST 240 Global Environment (4)

**LIFE SCIENCE CORE:** 1 course at the 200 level. Choose 1 from the following:

- EVST 305 Ecology for Environmental Scientists (4)
- EVST 245 Marine Environmental Studies (4)

**TOOLS, APPLICATIONS, AND METHODS:** 1 course.

The recommendation is SPA 110. Choose one from the following:

- SPA 110 Introduction to Spatial Analysis & GIS (4)
- EVST 235 Environmental Impact Assessment (4)
- EVST 250 Environmental Design Studio I (4)
- EVST 399 Research Methods & Design (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)
- MATH 111 Elementary Statistics with Applications (4)
- MATH 231 Introduction to Modeling (4)

**ENVIRONMENTAL STUDIES ELECTIVE:** 1 course. Choose any course in EVST numbered 200 and above.

#### TEACHING CREDENTIAL SUBJECT MATTER PROGRAM IN ENVIRONMENTAL STUDIES

Students who wish to be certified to teach science must pass the CSET and CBEST examinations. The best preparation for these examinations is a B.S. in Environmental Science or B.A. in Environmental Studies. 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 the Education section under the College of Arts and Sciences of this Catalog "Preliminary Teacher Credential Program" for a more detailed list of requirements.

#### ADVANCED PLACEMENT IN ENVIRONMENTAL STUDIES

Students who receive a score of four or higher on the Advanced Placement Test will receive credit for EVST 100.

### PROGRAM HONORS

Students with outstanding records of academic achievement (GPA of 3.7 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 of environmental issues, 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.

### 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 restore environmental quality.

102 Environmental Geography of Southern California.

Fall (4), Spring (4), May Term (3).

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.

110 Introduction to Spatial Analysis and GIS.

Fall (4), 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 and two laboratories. Not open to students who have received credit for SPA 110.

Prerequisite: EVST 100 or by permission.

205 Great Environmental Disasters.

Fall (4), Spring (4).

This course examines great environmental disasters that have occurred

throughout geologic time. From the impact that resulted in the extinction of dinosaurs to the volcanic eruptions at Pompeii to the aftermath of Hurricane Katrina, we develop an understanding of these events and their impacts from an earth science perspective.

210 Energy and the Environment.

Fall (4), 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.

Recommended: EVST 100

Offered as needed.

215 American Environmental Literature.

Fall (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.

Numeric grade 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.

Prerequisite: EVST 100 or by permission.

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 by permission.

Offered in alternate years.

### 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.

Prerequisite: EVST 100 or by permission.

### 235 Environmental Impact Assessment.

Fall (4), 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.

Prerequisite: EVST 100 and completion of a WA course.

### 240 Global Environment.

Fall (4), Spring (4).

Analysis of selected problems of global environmental systems, including climate change, ozone depletion, oceanic pollution, and trans-boundary 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.

Prerequisite: EVST 100 or by permission.

Offered in alternate years.

### 242 Food and Nature.

Fall (4), Spring (4).

Examines the ways production, trade, and consumption of food affects workers, consumers, and ecosystems. Topics include the political economy of food systems, genetically modified food, biofuels, the carbon footprints, the modern meat system, and potential solutions such as fair trade, organic certification, the slow food movement, and local food.

Prerequisite: EVST 100 recommended.

### 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, over fishing, climate change, oil spills, and other threats to marine ecosystems.

Prerequisite: EVST 100 or by permission.

Offered as needed.

#### 248 Introduction to Sustainable Business

Spring (4).

Examines various aspects of sustainability and options available to businesses to establish sustainable practices. Explores opportunities that businesses create, the challenges encountered, and the contributions toward protecting the environment while simultaneously sustaining a profit. The role of environmental policy, leadership, technology, and public opinion is also investigated.

Prerequisites: EVST 100.

Numeric and Evaluation grade only.

#### 250 Environmental Design Studio I.

#### 350 Environmental Design Studio II.

#### 450 Environmental Design Studio III.

Fall (4), Spring (4), EVST 350 only: May Term (3).

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.

Prerequisites for EVST 250: EVST 100 and EVST 110 or by permission.

#### 254 Climate Disruption: Science and Sustainability.

Spring (4).

Examines dilemmas in climate science, politics, economics, and ethics—all with an eye to the implications for global and regional sustainability. Emphasis is placed on solutions and practices to minimize or adapt to climate impacts, ranging from green innovations in energy technology to climate-friendly changes in human values and behavior.

Prerequisite: EVST 100 recommended.

Numeric grade only.

#### 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.

#### 260 Topics in Environmental Studies.

Fall (1–4), Spring (1–4), May (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, socioeconomic, 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.

Prerequisite: EVST 100 or by permission.

Offered as needed.

#### 276 Market-based Conservation Policy.

Spring (4).

Conservation policy increasingly relies on markets. Examples include non-governmental labels such as organic and fair trade as well as various payment for environmental services policies promoted by governments and international treaties. Concepts like equity, efficiency, the commodity chain, and the commodification of nature will be mobilized to analyze these policies.

Recommended: EVST 100.

#### 277 Environmental Justice.

Fall (4), Spring (4), May Term. (3).

This course will focus on issues of environmental justice with a particular emphasis on racism, classism, and sexism—both in the U.S. and globally—and how situations of environmental degradation impact some groups more significantly than others. Aspects of global capitalism will be examined as a contributing factor to environmental injustice.

#### 281 The Palau Expedition: Explorations in Sustainable Development.

May Term (3).

This course combines the study of Palau's marine ecology and natural history, its clan-based system of social organization, and its efforts to achieve sustainable forms of development. Students participate in a series of interviews with traditional chiefs, elder women, high-

government officials, and Palauan conservation and natural resource experts. Extensive field study and immersion in the ocean and rainforests require strong swimming skills and excellent fitness.

### 283 Mapping Animals.

May Term (3).

Investigation of animal movements and behavior from a spatial perspective. Emphasis on using mapping tools to design conservation strategies with an understanding of species' behavioral ecology. Course includes weekly field trips to study local species within their natural environment.

Prerequisite: BIOL 133 or EVST 100 or permission of instructor.

### 285 Tetiaroa Geodatabase Project.

May Term (3)

Students will complete surveys of the flora and fauna of the Tetiaroa atoll, including establishing monitoring programs for terrestrial and marine ecosystems. Data collection using GPS will be entered into a GIS for the project, to be maintained at the U.C. South Pacific Research Station on Moorea, French Polynesia.

Prerequisite: EVST 110 or SPA 100 or SPA 110 or by permission.

### 287 Beaches, Environment, and Society.

May Term (3).

This course represents an interdisciplinary environmental studies exploration of beaches connecting the geology and the ecology of a dynamic environment to the history, economics, and politics of human uses of beaches. Topics include tourism, recreational uses, contests over access, oil extraction, beach replenishment, and sea level rise.

### 290 Environmental Geology.

Fall (4), Spring (4).

This course investigates how critical events in Earth history have shaped the landscape that we see today. Main topics include mountain building, volcanoes, faulting, glaciers, oceans and coastlines, energy resources, the geology of Southern California, and global climate change. Course includes a weekly lab/field component.

Offered as needed

### 300 Environmental World Views.

Fall (4), Spring (4).

Interdisciplinary investigation of competing environmental perspectives and paradigms. Emphasis on implications for

environmental science, policy, management, and ethics as influenced by world views. Students compare and contrast diverse environmental perspectives, strategic approaches, and decision-making processes with an eye to conflicting paradigms that underlie environmental controversies.

### 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.

### 310 Environmental Law.

Fall (4), Spring (4).

Exploration of the American legal system and the framework of creation, implementation, and interpretation of environmental laws. Study of the 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.

### 311 Environmental Law in Action.

May (3).

This course will introduce environmental law and policy, including the National Environmental Policy Act, the California Environmental Quality Act, the Endangered Species Act, the Clean Water Act, and the Clean Air Act. Through case study analysis, field excursions, and moot court exercises participants will model regulatory and non-regulatory decision-making processes.

Prerequisites: EVST 100 or POLI 206 or POLI 207 and POLI 209.

Course fee applies.

### 315 Environmental Nonfiction.

Spring (4)

This course prepares students to write nontechnical essays, reports, and articles on environmental topics and in various forms, including documentary, lyric, advocacy/public engagement, and experimental.



Students read and discuss published nonfiction, write drafts and a final portfolio, and participate in group critiques.

### 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 Policy

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.

Offered in alternate years.

### 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 EVST 320.

Offered in alternate years.

### 335 Environment and Development.

Fall (4), Spring (4).

Identifies threats to biodiversity and culture and relates them to poverty, inequality, and overexploitation. Traces roots of current problems to colonization, international exploitation, and national development models. Examines sustainable development debates and initiatives.

### 340 Green Business.

Fall (4), Spring (4).

Examines various aspects of sustainability and options available to businesses to establish green practices. Explores opportunities that businesses create, the challenges encountered, and the contributions toward protecting the environment while simultaneously sustaining a profit. The role of environmental policy, leadership, technology, and public opinion is also investigated.

Prerequisite: EVST 100 or ACCT 210. Not open to students who have received credit for BUS 308.

345 Sustainable Development and Migration in Mexico.

May Term (3).

Through visits, this class examines the role of indigenous communities in conservation and development projects, such as ecotourism, forestry, and environmental service provision. It analyzes the role of local social institutions of self-governance in these projects, and the impacts of migration to the U.S. on institutions, conservation, and development possibilities.

Prerequisite: by permission.

347 Innovation for Sustainability.

Fall (4), Spring (4).

Participants join a team to develop sustainable products and services, conduct research with potential customers, build prototypes, and test them with target users. Each time the course is offered, students will be presented with a different design challenge, for example, a solar heated, solar powered, self-filtering shower using recycled water.

Prerequisite: EVST 340.

355 The Ecology of Australia and New Zealand.

May Term (3)

This course focuses on 1) evolution of present-day Australia and New Zealand through plate tectonics, geologic, and climatic history; 2) the diverse ecosystems that we will encounter; 3) how the two different cultures of native peoples (Aborigines and Maori) impacted their environments and how white Europeans impacted the native peoples and environments.

360 Advanced Topics in Environmental Studies.

Fall (1–4), Spring (1–4).

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.

### 371 Conservation Communication.

May (3).

A project-based course that develops skills in communicating conservation opportunities. Activities include: writing about science in creative ways, designing engaging materials for museums, science centers, and parks, learning several media tools, and examining evolutionary, cognitive, and neurobiological approaches to the study of narrative.

Prerequisites: BIOL 107, or BIOL 108, or BIOL 109, or BIOL 200, or EVST 100.

Course fee applies.

### 375 Tropical Rainforests: The Amazon, the Andes & the Inca.

May Term (3).

In this course we will travel to the tropical rainforests and the cloud forests of Peru to explore the climatology, ecology, and biodiversity of this region. We will explore the ancient culture of the Inca, their empire at Machu Picchu, and the modern Peruvian cultures that now thrive in this region.

Prerequisite: Permission of instructor.

### 385, 485 Advanced Program Internship.

Fall (2-4), Spring (2-4).

May be repeated for degree credit for a maximum of 8 credits with permission of the Chair.

Credit/no credit only.

### 391 Environmental Hydrology.

Spring (4).

This course examines the ways that water has shaped our planet by exploring the following topics: hydrologic cycling, spatio-temporal patterns of water distribution and scarcity, water quality and pollution, groundwater and stream flow, and the challenges surrounding water resource allocation. Course includes a weekly lab/field component with off-campus field trips.

Prerequisite: EVST 100 and MATH 101 or higher, or by permission.

### 392 Oceanography.

Fall (4), Spring (4).

In this course, we will examine the oceans from four different

perspectives; the geological, chemical, physical, and biological. Select course topics include California beach erosion, coral reefs and atolls, black smokers, thermohaline circulation, the El Niño Southern Oscillation, wave formation, and red tides.

Numeric grade only.

Prerequisite: EVST 100.

Offered as needed.

#### 399 Research Methods & Design.

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. Numeric grade only.

Prerequisite: EVST 250.

#### 430 Advanced Geology Seminar.

Spring (4).

From the cliffs of Madagascar to the glacial crevasses of the Transantarctic Mountains to the selenite crystals of Mexico, the Earth is filled with formations that inspire wonder and awe. This course explores the geologic processes that create these amazing formations.

Prerequisite: EVST 205 or EVST 220 or EVST 290 or by permission of instructor.

#### 448 Sustainable Business Capstone.

Spring (4).

Students complete a substantial sustainable business project either as part of a group or individually.

Prerequisites: EVST 340 OR EVST 248.

May be repeated for a maximum of 8 credits.

Offered as needed.

#### 475 Capstone Senior Project in Environmental Studies.

Fall (2–4), Spring (2–4).

Students complete a substantial project either as part of a group or individually. The work usually extends over two semesters.

Numeric grade only.

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## **FRENCH**

### THE FACULTY

Francis T. Bright

Danièle Chatelain Slusser

### THE MAJOR

#### **BACHELOR OF ARTS REQUIREMENTS: 36 credits**

For the French major, students must complete 36 credits beyond FREN 102. Sixteen 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 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.

Learning outcomes for this program may be found at [www.redlands.edu/BA-FREN/learning-outcomes](http://www.redlands.edu/BA-FREN/learning-outcomes).

### THE MINOR

#### **REQUIREMENTS: 28 credits**

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.

#### PLACEMENT IN FRENCH

Students with previous experience in French must take the French placement exam before enrolling in a French-language course.

#### COURSE SEQUENCING

Courses must be taken in the correct sequence, i.e., FREN 101, FREN 102, FREN 201, FREN 202, FREN 301, FREN 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.

#### TRANSFER AND THIRD-YEAR LEVEL STUDENTS

Students who begin at the third-year level are exempt from 8 credits of the major or minor program requirements. These exempted credits apply only to the major or minor and will not apply to the credits required for graduation.

#### 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 FREN 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 with French program faculty during the course of their junior year 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 First-Year French.

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 previous experience in French.

201 Second-Year French.

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 for FREN 201: FREN 102, placement exam, or by permission.

Prerequisite for FREN 202: FREN 201 or by permission.

301 Third-Year French.

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 for FREN 301: FREN 202, placement exam, or by permission.

Prerequisite for FREN 302: FREN 301 or by permission.

450 French Theatre.

Spring (4).

Evolution of the theatre in France from the 17th century to the present. Reading, lectures, and discussions in French.

Prerequisite: FREN 302, placement exam, or by permission.

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, placement exam, or by permission.

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, placement exam, or by permission.

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, placement exam, or by permission.

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, placement exam, or by permission.

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. May be repeated for degree credit given a different topic.

Prerequisite: FREN 302, placement exam, or by permission.

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. May be repeated for degree credit given a different topic.

Prerequisite: FREN 302, placement exam, or by permission.

Offered as needed.

464 Interdisciplinary Studies in French.

Fall (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, and science. Topics include the Renaissance, the Enlightenment, the French Revolution, romanticism, fin de siècle, surrealism, and Paris. May be repeated for credit given a different topic.

Prerequisite: FREN 302 or equivalent.

Offered as needed.

466 Seminar.

Spring (4).

Detailed study in selected areas of French language, literature, and philosophy. Topics to be assigned.

Prerequisite: FREN 302, placement exam, or by permission.

Offered as needed.

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## **GEOGRAPHIC INFORMATION SCIENCE**

### **THE FACULTY**

Douglas M. Flewelling

Mark P. Kumler

Ruijin Ma

Fang Ren

### **MASTER OF SCIENCE IN GEOGRAPHIC INFORMATION SYSTEMS (GIS)**

The Master of Science in Geographic Information Systems (GIS) degree is designed for professionals and recent university graduates 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 science and theory.

### **LEARNING OUTCOMES**

Upon completion of this program, students will be able to

- understand the spatial aspects of an external client's needs and develop a practical project plan for addressing these needs
- design, compile, and develop a spatial database and a set of analytical tools into a system appropriate to solve a geospatial problem
- demonstrate a mastery of geographic analysis and cartographic skills
- Effectively communicate and present project results in oral, written, and graphic forms.

### **ENTRANCE REQUIREMENTS**

Minimum requirements for entrance include

- A bachelor's degree or equivalent in any field.
- 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 a Test of English as a Foreign Language (TOEFL) score above 550 written (210 computer-based. Internet-based minimum of 80 with no section score lower than 18). Alternative internationally recognized tests such as International English Language Testing System (IELTS) overall score at band 6.5 or above may be considered equivalent.
- Analytical and technical aptitude demonstrated through appropriate coursework, professional experience, Graduate Record Examination (GRE) or similar test scores, or letters of recommendation.

#### PROGRAM STRUCTURE

The one-year program consists of 10 months of coursework and the undertaking of a Major Individual Project (MIP). Each of the six terms is seven weeks in length and the annual schedule allows for two three-week breaks. Student cohorts begin each year in September and January.

The two-year program consists of up to 12 seven-week terms, with corresponding three-week breaks as in the one-year program.

Each of the first four seven-week terms includes both core courses and a variety of elective courses. Students not only learn the critical theoretical foundations and the cutting-edge technologies, but also explore broader issues related to effective and appropriate application of the technology. A menu of short workshops (GIS 660) is 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 four terms includes one or more intensive multi-day, instructor-led course(s) from the current Esri software training curriculum that supplement the regular theory and technology courses. GIS colloquia are offered during the year. These colloquia give students exposure to cutting-edge research and developments in GIS and an opportunity to hear from some of the most well-known GIS scholars and managers.

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 toward building students' skills in project design and implementation.

Opportunities for projects come from University of Redlands Faculty, 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 make gradual progress toward 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 an oral presentation and a poster presentation of their MIP before an audience of their peers and colleagues in the discipline of their project.

## PROGRAM REQUIREMENTS

Master of Science 38 credits

The Master of Science degree requires 38 credits at the graduate level, which are comprised of 10 credits of core courses, 20 credits of elective courses, and 8 credits of Major Individual Project. Elective courses can be taken in the form of regularly offered electives, GIS workshops, topics courses that 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 GIS faculty.

## COURSES:

### CORE COURSES: 10 CREDITS

- GIS 611 Fundamentals of Geographic Information, Research, Techniques & Applications (4)
- GIS 691 Project Concept & Scope (2)
- GIS 692 Project Management (4)

### ELECTIVES: 20 CREDITS

- GIS 660 GIS WORKSHOPS (1-4)
- GIS 661 TOPICS COURSES(S) (1-2)
- GIS 662 Geographic Database Management Systems (4)
- GIS 663 Data Remote Sensing and Image Analysis (4)
- GIS 669 GIS for the Web (4)
- GIS 665 Geospatial Analysis (4)
- GIS 666 Projections and Coordinate Systems (4)

- GIS 667 Programming for GIS (2)
- GIS 668 Communicating Geographic Information (2)
- GIS 630 GIS Professional Practice (2)
- GIS 671, GIS 672, GIS 673 Individualized Study (1–2)
- GIS 691 Project Concept and Scope (2)

**PROJECT COURSES: 8 CREDITS**

- GIS 695 Project Implementation (2)
- GIS 696 Project Completion (6)

The most current information about the curriculum, entrance requirements, and application procedures is available on the program's website at [www.msgis.redlands.edu](http://www.msgis.redlands.edu) or by contacting the program office at (909) 748-8128 or by e-mail at [msgis@redlands.edu](mailto:msgis@redlands.edu).

**MASTER OF GEOGRAPHIC INFORMATION SYSTEMS (MGIS)**

The Master of Geographic Information Systems (MGIS) degree is designed for professionals and recent university graduates 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 science and theories.

**LEARNING OUTCOMES**

Upon completion of this program, students will be able to

- demonstrate understanding of the principles underlying spatial analysis in all its variations,
- demonstrate mastery of high-level skills in spatial analysis and geospatial problem solving,
- communicate and present project process and outcomes effectively,
- demonstrate competency in the use of various geospatial software and applications.

**ENTRANCE REQUIREMENTS**

Minimum requirements for entrance include

- a bachelor's degree or equivalent in any field
- 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 Test of English as a Foreign Language (TOEFL) scores above 550 written (210 computer-based. Internet-based minimum of 80 with no section score lower than 18). Alternative internationally recognized

tests such as International English Language Testing System (IELTS) scores at band 6.5 or above may be considered equivalent

- analytical and technical aptitude demonstrated through appropriate coursework, professional experience, Graduate Record Examination (GRE) or similar test scores, or letters of recommendation

#### PROGRAM STRUCTURE

The program consists of 8 months of coursework and the undertaking of an internship of 360 hours. Each of the four terms is seven weeks in length and the annual schedule allows for one three-week break. Student cohorts begin each year in September and January.

Each of the first four seven-week terms includes both core courses and a variety of elective courses. Students not only learn the critical theoretical foundations and the cutting-edge technologies, but also explore broader issues related to effective and appropriate application of the technology. A menu of short workshops (GIS 660) is 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 four terms includes one or more intensive multi-day, instructor-led courses from the current Esri software training curriculum that supplement the regular theory and technology courses. GIS colloquia are offered during the year. These colloquia give students exposure to cutting-edge research and developments in GIS and an opportunity to hear from some of the most well-known GIS scholars and managers.

All students are required to take project courses and a professional GIS internship that applies GI Technology and/or Science within a professional practice (GIS 697). The GIS Internship is directed toward enhancing students' skills in building GIS applications and solving geospatial problems.

#### PROGRAM REQUIREMENTS

Master of GIS 38 credits

The Master of GIS degree requires 38 credits at the graduate level which are comprised of 10 credits of core courses, 20 credits of elective courses, and 8 credits of GIS Internship. Elective courses can be taken in the form of regularly offered electives, GIS workshops, topics courses that 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 GIS faculty.

## COURSES

### CORE COURSES: 10 CREDITS

- GIS 611 Fundamentals of Geographic Information, Research, Techniques & Applications (4)
- GIS 691 Project Concept & Scope (2)
- GIS 692 Project Management (4)

### ELECTIVES: 20 CREDITS

- GIS 660 GIS Workshops (1-4)
- GIS 661 Topics Courses(s) (1-2)
- GIS 662 Geographic Database Management Systems (4)
- GIS 663 Remote Sensing and Image Analysis (4)
- GIS 669 GIS for the Web (2)
- GIS 665 Geospatial Analysis (4)
- GIS 666 Projections and Coordinate Systems (4)
- GIS 667 Programming for GIS (2)
- GIS 668 Communicating Geographic Information (2)
- GIS 630 GIS Professional Practice (2)
- GIS 671, GIS 672, GIS 673 Individualized Study (1-2)
- GISB 691 Project Concept and Scope (2)

### GIS INTERNSHIP: 8 CREDITS

- GIS 697 GIS Internship (3-8)

The most current information about the curriculum, entrance requirements, and application procedures is available on the program's website at [www.msgis.redlands.edu](http://www.msgis.redlands.edu) or by contacting the program office at (909) 748-8128 or by e-mail at: [mgis@redlands.edu](mailto:mgis@redlands.edu).

## COURSE DESCRIPTIONS (GIS)

611 Fundamentals of Geographic Information, Research, Techniques & Applications. (4).

Provides students with the foundation of theoretical and applied skills in GIScience and technology. Students work on a progression of tasks and assignments focused on GIS data collection, manipulation, analysis, output, and presentation. The assignments reinforce the GIS theory and technology concepts introduced through lectures and discussion.

Prerequisite: enrollment in MS GIS or MGIS program or by permission

of the instructor.

Numeric grade only.

#### 630 GIS Professional Practice. (2).

Provides student exposure to advanced research and innovative developments in geographic information science and systems and the opportunity to hear presentations from GIS researchers, analysts, developers, and managers who live in or visit the Redlands region. Participation in both annual Esri User Conference and GIS colloquia is required.

Prerequisite: enrollment in MS GIS or MGIS program or by permission of the instructor.

Credit/no credit only.

#### 660 GIS Workshops. (1–4).

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 four workshops during the term of their program.

Prerequisite: enrollment in MS GIS or MGIS program or by permission of the instructor.

Credit/no credit 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.

Prerequisite: enrollment in MS GIS or MGIS Program or by permission of the instructor.

Offered as needed.

#### 662 Geographic Database Management Systems (4).

Provides fundamental theoretical knowledge about information systems, in general, and the unique demands for managing spatial data. Introduces information systems theory and best practices, system design and architecture, and data modeling. Practice application of database theory and methods builds understanding of modern GIS technology.

Prerequisite: GIS 611 or by permission of the instructor.

Numeric grade only.

#### 663 Remote Sensing and Image Analysis. (4).

This course discusses the principles of remote sensing and image



analysis. It introduces image data format, acquisition, and interpretation. Additionally, the course covers the subject of electromagnetic radiation principles, remote sensing sensor characteristics, image data classification, and photogrammetry.

Prerequisite: GIS 111 or by permission of the instructor.

Numeric grade only.

#### 665 Geospatial Analysis. (4).

This course surveys a wide range of analytical methods and techniques commonly applied to geospatial data. Both data-driven (exploratory data analysis) and model-driven (testing hypothesis) approaches are included. Major topics include point pattern analysis, spatial autocorrelation, spatial regression models, network analysis, and field analysis.

Prerequisite: GIS 611 or by permission of the instructor.

Numeric grade only.

#### 666 Projections and Coordinate Systems. (2).

This course explores map projections and coordinate systems. We will study the principles and properties of several of the common map projection families, spherical/geographical coordinate systems, and SPC and UTM planar coordinate systems, all within the ArcGIS and GeoCart software environments.

Offered as needed.

Numeric grade only.

#### 667 Programming for GIS. (2).

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.

Prerequisite: GIS 611 or by permission of the instructor.

Numeric grade only.

#### 669 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.

Prerequisite: GIS 611 or by permission of the instructor.

Numeric grade only.

**668 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, multi-scale mapping, cartographic visualization including mixed virtual reality, animated and interactive mapping, and Web mapping.

Prerequisite: GIS 611 or by permission of the instructor.

Numeric grade only.

**671, 672, 673 Individualized Study. (1–2).**

Individualized study courses of 1–2 credits offered for students to design their own course of study in a particular GIS topic.

Prerequisites: enrollment in MS GIS or MGIS Program and approval of the instructor.

Credit/no credit only.

**691 Project Concept and Scope. (2).**

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 preliminary research on the topic and write a background paper outlining previous research and studies on their topic.

Prerequisite: enrollment in MS GIS program, or by permission of Program Director.

Numeric grade only.

**692 GIS Project Management. (4).**

Students will learn project management skills involved in a GIS project, including developing a project plan, conducting systems analysis and design, and executing a GIS project through construction and deployment. The assignments include writing assignments corresponding to each phase of a GIS project.

Prerequisite: GIS 691.

Numeric grade 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.

May be repeated for degree credit.

Prerequisite: GIS 694 and enrollment in MS GIS program.

Credit/no credit only.

**696 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.

Prerequisite: GIS 695 and enrollment in MS GIS Program.

Numeric grade only.

**697 GIS Internship. (3-8).**

Internship and academic work under faculty. May be repeated as internship. May span across semesters.

Prerequisite: GIS 691 and enrollment in MGIS program, or by permission of Program Director.

Credit/no credit only.

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## **GERMAN**

### THE FACULTY

Joseph H. Magedanz

### THE MAJOR

Learning outcomes for this program may be found at [www.redlands.edu/BA-GRMN/learning-outcomes](http://www.redlands.edu/BA-GRMN/learning-outcomes).

### BACHELOR OF ARTS

Minimum 34 credits

- GRMN 201 Second-Year German (4)
- GRMN 202 Second-Year German (4)
- GRMN 301 Third-Year German (4)
- GRMN 302 Third-Year German (4)
- Three courses numbered GRMN 400 or higher (excluding GRMN 490 and GRMN 495) on campus and/or courses from approved off-campus study centers. One of these courses must be an approved literature course taken during the study abroad semester in Germany or Austria, or GRMN 401 or GRMN 402 (12).
- One or two semesters at an approved program in Germany or Austria, with two courses per semester applied toward the major.
- 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 component. May be done during study abroad (4 credits).
- Successful completion (equivalent of 2.0 or higher) of GRMN 395

Capstone Preparation (1), GRMN 490 Senior Capstone I (1), GRMN 495 Senior Capstone II (1).

-- A passing grade of "ausreichend" (satisfactory) on the Goethe Institute's B2 international German language exam.

### THE MINOR

28 credits

-- GRMN 201 Second-Year German (4)

-- GRMN 202 Second-Year German (4)

-- GRMN 301 Third-Year German (4)

-- GRMN 302 Third-Year German (4)

-- Three courses numbered GRMN 400 or higher (excluding GRMN 490) on campus and/ or courses from approved off-campus study centers. One of these courses must be either an approved literature course taken during the study abroad semester in Germany or Austria or GRMN 401 or GRMN 402 (12).

-- One or two semesters at an approved study abroad program in Germany or Austria with two courses per semester applied toward the minor.

-- Successful completion (equivalent of 2.0 or higher) of GRMN 390 (0).

-- A passing grade of "ausreichend" (satisfactory) on the Goethe Institute's B1 international German-Language exam.

### PLACEMENT IN GERMAN

Entering students with previous experience in German must take the German placement exam before enrolling in a German-language course.

### COURSE SEQUENCING

Courses must be taken in the correct sequence (i.e., GRMN 101, GRMN 102, GRMN 201, GRMN 202, GRMN 301, GRMN 302). While a student might enter the sequence at a level beyond GRMN 101, no student subsequently can receive credit for a course lower in the sequence than the highest numbered course already completed. This regulation does not apply to 400-level courses.

### THIRD-YEAR LEVEL STUDENTS

Students entering above GRMN 202 will first complete the GRMN 301-GRMN 302 sequence. Those who begin at the third-year level (GRMN 301-302) are exempt from 8 credits of the major or minor program requirements. These exempted credits will not apply to the total credits required for graduation.

### ADVANCED PLACEMENT IN GERMAN

Students who score a three receive 4 credits for GRMN 201; those who score a four or five receive 8 credits for GRMN 201 and GRMN 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. 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 Secondary School Admission Test (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 (GRMN)

101 First-Year German.

102 First-Year German.

Fall (4), Spring (4).

Practice in understanding and speaking German of appropriate 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.

Prerequisite for GRMN 102: GRMN 101.

150 Keeping Up Your German.

250 Keeping Up Your German.

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. May be repeated once for degree credit. Credit/no credit only.

Prerequisite: by permission.

Offered as needed.

160 Seminar in German Studies.

May Term (3).

Open to all students, this German travel course typically covers Holocaust studies or aspects of modern German society. One week is spent on campus, and the remaining time is spent traveling to specific sites in Germany and related areas. Does not count toward German major or minor.

Prerequisite: Instructor permission.

Offered as needed.

Credit/no credit only.

201 Second-Year German.

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.

Prerequisite for GRMN 201: GRMN 102, placement exam, or by permission.

Prerequisite for GRMN 202: GRMN 201 or by permission.

301 Third-Year German.

302 Third-Year German.

Fall (4), Spring (4).

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 for GRMN 301: GRMN 202, placement exam, or by permission.

Prerequisite for GRMN 302: Completion of GRMN 301 or by permission.

360 Seminar in German Studies.

460 Seminar in German Studies.

Fall (4), Spring (4).

Study of German civilization and culture, focusing on key issues, places, personalities, events, periods, and movements in German history and culture. Topics are examined from various perspectives, including music, art, architecture, literature, politics, religion, and business. Topics

vary.

Prerequisite for GRMN 360 or GRMN 460: Completion of GRMN 302 or higher, placement exam, or by permission.

Offered as needed.

### 390 Proficiency Exam Preparation.

Fall (0), Spring (0).

Minors prepare for the Goethe Institute examination by doing the online practice exams and by writing and speaking about the study abroad experience. Required for German minor.

Credit/no credit only.

### 395 Capstone Preparation.

Fall (1), Spring (1).

Taken during approved semester abroad. Investigates the relationship between the practices, products, and perspectives of the culture studied. Specific course content to be approved by advisor prior to beginning of course. Required for German major.

Credit/no credit only.

Prerequisite: by permission only.

### 401 Survey of Older German Literature to 1750.

Fall (4), Spring (4).

Survey of German literature with emphasis on literary movements and genres as related to historical events and cultural developments to ca. 1750.

Prerequisite: Completion of GRMN 302 or higher, placement exam or by permission.

### 402 Survey of Newer German Literature from 1750.

Fall (2), Spring (4).

Survey of German literature with emphasis on literary movements and genres as related to historical events and cultural developments ca. 1750 to present.

Prerequisite: Completion of GRMN 302 or higher, placement exam or by permission.

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: Completion of GRMN 302 or higher, placement exam or



by permission.

Offered as needed.

#### 415 Practice in Translation.

Fall (4), Spring (4).

Introduction to the specialized skill of translation. Texts of a variety of styles will be assigned with an emphasis on developing competent, idiomatic translations.

Prerequisite: Completion of GRMN 302 or higher, placement exam or by permission.

Offered as needed.

#### 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. May be repeated for degree credit, given a different topic, for a maximum of 8 credits.

Prerequisite: Completion of GRMN 302 or higher, placement exam or by permission.

Offered as needed.

#### 460 Seminar in German Studies.

Spring (4), Fall (4).

Study of German civilization and culture, focusing on key issues, places, personalities, events, periods, and movements in German history and culture. Topics are examined from various perspectives, including music, art, architecture, literature, politics, religion, and business. Topics vary. May be repeated for degree credit, given a different topic.

Prerequisite: GRMN 302 or higher, placement exam, or by permission.

#### 490 Senior Capstone Part I.

Fall (0-1), Spring (0-1).

Majors prepare for the Goethe Institute examinations and give the oral Referat presentation of work done for GRMN 395 that details the relationship between the practices, products, and perspectives of the culture studied. Required as detailed.

Credit/no credit only.

Prerequisite: Majors only. Senior standing or by permission.

#### 495 Senior Capstone Part II.

Spring (0-1).

Based on the required reading list, successful completion of a written

exam demonstrates knowledge and understanding of various periods of German cultural history emphasizing representative literary works and authors and their significance.

Credit/no credit only.

Prerequisite: Majors only, completion of GRMN 490 or by permission.

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## **GLOBAL BUSINESS**

### THE FACULTY

Heung-joo Cha  
Faisal Harahap  
Walter Hutchens  
Jack Osborn

### THE MAJOR

#### BACHELOR OF SCIENCE IN GLOBAL BUSINESS

The Global Business Department offers a Bachelor of Science (B.S.) in Global Business. Though one of the youngest departments on campus, we are among the University's most distinguished programs—distinguished in terms of the career success of our graduates, support from alumni and donors, and recognition from on and off-campus entities, e.g. the J.W. Fulbright awards.

Global Business graduates have been hired by a litany of major publicly traded firms, been accepted to many of the world's most prestigious graduate schools, and launched successful careers as entrepreneurs, public servants or professionals in non-governmental, not-for-profit organizations. They have done these things both within the United States and abroad. Almost half of the University of Redlands' 21 recipients of the United States government's J.W. Fulbright Award have been Global Business majors.

If you choose to major in Global Business, we want you to travel, master at least one language besides English (not just perfunctorily study another language for a few semesters, but really become proficient with

it), and deeply study the history and current conditions of a country or region other than the United States. We also pride ourselves on being a rigorous program that attracts many talented, hardworking students.

Thus, among the key distinctive features of the Global Business program are that we do not merely suggest but actually require that our majors: 1) study abroad for at least a semester, 2) complete at least three years (six semesters) of university-level study of a foreign language (or demonstrate equivalent competence), and 3) take courses focused on places outside of the United States. We also have GPA requirements for entry into the program and degree completion that are higher than University norms. Students are strongly encouraged to take Calculus I.

Global Business is presented as a process of understanding how cultures and political systems manage their economies, 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 the language, cultural, and political climates of host countries.

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 Department classes (GLB) may be taken towards the major based upon prerequisites or with the permission of the instructor. All classes, prerequisites, core courses, and advanced electives, must have an overall cumulative GPA of 3.0 or higher to fulfill the requirements for the Global Business degree.

In order to enroll in Global Business 228, students must have a cumulative GPA of 3.0 or higher at the time of registration or the permission of the department chair, including first semester students. Transfer students must have a cumulative GPA of at least 3.0 from their previous school(s) at the time of registration. In addition, any student seeking to declare a major in Global Business must have a cumulative GPA of at least 3.0 at the time they submit their Declaration of Major. (Those students interested in the Accounting, Business Administration, or Management majors should refer to the specific Accounting Department's section or Business Administration and Management Department's section of this Catalog.)

Students who do not meet the GPA requirements as noted above may

petition the Global Business Department for permission to enroll in Global Business 228 or to declare the major. Petitions will be reviewed by the Global Business Department Chair, and will be granted only in exceptionally compelling circumstances.

#### LEARNING OUTCOMES FOR THE GLOBAL BUSINESS PROGRAM INCLUDE:

1. Demonstrate competency through the 302-level in written and verbal communication in a second language.
2. Identify and understand the challenges and opportunities of operating a business or non-governmental organization in international settings.
3. Utilize critical thinking to produce sound strategic decisions by identifying, comparing, and contrasting how foreign and domestic businesses formulate strategies and operate globally.
4. Develop a capacity to meaningfully evaluate a company's (or non-profit's) performance with the application of appropriate financial and statistical techniques, and accounting methods.
5. Demonstrate an interdisciplinary knowledge of at least one other region of the world outside of the United States.
6. Develop a critical understanding of the foundations and varieties of capitalism around the world and understand their impact on current business practices.
7. Utilize verbal communication skills to engage an audience with a coherent, persuasive research presentation.
8. Accurately apply research and written communication skills to produce in-depth written analyses of course readings and/or cases.
9. Accurately assess the global operations and challenges of an individually assigned, internationally active, major company during a semester-long analysis, in order to provide intelligent, informed recommendations to strategic issues. These assignments will be found in GLB 228 Globalization, GLB 336 International Business, and GLB 459 Global Business Policy and Strategy, as well as other courses.

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 for at least one full semester. Approval from the Global Business Department Chair is required for all interdisciplinary and overseas- study aspects of the degree.

#### REQUIREMENTS

**PREREQUISITE COURSE:** 8 courses/ 32 credits

We advise students to complete the majority of their prerequisite courses no later than the spring of their sophomore year. GLB 228 should be taken early, in the first academic year, if possible, followed by GLB 240 U.S. Business Law. Transfer students must take GLB 228 in their first semester, unless exempted, in writing, by the chair. All prerequisite courses must be taken for a numerical grade and students must earn a minimum grade of 3.0 in each course.

The following courses are prerequisites to the required major courses. Substitutions to these requirements can be made only with the written approval of the Department Chair. Some also satisfy Liberal Arts Foundation (LAI) requirements.

- BUS 136 Principles of Global Marketing (4)
- ECON 101 Principles of Economics (4)
- Any ECON 200-level or higher course, or any other international course from any discipline at the 300- level or higher (4)
- GLB 228 Globalization 1870 to Present (4)
- GLB 240 U.S. Business Law (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4), or MATH 111 Elementary Statistics and Probability with Applications
- ACCT 210 Principles of Financial Accounting (4)
- ACCT 220 Principles of Managerial Accounting (4)

**CORE COURSES:** 10 courses/ 40 credits

- BUS 310 Principles of Management and Organization Behavior (4) or BUS 410 Organizational Consulting (4)
- GLB 336 International Business (4)
- GLB 353 Financial Management (4)
- GLB 356 International Finance (4)
- GLB 457 Strategic Issues in Global Business (4)
- GLB 459 Business Policy and Strategy (4)
- Two additional GLB 300 or 400 series Advanced International Business courses (3–4 credits; includes study abroad course)
- Two International Courses: At least two International courses chosen from the following areas: Economics, Environmental Studies, History, Political Science, Art, Asian Studies, Latin American Studies, Psychology, International Relations, Sociology and Anthropology, or Religion; at the 300-level or above. The department is open to International courses from other disciplines, subject to relevance.

**ADDITIONAL REQUIREMENTS**

- If no second ECON course, then one more international elective at

the 300-400 level, is required.

-- Study Abroad: Minimum of one semester abroad, with additional study abroad recommended and supported by the department.

-- Language proficiency: Testing placement at the entry point to the 400 level of a foreign language by graduation. This means the student will have completed the 302-level course with at least a grade of 3.0 in the final semester, or the equivalent. For languages not found in the UR Catalog offering, including Arabic, students must provide appropriate documentation to the Department Chair.

-- Foreign-language study: 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(s) 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.

#### OPTIONAL: FOR HONORS ELIGIBILITY

-- MATH 120 Brief Calculus (4) or MATH 121 Calculus I (4) or MATH 118 Integrated Calculus I AND MATH 119 Integrated Calculus II (8)

MATH 120 is strongly recommended for all Global Business Majors but is required ONLY for Global Business Majors seeking Honors.

#### EMPHASIS WITHIN THE MAJOR

Global Business majors may elect to have a formal emphasis within the major. Currently, these are available for Europe, Latin America, and China.

For a Global Business – China emphasis, students must be approved by the Department, and:

1. Demonstrate Mandarin proficiency at the end-of-fourth-year level by passing CHNS 402 (or equivalent class, as approved by the Global Business Department) or by otherwise demonstrating equivalent language proficiency to the satisfaction of the Global Business Department;
2. Study abroad in a substantially Chinese-speaking location [for at least a semester];
3. Complete five classes about China that are approved by the Global Business Department.

The five China-focused classes may consist of:

- GLB 188: China, an Introduction
- GLB 300 level: Government and Business in China

- GLB 300 level: China's Legal System
- GLB 360 Topics in Global Business
- GLB 300 level: China's Financial System
- GLB 460 Topics in Global Business
- GLB May Term or other GLB study abroad program to greater China
- HIST 343 China Since 1949
- OR Other relevant courses as approved by the Department Chair

China-focused classes taken while abroad or at other accredited universities, or internships in China, subject to approval by the Global Business Department (which in most cases is readily granted; students typically complete some of the required international courses while abroad).

For a Global Business – Europe emphasis, students must be approved by the Department and:

1. Demonstrate proficiency in French, German, or Spanish to the 402-level (completing 402 or its equivalent), or any other accepted European language as approved by the Department.
2. Study abroad in a European nation for at least a semester.
3. Complete five classes about European topics, approved by the Global Business Department.

The five European classes may consist of:

- GLB 450 The European Union
- GLB 453 International Negotiations
- GLB 460 Topics in Global Business
- GLB 360 Topics in Global Business
- POLI 346 Foreign Policies of Russia and the Former Soviet States
- OR Other relevant courses as approved by the Department Chair

Europe-focused classes taken while abroad or at other accredited universities, or internships in a European nation, subject to approval by the Global Business Department (which in most cases is readily granted; students typically complete some of the required international courses while abroad).

For a Global Business – Latin America emphasis, students must be approved by the Department and:

1. Demonstrate proficiency in Spanish or Portuguese to the 402-level (completing 402 or its equivalent),
2. Study abroad in any Latin American country



3. Complete five classes about Latin American topics, approved by the Global Business Department.

The five Latin America classes may consist of:

- GLB 360 Topics in Global Business
- GLB 460 Topics in Global Business
- SPAN 425 Spanish American Civilization
- SPAN 426 Survey of Spanish American Literature
- SPAN 440 Spanish American Narrative
- OR Other relevant courses as approved by the Department Chair

Latin America-focused classes taken while abroad or at other accredited universities, or internships in a Latin American nation, subject to approval by the Global Business Department (which in most cases is readily granted; students typically complete some of the required international courses while abroad).

#### INTERNSHIPS

The department encourages all Global Business 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 defined by the professor advising this activity or an equivalent activity within their overseas study programs.

#### STUDY ABROAD

Study abroad greatly enhances the undergraduate experience for all Global Business students. The department requires one semester, minimum, of study abroad as well as advance planning for doing so. Early consultation with your Global Business 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

Honors will be awarded to all students who have met the following criteria:

- A cumulative GPA of 3.7 or higher in the major, including prerequisites and electives counted towards the major,
- Completion of a 400-level course in a language other than English, or equivalent,
- MATH 120 Brief Calculus (4) or MATH 121 Calculus I (4) or MATH 118 Integrated Calculus I AND MATH 119 Integrated Calculus II (8),
- Completion of the Global Business Capstone (GLB 459) with at least a 3.0.

#### COURSE DESCRIPTIONS (GLB)

160 Topics in Global Business

260 Topics in Global Business

360 Topics in Global Business

460 Topics in Global Business

Fall (2-4), Spring (2-4).

188 China: An Introduction.

Fall (4).

China is among the most significant countries in the world, yet too few people know enough about it. Students in this course diminish that gap by learning about China's enormous successes, challenges, complexity, and global impact. Focus is on business and economic issues, richly contextualized with background on China's history, politics, geography, languages, and cultures.

228 Globalization.

Fall (4), Spring (4).

Traces the evolution of capitalism in the United States, China, Japan, and Europe, reviewing varying cultural and political approaches which create varied economic models. Students will explore the issues of doing business in each of the above-named nations or groups through analysis of an assigned company.

240 U.S. 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 226 or GLB 228 or by permission.

Evaluation and numeric grade options.

Not open to students who have completed BUS 240.

### 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: GLB 228 and junior standing or by permission.

### 353 Financial Management.

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 and ECON 101, and one course from POLI 202, MATH 111, or PSYC 250. Not open to students who have received credit for BUS 353.

### 356 International Finance

Spring (4).

This course explores the characteristics of international financial markets and examines various aspects of international financial management. Topics include international flow of funds, foreign exchange risk management, international investment analysis, international financial markets, operation of multinational firms, and international trade finance.

Prerequisites: GLB 353 or by permission.

Numeric grading only.

### 387 China's Business Environment

May Term (3).

A travel course to China. Students gain direct exposure to one of the world's most vibrant and consequential business environments. Participants visit foreign-invested enterprises, government offices, and prominent local firms. They encounter individuals on the front lines of China's development.

### 421 Corporate Finance.

Spring (4).

This course studies financial management in the corporate setting at an advanced level. Topics include the firm's investment and financing decisions, capital budgeting analysis, investment analysis under uncertainty, the cost of capital, capital structure theory, dividend policy, and other current topics in finance.

Prerequisite: GLB 353 or ACCT 310 or by permission. Not open to students who have received credit for BUS 421.

#### 422 Investments.

Fall (4).

The course examines investment analysis and portfolio management through the study of the nature and functioning of securities markets, alternative investment opportunities, valuation of stock, fixed income securities, derivative securities.

Prerequisite: GLB 353 or ACCT 310 or by permission. Not open to students who have received credit for BUS 353.

#### 450 The European Union.

Fall (4), 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.

Prerequisite: junior standing or by permission.

#### 451 Government and Business in China

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 by permission.

Numeric grading only.

#### 452 Japanese Corporations and Global Business.

Fall (4), 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.

Prerequisite: junior standing.

#### 453 International Negotiations.

Fall (4), Spring (4), May Term (3).

Intended to introduce students to the fundamentals of negotiation and to create awareness of critical cultural points in international negotiations. Lenses through which the process will be viewed include the individual entrepreneur, small companies, major corporations, and

that of a customer.

Prerequisites: BUS 226 or GLB 228, or by permission.

Recommended: GLB 336.

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 businesses 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 by permission.

459 Global Business Policy and Strategy for Bachelor of Science Majors.

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: GLB 240, ACCT 220, GLB 353 or ACCT 315 (which can be taken concurrently), GLB 336, or other approved course or by permission.

Not available for students who have taken BUS 459.

Evaluation and numeric grade options.

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## **HEALTH, MEDICINE, AND SOCIETY**

### **DIRECTOR**

James Krueger, Philosophy

### **ADVISORY COMMITTEE**

Ben Aronson, Biology

Kimberly Coles, Sociology and Anthropology

Jessie Hewitt, History

Caryl Forristall, Biology

Celine Ko, Psychology

Victoria Lewis, Theater

Jennifer Nelson, Women, Gender, and Sexuality Studies

Lisa Olson, Biology

Tim Seiber, Johnston

### **THE PROGRAM**

The Health, Medicine, and Society (HMS) program seeks to integrate coursework relevant to the field of medicine from across many disciplines. It is meant to serve students interested in a wide range of career paths, from medical provider (physician, nurse, physician assistant, midwife) to health care administrator, from public health to healthcare policy. The program is built upon the conviction that questions about health and healthcare can only be meaningfully addressed by integrating different disciplinary perspectives. Thus, it provides a framework for navigating a wide range of classes ensuring both breadth of exposure and depth of perspective. Students will devise a personal course of study within the structure laid out below. Due to

the integrative and interdisciplinary nature of the program, all HMS students are strongly encouraged to consider making HMS a second major, expanding and enhancing a primary field of study.

The program is structured around five broad areas. The first, Natural Science, covers basic biology and chemistry. Such disciplines provide an important foundation for our understanding of health, and our development of possible medical interventions and public health programs. The second, Medical Humanities, brings the interpretive and conceptual resources of philosophy, literature, religious studies and history to bear on our understanding of health and healthcare. They place illness within the broader context of lived experience, and help us to understand its ethical and existential import. The third, Policy and Management, recognizes the complex legal, political, and economic context that defines how we respond to health challenges. Courses in this area provide important skills for developing and analyzing health policy, and for managing complex healthcare organizations. The fourth, Person and Society, draws on the rich traditions of medical anthropology, sociology and psychology. Such fields help us to understand the complex social and personal forces that shape health and disease, and our responses to them. Finally, Global Health acknowledges the challenges and possibilities for tackling health problems on the global stage. Courses here aim to provide practical skills for working across cultures, and conceptual resources for understanding issues of deeply routed cultural significance.

In addition to this interdisciplinary focus, the HMS program is committed to healthcare as a form of service. The completion of an HMS degree requires a practical internship or service project as the foundation of the major capstone.

The flexible, interdisciplinary nature of the program requires careful planning with an advisor. Students interested in the program are strongly encouraged to take the foundational seminar (HMS 100) at the first available opportunity, typically in the first year of studies.

#### THE MAJOR

Students declaring an HMS major will develop a course of study comprised of a minimum of 13 courses (a minimum of 48 credits). This will include an emphasis comprised of five courses addressing one of the five core areas defined by the program, and at least two courses in two additional areas. To ensure depth of study, a maximum of 5 100-level courses can count towards a student's concentration and electives. As

with all interdisciplinary majors, no more than 24 credits (6 courses) can come from any one department or discipline.

All HMS majors are strongly encouraged to develop competency in a second language. This is of particular importance for students concentrating in the area of Global Health.

## BACHELOR OF ARTS

All HMS majors must complete the following requirements:

Major Requirements . . . . minimum 48 credits

1. Foundation Course . . . 4 credits

HMS 100 Health, Medicine, and Society (4)

2. Mathematical Methods . . . 4 credits

Take one of the following courses:

MATH 111 Elementary Statistics and Probability with Applications (4)

POLI 202 Statistical Analysis and Mapping of Social Science Data (4)

PSYCH 250 Statistical Methods (4)

3. Concentration . . . . 20 credits

Take five courses addressing one of the areas below.

4. Electives . . . . 16 credits

Take four courses, two addressing each of two further areas below. Both elective areas must differ from a student's concentration area.

5. Capstone . . . . 4 credits

Complete the capstone sequence:

HMS 300 Integrative Seminar I (2)

HMS 400 Integrative Seminar II (2)

HMS 300 should be completed at the end of a student's junior year, and HMS 400 at the end of a student's senior year. Students will design a practical service/internship plan in HMS 300, then reflect upon and integrate their service experience with their course of study in HMS 400 after that project is completed. The completion of a service/internship project is required to complete the capstone sequence. For more information, consult an advisor within the HMS program.

## DEPARTMENTAL HONORS

Students may apply for departmental honors in the fall of their senior year. Students must have a minimum 3.5 GPA in the major to apply. To



complete the honors requirements, students must successfully defend an Honors Thesis in HMS. The defense committee shall be composed of at least two faculty members, one of whom shall be an advisory board member in the HMS program.

#### AREA COURSES

The following courses have been identified as addressing the five possible areas of study within the HMS program. Note that courses listed may have prerequisites. Additional courses not listed here may count as addressing each area. For more information, consult an advisor within the HMS program.

#### NATURAL SCIENCE

- BIOL 200 Principles of Biology: Unity & Diversity (4)
- BIOL 201 Principles of Biology II: Molecular/Cellular Biology and Genetics (4)
- BIOL 239 Molecular Genetics and Heredity (4)
- BIOL 317 Human Anatomy (4)
- BIOL 325 Medical Genetics (4)
- BIOL 326 Neuroscience (4)
- BIOL 332 Nutrition (4)
- BIOL 338 Cell Biology (4)
- BIOL 343 Microbiology (4)
- BIOL 344 Human Physiology (4)
- BIOL 345 Immunology (4)
- CDIS 100 Introduction to Communication Sciences and Disorders (4)
- CHEM 102 Introduction to Chemistry of the Environment (4)
- CHEM 131 General Chemistry I (4)
- CHEM 132 General Chemistry II (4)
- CHEM 231 Organic Chemistry I (4)
- CHEM 232 Organic Chemistry II (4)
- CHEM 312 Advanced Environmental Chemistry (4)
- CHEM 320 Biochemistry (4)

#### MEDICAL HUMANITIES

- HIST 215 History of Disability (4)
- HIST 318 Gender and Sexuality in Modern European History (4)
- PHIL 215 Bioethics: Doctors and Patients (4)
- PHIL 216 Bioethics: Technology and Justice (4)
- PHIL 231 Philosophy, Science, and Medicine (4)
- PHIL 232 Biology, Health, and Disease (4)
- REL 250 Compassion (4)
- MVC 260 Topics in Politics of Representation (4)

WGS 232 History of Sexuality in the United States (4)

WGS 333 Pregnancy and Power (4)

#### POLICY AND MANAGEMENT

BUS 305 Organizational Communication (4)

BUS 310 Principles of Management and Organizational Behavior (4)

BUS 312 Leadership (4)

ECON 101 Principles of Economics (4)

ECON 240 Economics of Race, Class and Gender (4)

ECON 254 Economics of the Public Sector (4)

EVST 100 Introduction to Environmental Studies (4)

EVST 235 Environmental Impact Assessment (4)

EVST 242 Food and Nature (4)

LAST 431 Drug Wars (4)

PLCY 100 Intro to Public Policy Analysis (4)

POLI 457 Health Care Policy (4)

REST 335 Race, Gender and Public Policy (4)

SPA 110 Introduction to Spatial Analysis and GIS (4)

#### PERSON AND SOCIETY

PSYC 100 Introduction to Psychology (4)

PSYC 220 Abnormal Child Psychology (4)

PSYC 320 Psychology of Gender (4)

PSYC 335 Developmental Psychology (4)

PSYC 344 Abnormal Psychology (4)

PSYC 350 Evolutionary Psychology (4)

PSYC 450 Health Psychology (4)

REST 220 Ending Oppression (4)

REST 245 Race and Science (4)

SOAN 230 Bodies and Society (4)

SOAN 329 Anthropology of Mothering (4)

SOAN 326 Charity and Helping Others (4)

SOAN 342 Gender and Sexuality (4)

SOAN 418 Death and Dying (4)

#### GLOBAL HEALTH

BUS 136 Principals of Global Marketing (4)

GLB 336 International Business (4)

GLB 453 International Negotiations (4)

CDIS 260 Travel/Service Learning in Latin America Focus on Language, Culture and Education (3)

ECON 221 Economics of Development (4)

ECON 222 International Political Economy (4)

PHIL 122 Global Medical Ethics (3)  
POLI 345 International Law and Organization (4)  
PSYC 252 Culture and Human Behavior (4)  
PSYC 435 Cross-Cultural Psychology (4)  
REL 125 Introduction to World Religions (4)  
SOAN 102 Introduction to Cultural Anthropology (4)  
SOAN 301 Fieldwork and Ethnographic Methods (4)  
SOAN 303 World Ethnographies (4)

#### COURSE DESCRIPTIONS (HMS)

100 Health, Medicine, and Society.

Fall (4), Spring (4).

An introduction to the wide range of disciplinary perspectives that are relevant to understanding health, medicine, and their relationship with broader society. Students will learn to identify broad questions related to these themes, and work to identify the disciplines, and courses, that will help provide the tools necessary to answer them.

Prerequisite: 1st- year or 2nd- standing, all others by permission.

300 Integrative Seminar I.

Spring (2).

This is the first course in the HMS major capstone sequence. Students will report on their progress through the program, reflecting on lessons learned about health, medicine, and society. They will then develop and propose their service internship required to complete the program.

Prerequisite: HMS 100.

310 History of Medicine in the US: Historical Methods

Spring (4).

Historians have looked to complex explanations to explore the relationship between the health care system and the rest of society. This course examines these relationships through the lens of gender, race, sexuality and class. It is concerned with exploring how gender, science, medicine, class and race constitute one another over time in the American context.

Offered in alternate years.

Numeric of Evaluation grade only.

400 Integrative Seminar II.

Spring (2).

This is the final course in the HMS capstone sequence. Students will report on all aspects of their education, including their service

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internship, and reflect on lessons learned. The final, written report completes the capstone for the program.

Prerequisite: HMS 300.

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## **HISTORY**

### THE FACULTY

Robert Y. Eng

Kathleen A. Feeley

John Glover

Jessie Hewitt

Kathy J. Ogren

Matthew T. Raffety

James A. Sandos, Emeritus

Patrick Wing

The History Department offers a global perspective for an interconnected world. Our curriculum teaches students historical method, theory, and analysis, and develops critical research, writing, and communication skills. In answering the questions, “What is history?” and “Why study history?” students learn multiple approaches for understanding the past, develop finely tuned interpretive skills, and construct clear and effective written and oral arguments.

### THE MAJOR

Students who major in history explore the voices and narratives of the past in classes where they are encouraged to engage in critical analysis of multiple perspectives. Majors take at least three of four foundation courses in World History and American History, and at least six electives. Faculty expertise in the history of the United States, Africa, Asia-Pacific, Europe, Latin America, and the Middle East offers a global perspective on a wide range of social, cultural and political issues. Ideally

by the end of the second year, history majors complete HIST 290 Theories and Methods, an introduction to the tools historians use to interpret historical sources and move beyond just “what happened when.” In this course, students read and analyze historical literature and actively engage in historiographic debates.

In addition, majors personalize their program by declaring a thematic focus, tying together coursework and laying the foundation for a capstone project of original historical research completed in HIST 490. In an information-based economy, the BA in history provides an excellent foundation for a wide range of careers, including teaching, business, public service, law, journalism, advertising, public relations, publishing, historical preservation, and archival management.

Learning outcomes for this program may be found at [www.redlands.edu/BA-HIST/learning-outcomes](http://www.redlands.edu/BA-HIST/learning-outcomes).

#### BACHELOR OF ARTS

Students who choose to major in history must complete the following minimum requirements, usually in the sequence outlined.

FOUNDATION COURSES (To be completed by the end of the sophomore year.)

3 courses/ 12 credits

- HIST 101 World History to 1450 (4)
- HIST 102 World History since 1450 (4)
- HIST 121 American History to 1877 (4)
- HIST 122 American History since 1877 (4)

#### THEORIES AND METHODS

1 course/ 4 credits

- HIST 290 Seminar in Historical Theories and Methods (4)

#### ELECTIVES

6 courses/ 24 credits

-- A minimum of six courses to be completed, from at least five of the following categories: (1) Africa, (2) Asia-Pacific, (3) Europe, (4) Latin America, (5) Middle East, (6) United States/North America (7) Comparative/ Trans-Regional (HIST 272 America and Asia and HIST 274 Vietnam count as Asia-Pacific regional courses). At least one of the six courses must be in a chronological era before 1900 and at least one of the six courses must be from a chronological era after 1900. At least two of the six courses must be at the 300 level.

### CAPSTONE EXPERIENCE

1 course/ 4 credits

- HIST 490 Capstone Research Seminar (4)

### THE MINOR

Students who minor in history complete three foundation courses in World History and American History as well as at least four elective courses. History minors also complete HIST 290, Theories and Methods. The critical thinking and research skills developed in the History minor complement any number of major programs in the humanities as well as the natural and social sciences and prepare students for a wide range of careers. Students minoring in history must complete the following requirements, usually in the sequence outlined.

FOUNDATION COURSES (Ideally to be completed by the end of the sophomore year.)

3 courses/ 12 credits

Select from

- HIST 101 World History to 1450 (4)
- HIST 102 World History since 1450 (4)
- HIST 121 American History to 1877 (4)
- HIST 122 American History since 1877 (4)

### THEORIES AND METHODS

1 course/ 4 credits

- HIST 290 Seminar in Historical Theories and Methods (4)

### ELECTIVES

4 courses/16 credits

-- A total of four courses are required, drawn from a few of the following categories: (1) Africa, (2) Asia-Pacific, (3) Europe, (4) Latin America, (5) Middle East, (6) United States/North America (7) Comparative/Trans-Regional (HIST 272 America and Asia and HIST 274 Vietnam count as Asia-Pacific regional courses). Of the four courses, at least one must be in a chronological era before 1900; at least one must be from a chronological era after 1900; and at least one must be at the 300 level.

### FOUNDATION COURSES

- HIST 101 World History to 1450 (4)
- HIST 102 World History since 1450 (4)
- HIST 121 American History to 1877 (4)
- HIST 122 American History since 1877(4)

### AREA FOCUS COURSES

- HIST 111 Early Modern Europe (4)
- HIST 112 Modern Europe (4)
- HIST 131 Latin American Civilizations (4)
- HIST 141 Classical Asian Civilizations: China and Japan (4)
- HIST 142 Modern Asian Civilizations: China and Japan (4)
- HIST 151 The African Experience Before 1800 (4)
- HIST 152 The Emergence of Modern Africa (4)
- HIST 200 History of Wine (3)
- HIST 215 History of Disability (4)
- HIST 216 Global Cinemas (4)
- HIST 223 Anxiety Race and Empire: U.S. c. 1900 (4)
- HIST 224 History of Sports in America (4)
- HIST 225 Public History: Applications in American Life (4)
- HIST 226 Native American History (4)
- HIST 228 U.S. City and Suburb (4)
- HIST 229 U.S. History on Film (3-4)
- HIST 231 Brazil (4)
- HIST 232 Mexico (4)
- HIST 240 Modern China (4)
- HIST 242 Modern Japan (4)
- HIST 243 War and Society in Korean Film (4)
- HIST 244 Hong Kong Cinema from Bruce Lee to Jet Li (4)
- HIST 251 Mapping African History (4)
- HIST 260 Topics in History (3-4)
- HIST 265 Twentieth Century Europe on Film (3)
- HIST 272 America and Asia (4)
- HIST 273 Cyberculture and the Networked Society in the Information Age (4)
- HIST 274 Vietnam (4)
- HIST 281 History of the Modern Islamic Middle East (600-1800) (4)
- HIST 282 History of the Modern Middle East (4)
- HIST 283 The Ottomans in Europe: Nationalism, Islam and Empire (4)
- HIST 284 The Middle East on Film (3)

### HISTORICAL THEORIES AND METHODS

- HIST 290 Seminar in Historical Theories and Methods (4)
- HIST 311 Europe: 1890-1945 (4)
- HIST 315 France and the World, 1750-present (4)
- HIST 318 Gender and Sexuality in Modern European History (4)
- HIST 320 U.S. Cultural History (4)
- HIST 321 U.S. Civil War and Reconstruction (4)



- HIST 323 California (4)
- HIST 324 Cold War America (4)
- HIST 326 Primary Witness in Women's History (4)
- HIST 327 Modern African-American History (4)
- HIST 328 Gender, Media, and U.S. Culture (4)
- HIST 330 Rise of the Anglo-Atlantic World 1500–1815 (4)
- HIST 332 U.S. in the Era of Jefferson and Jackson (4)
- HIST 343 China since 1949 (4)
- HIST 344 The Pacific Rim: Economic Dynamism and Challenge for America (4)
- HIST 352 Africa and the Atlantic Slave Trade (4)
- HIST 354 Race and History in South Africa (4)
- HIST 381 Mongol World Empire (4)
- HIST 382 Religion and Politics in Iran (4)
- HIST 376 California Indian Seminar (4)

#### ADVANCED SEMINARS

- HIST 360 Historical Problems (4)
- HIST 401 Advanced Reading Colloquium (2)
- HIST 490 Capstone Research Seminar (4)
- HIST 499 Honors Thesis in History (2-4)

#### SPECIAL OFFERINGS

- HIST 185 Public History Internship (1–4)

#### UNDERGRADUATE STUDENTS

Students from the College of Arts and Sciences interested in earning a teaching credential must apply to the School of Education. Undergraduate students can enroll in Child Development (EDUG 331) and Educational Foundations (EDUG 401) before the School of Education admission process. Students need to contact an enrollment counselor to discuss the best credential program pathway.

#### ADDITIONAL REQUIREMENTS FOR THOSE SEEKING TEACHING CREDENTIALS

To be eligible to be recommended for the Preliminary Teaching Credential or the Preliminary Education Specialist Credential, candidates must meet the U.S. Constitution requirement. For details on meeting this requirement, contact the School of Education. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121), in the College of Arts and Sciences, or their equivalents, satisfy the requirement.

### ADVANCED PLACEMENT IN HISTORY

1. For AP scores of 1, 2, or 3 in U.S., European, or World History, no credit will be awarded by the department.

2. For AP scores of 4 or 5, the department awards four credits 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.

### INTERNATIONAL BACCALAUREATE

1. For a score of 6 or higher in History higher level Route 1, credit is given for HIST 111.

2. For a score of 6 or higher in History higher level Route 2, credit is given for HIST 102.

### INTERNSHIPS

For exceptional students, particularly those with a focus on Public History, the department offers credit-bearing internships in partnership with local archives and historical facilities. In the past, students have held placements at the Watchorn Lincoln Shrine, Smiley Library, Kimberly Crest, University Archives, and others. Interested students should contact the department chair for details.

### DEPARTMENTAL HONORS

A departmental honors program is available for exceptionally able and motivated students. Students with a cumulative GPA of 3.50 or better may initiate an application to take the program. Interested students must consult with the Department Chair for information about the application procedure and requirements. Application deadline is Monday of the fourth week of the first semester of the senior year. Ordinarily, students will take HIST 490 in the fall and HIST 499 in the spring semester of their senior year with their major research paper completed and thesis defended by the last day of spring semester classes.

### COURSE DESCRIPTIONS (HIST)

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.

### 111 Early Modern Europe.

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 Modern Europe.

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.

### 121 American History to 1877.

Fall (4), Spring (4).

This survey explores major themes in the development of American culture, economy, and politics from First Contact through Reconstruction. Topics include colonial encounters, the Revolutionary War, the rise of participatory democracy, slavery and the creation of race, the "Market Revolution," geographic expansion, and the Civil War and its aftermath.

### 122 American History since 1877.

Fall (4), Spring (4).

This survey explores major themes in the development of American culture, economy, and politics from the Civil War and its aftermath to the present. Topics include the rise of American empire; industrialization; urbanization and suburbanization; war; political and social reform and activism; mass culture and mass media; and the study of class, race, gender, and sexuality.

131 Latin American Civilizations.

Fall (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.

Spring (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 as needed.

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 as needed.

151 The African Experience Before 1800.

Fall (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.

185 Public History Internship.

Fall (1-4), Spring (1-4), May Term (1-3).

Independent internship overseen by faculty member in partnership with a local historical institution. Duties, responsibilities, opportunities, and availability will vary. Students will work in concert with public history professionals in an archive, museum, or other public history setting. Repeatable for a maximum of 6 credits.

Offered as needed.

Credit/no credit only.

200 History of Wine.

May Term (3).

The study of the history of wine as it has evolved from its origins over 5,000 years ago in Russia to its contemporary development in California. Instructing how best to develop the necessary skills to communicate and appreciate the emergence of wine as a focus of culture and lifestyle; hence the prerequisites.

Prerequisite: Must be minimum 21 years of age. Course fee applies.

215 History of Disability.

Fall (4), Spring (4).

This course examines the history of disability since 1500. Topics include the difference between early modern and modern understandings of sickness and health; the professionalization of medicine; disability and the nation-state; disability and modern warfare; eugenics in fascist and liberal societies; and the disability rights movement.

Offered as needed.

Numeric and Evaluation grade only.

216 Global Cinemas

Fall (4), Spring (4).

This course will examine the global history of cinema, from the silent to sound to digital ears. Topics include: nation-building, transnational conflict and consensus, class conflict, racial/ethnic consciousness and conflict, gender relations and norms, industrial organization, and an emerging global mass culture.

Offered as needed.

Numeric and evaluation grade options.

223 Anxiety, Race, and Empire: U.S. c. 1900.

Fall (4), Spring (4).

From 1876–1917, the U.S. experienced optimism and dismay over profound economic, demographic, cultural, and political changes. This course explores shifting conceptions of race and empire (both on the closing frontier and worldwide); mass media's development; and

questions of modernity, authenticity, and identity at the oft-bewildering dawn of the “American Century.”

Offered as needed.

#### 224 History of Sports in America.

Fall (4), Spring (4).

Examines historical development and shifting meanings of American sports from the colonial era through the present. We focus on links between sports and national identity, industrialization, religion, and urbanization; and the issues of race, class, gender, and sexuality on and off the field. We may even get in a few games ourselves.

Offered as needed.

#### 225 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.

#### 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.

#### 228 U.S. City and Suburb.

Fall (4).

Where and how Americans have chosen or have been forced by circumstance to live, work, and play and how this has changed over the last century will be the central focus. Topics include immigration, industrialization, urbanization, suburbanization, social reform, and activism.

Offered as needed.

#### 229 U.S. History on Film.

Fall (4), Spring (4), May Term (3).

Analyze history of U.S. film industry and society and explore the political, economic, social, and cultural meaning of film. Consider strengths and limits of film as a tool for understanding U.S. culture and history. Key themes: class; gender; and racial conflict and consciousness; and the rise of a mass consumer culture and American empire.

Offered as needed.

231 Brazil.

Spring (4).

Brazil since 1500 is examined in light of the struggle between economic development and political democracy. Special emphasis is 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), 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.

242 Modern Japan.

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 postwar economic miracle.

Offered as needed.

243 War and Society in Korean Films.

May Term (3)

Korea is both an ancient civilization and a geopolitical hot spot. South

Korea has transformed itself from an impoverished military dictatorship to a vibrant and wealthy democracy, while nuclear-armed North Korea generates international tensions through its militancy. This course provides an introduction to Korea through texts and films.

244 Hong Kong Cinema from Bruce Lee to Jet Li.

Spring (4).

Critical analysis of Hong Kong's history as global city and China's gateway to the world through texts and films by auteurs such as John Woo and Wong Kar-Wai: anti-colonial struggles; action stars as global icons; crime and punishment; identity politics; construction of masculinity and gender relations; immigrants and emigrants etc.

251 Mapping African History.

Fall (4), Spring (4).

A spatial approach to African history involving a critical examination of the relationships between space and history in Africa and the demonstration of those relationships through mapping. The use of GIS (geographic information systems) provides a wide range of tools to analyze a range of historical topics.

Offered as needed.

260 Topics in History.

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, and modern Africa. May be repeated for degree credit given a different topic.

265 Twentieth-Century Europe on Film

May (3).

This course examines twentieth-century European history through films and other primary sources. Key topics include World War I, the rise of fascism and communism, World War II, Cold War politics and cultures, and the fall of the Iron Curtain.

Numeri grade only.

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). Spring (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.

281 History of the Islamic Middle East (600-1800).

Fall (4), Spring (4).

History of Islam between the Nile and Oxus rivers, from the time of the Prophet Muhammad until the end of the 18th century. Themes include the earliest Muslim community, the question of leadership and sectarian divisions, non-Muslim communities living within Islamic society, mysticism, and women and the harem.

Offered as needed.

282 History of the Modern Middle East.

Fall (4), Spring (4).

This course is an introduction to the history of the Middle East from the early 19th century to the present. Topics include growing Western influence, changing interpretations of religion, origins and history of the Israel-Palestine conflict, and the role of the U.S. in the Middle East since World War I.

Offered as needed.

283 The Ottomans in Europe: Nationalism, Islam, and Empire.

Spring (4).

History of Ottoman society in Europe, from the 14th century to World War I. Emphasis on Ottoman integration of a wide diversity of religious, ethnic, and linguistic populations, as well as the challenges faced by the rise of nationalism in the 19th century, and the gradual disintegration of Ottoman rule.

Offered as needed.

**284 The Middle East on Film.**

May (3).

This course examines the depiction of the Middle East in popular Hollywood movies, as well as the history and culture of the region through the work of screenwriters and directors from countries such as Iran, Israel, Lebanon, and Turkey.

**290 Seminar in Historical Theories and Methods.**

Fall (4), Spring (4).

Overview of the study of history as discipline and practice, and as an approach to understand moral, social, economic, and political questions. This course covers historical theory, methodology, writing, and interpretation. Students will read and analyze historical literature and debates, write historiographic essays, and develop an emphasis in the major/minor.

**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.

Prerequisite: HIST 290.

Offered as needed.

**315 France and the World, 1750-present.**

Fall (4), Spring (4).

This course examines the history of France and the French Empire since 1750. Topics include the French and Haitian Revolutions, the industrial revolution and nineteenth-century culture, the colonization and decolonization of Algeria, the First and Second World Wars, and contemporary debates over immigration, religion, and race.

**318 Gender and Sexuality in Modern European History.**

Fall (4), Spring (4).

This course examines the history of gender and sexuality in Europe since 1750. Topics include the influence of the Enlightenment, the French Revolution, and the Industrial Revolution on the development of the new gender ideals, the "invention" of sexuality, the links between gender and empire, and the long sexual revolution.

**320 U.S. Cultural History.**

Fall (4).

Explores the nature and purpose of the historian's craft and the historical method through the rise of cultural history in modern U.S. Topics include the rise of industrial capitalism and growth of urban mass consumer culture and its output, including film and television.

**321 U.S. Civil War and Reconstruction.**

Spring (4).

This course analysis the cause, conduct, consequences, and memory of the U.S. Civil War and then the Reconstruction that followed. Topics include how various Americans understood, experienced, and documented the conflict and its aftermath and how the war shaped American culture, economy, and politics.

**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 of the state. Primarily for teaching credential students.

**324 Cold War America.**

Spring (4).

Explore how the Cold War has shaped U.S. (and global) economy, culture, politics, gender roles, media, and history. Topics include McCarthyism, nuclear politics, civil rights activism and backlash and Cold War literature.

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.

Prerequisite: HIST 290.

Offered as needed.

**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.

### 328 Gender, Media, and U.S. Culture.

Spring (4).

Study of gender and media theory and history in modern United States. Major themes include the evolution of the mass media, how this media both reflects and shapes gender roles and norms, and how gender norms and stereotypes have evolved and have also shaped U.S. media.

### 330 Rise of the Anglo-Atlantic World 1500–1815.

Fall (4), Spring (4).

Research seminar examining the development of the Anglophone Atlantic from the 16th through the 19th centuries as a maritime empire that bound together people, goods, and ideas from four continents centered on the Atlantic, while exploring the promise and perils of the “Atlantic turn” in historiography.

Offered as needed.

### 332 U.S. in the Era of Jefferson and Jackson.

Fall (4), Spring (4).

Examines the critical period in the early American republic, 1789–1850. Particular attention is given to the rise of popular democratic participation and the party politics, the development of race as a central line of division, and the economic and cultural processes by which the U.S. began to cohere as a nation.

Offered as needed.

### 343 China since 1949.

Fall (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 relationships with the United States and the former Soviet Union.

### 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), 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 and issues in Chicano history. May be repeated for degree credit given a different topic.

Offered as needed.

### 376 California Indian Seminar.

Spring (4).

The result of combining ethnography and history into ethno-history presents the Native American side of Indian-White relations in California. Using GIS tools of analysis and plotting permits mapping Indian movement in the mission system, revealing their agency and growing power in coping with European and American directed social change.

### 381 Mongol World Empire.

Fall (4), Spring (4).

Research seminar on the Mongol Empire, which stretched from Korea to Hungary in the 13th and 14th centuries. Topics include pastoral

nomadic origins; the life and legacy of Chinggis Khan; Mongol encounters with Chinese, Islamic, and Latin Christian societies; and the Mongols as brokers of cross-cultural exchange.

Offered as needed.

### 382 Religion and Politics in Iran.

Fall (4), Spring (4).

This course examines the relationship between religious and political authority in Iran. Focus is on the modern period. Topics include traditional Persian kingship, Shi'i Islam, the Constitutional Revolution of 1905–1911, the CIA-led coup of 1953, the Iranian Revolution of 1978–1979, and life in the contemporary Islamic Republic.

Offered as needed.

### 401 Advanced Reading Colloquium.

Fall (2). Spring (2).

Opportunity for students and instructor(s) to examine a historical problem or body of literature in a small, collaborative setting. Topic is open to interests of participants.

Prerequisite: by permission.

### 490 Capstone Research Seminar.

Fall (4).

This course serves as the culmination of the major. Each student will plan, research, draft, revise, and complete an original research paper of 18 to 20 pages, reflecting advanced historiographical understanding and skill under the guidance and with the approval of department faculty. Content will be driven by student projects.

Prerequisite: prior coursework in the major and senior standing or by instructor permission.

### 499 Honors Thesis in History.

Spring (2–4).

Students approved by the department continue the work done in HIST 490 to develop an extended, original Honors Thesis that seeks to break meaningful new ground in its research topic.

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## **HUMAN-ANIMAL STUDIES**

### **THE PROGRAM DIRECTOR**

Kathie Jenni, Philosophy

### **THE FACULTY ADVISORY COMMITTEE**

Wendy McIntyre, Environmental Studies

Catherine Salmon, Psychology

Lei Lani Stelle, Biology

### **THE FIELD OF STUDY**

Human-Animal Studies (HAST) is a rapidly growing interdisciplinary field devoted to examining and critically evaluating the relationships between humans and nonhuman animals: historical or contemporary, factual or fictional, real or symbolic, beneficial or detrimental. In exploring these relationships, we acquire a greater understanding of the ways in which animals figure in our lives and we in theirs. As our understanding of ecology and the fundamental interconnectedness of all living beings continues to grow, the importance of studying human-animal interactions becomes ever more evident.

All students with an interest in the interactions between humans and animals are encouraged to consider a Human-Animal Studies minor. This minor will have an especially practical use for students pursuing careers related to wild or domesticated animals in zoos, shelters, refuges, wildlife rehabilitation centers, laboratory science, veterinary medicine, conservation programs, or other settings.

### **ADVISING**

Students pursuing the minor must select a minor advisor as early as possible, and no later than when they declare the minor, to help them plan a coherent and balanced course of study. The minor advisor may be a member of the HAST Faculty Advisory Committee or any faculty member teaching a course in the HAST minor curriculum. Students should meet with the minor advisor at least once each semester, and the student and advisor should maintain regular contact with the HAST Advisory Committee to ensure a rich interdisciplinary experience. Since many of the courses in the minor have prerequisites, early planning is important.

#### THE MINOR

The minor in HAST consists of six (3 or 4 credit) courses: two foundation courses, three electives, and a practicum.

FOUNDATION COURSES: 2 courses/ 8 credits

One of the following courses:

- PHIL 212 Humans and Other Animals (4)
- PHIL 213 Animal Ethics and Policy (4)
- PHIL 211 Environmental Ethics (4)

AND

One of the following courses:

- BIOL 331 Ecology (4)
- BIOL 340 Conservation Biology (3–4)
- EVST 230 Biodiversity (4)
- EVST 305 Ecology for Environmental Scientists (4)
- BIOL 352 Animal Behavior (4)
- PSYC 350 Evolutionary Psychology (4)

ELECTIVE COURSES (3 courses): 3 courses/ 10–12 credits

The three electives may be selected from the following courses, with the requirements that (a) at least one course must be selected from the sciences and one from the humanities, (b) at least three disciplinary areas must be represented in the minor, and (c) no elective may duplicate a foundational course. One elective may be satisfied through a directed study in a HAST-related topic, subject to approval by the HAST Advisory Committee. No more than two courses in the minor may count toward the biology, environmental studies, or philosophy major.

ELECTIVE SCIENCE COURSES

- BIOL 103 Genetic Engineering: Issues and Techniques (3–4)



- BIOL 109 Contemporary Issues in Ecology (3-4)
- BIOL 331 Ecology (4) or BIOL 340 Conservation (3-4) or EVST 230 Biodiversity (4) or EVST 305 Ecology for Environmental Scientists (4)
- EVST 240 Global Environment (4)\*
- EVST 242 Food and Nature (4)
- EVST 245 Marine Environmental Studies (4)
- EVST 255 Ornithology (4)
- EVST 275 Conservation in Practice (4)
- EVST 300 Environmental World Views\* (4)
- PSYC 350 Evolutionary Psychology (4) or BIOL 352 Animal Behavior (4)

#### ELECTIVE HUMANITIES COURSES

- ENGL 161 (Studies in Literature) Art and Animal (3-4)
- EVST 215 American Environmental Literature (4)
- EVST 315 Environmental Non-Fiction (4)
- PHIL 110 Contemporary Moral Issues\* (4)
- PHIL 160 Introductory Topics in Philosophy\* (3-4)
- PHIL 260 (Topics in Philosophy) Animals and Science (4)
- PHIL 211 Environmental Ethics (4)

\* Assuming HAST-related topics

If one in this cluster is taken as a foundational course, none of the other(s) may count as an elective.

#### THE PRACTICUM

1 course/ 3-4 credits

Students must complete a practicum (3-4 credits), ideally undertaken after the completion of other HAST coursework in the spirit of a capstone. The practicum may take the form of any experiential project involving animals that is overseen by Redlands faculty and approved by the Advisory Committee.

Thus, for example, one may fulfill the practicum through completion of:

- PHIL 121 Animal Ethics and Service (3)
- Any course with Redlands faculty that involves experiential learning involving animals
- Community Service Learning activities conjoined with HAST faculty oversight in the form of a directed study
- Fieldwork via Environmental Study Abroad programs conjoined with HAST faculty oversight
- An internship in a HAST-related organization with HAST faculty oversight in the form of a directed study.

Completion of a critical written reflection on the practicum (10–15 pages) integrating insights from three disciplinary areas within the minor is required for completion of the practicum requirement. The instructor overseeing the practicum will supervise completion of the reflection, in consultation with the Advisory Committee, with the aim of ensuring application and integration of learning from at least three disciplinary areas.

#### NEGOTIABLE COURSES

Appropriate additional courses and directed studies from a variety of departments may be counted toward the HAST minor. To be eligible, a course must include significant attention to Human-Animal relationships and offer the opportunity to focus a research paper or project on related issues.

Students should discuss the potential of a course counting toward the minor with the instructor as early as possible (ideally, before the course has begun) and negotiate special assignments or projects in consultation with the instructor and the HAST Advisory Committee early in the semester. Negotiable courses must be approved by the Advisory Committee for credit toward the minor.

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## **INTERNATIONAL RELATIONS**

### **THE PROGRAM DIRECTOR**

Kimberley Coles, Sociology and Anthropology

### **ADVISORY COMMITTEE**

Graeme Auton, Political Science

Francis Bright, French

Nate Cline, Economics

John Glover, History and Spatial Studies

Eric McLaughlin, Political Science

Patrick Wing, History

The International Relations program emphasizes an interdisciplinary approach to understanding the complexity of factors that influence global interactions. It is increasingly difficult to understand local, regional, and national developments without a grasp of their global context. The program does not privilege a single approach, but rather is designed knowing that the interests of states, markets, transnational organizations, and cultural communities are inextricably linked, and thus must be systematically viewed together in order to address issues of security, diplomacy, sustainability, and development.

### **THE MAJOR**

The International Relations major offers a conceptual vision and practical skills in written and spoken languages that will allow our graduates to find and create meaning in an interconnected world where people around the world are affected by a vast array of linkages that

cross and perhaps reject geographic and political boundaries. Students take issue and theory-based foundation courses in global studies as well as economics, political science, cultural anthropology, and history; two courses emphasizing social science methodologies; and at least four electives in a concentration. Students are also required to acquire aptitude in a non-English language and are strongly encouraged and supported to engage in international/global internships, field experiences, or study abroad for one semester.

The major consists of a minimum of 48 credits selected in consultation with an advisor. A minimum of 28 credits for the major must be taken at the University of Redlands.

### OUR CONCENTRATIONS

Global Political Economy and Economic Development (GPED).

This concentration focuses on the economics and political economy of international trade, finance, and development. It examines applied and theoretical aspects of past and current approaches towards international political economy, with particular emphasis on the role of global institutions (such as the World Bank, International Monetary Fund, and specialized agencies of the United Nations system), various regional arrangements, and non-governmental entities (such as NGO's and transnational corporations) in driving and managing the increasing economic interdependence among countries. In this concentration students may also explore the relationship between domestic and international political-economic interests, doctrines and practices that have characterized the field of economic development, and current efforts to foster economic development around the world.

Global Environment, Health, and Natural Resources (GEHN).

This concentration focuses on the environmental, health, and resource issues that manifest within the global commons as well as in less-developed or emerging economy countries. It explores environmental issues, as well as environmental and resource economics, the economic and environmental impact of globalization, and the role of the World Bank, United Nations Development Program and United Nations Environment Program, and the social, economic, and political dimensions of health and health services.

Global Institutions and Society (GLIS).

This concentration focuses on global civil society issues, including questions of race, development and humanitarian aid, ethnonational

conflict, gender, social movements, and democratization. It examines the power and influence of non-state actors including supranational organizations, non-governmental organizations, international law, international corporations, as well as sub-national socio-political groups and interests.

#### International Politics, Peace, and Security (IPPS).

This concentration focuses on the analysis of conflict within and across national borders and efforts by state actors to reduce threats and promote a peaceful and safe world. Courses may interrogate the political and security relationships among sovereign states, global and regional balances of power, “traditional” and “non-traditional” security threats such as terrorism, regional security issues, foreign policy and national security policymaking, and international security and arms control.

Learning outcomes for the program may be found at [www.redlands.edu/BA-IR/learning-outcomes](http://www.redlands.edu/BA-IR/learning-outcomes).

#### BACHELOR OF ARTS

Students who choose to major in International Relations must complete the following minimum requirements (48 credits).

#### FOUNDATION: 2 courses/ 8 credits

- IR 201 Introduction to International and Global Studies (4)
- IR 200 International Relations Theory (4)

#### INTERDISCIPLINARY CORE: 3 courses/ 12 credits

- HIST 102 World History since 1450 (4)
- SOAN 102 Introduction to Cultural Anthropology (4)
- ECON 100 Economics & Society (4) or ECON 101 Principles of Economics (4)

\*\*Students choosing the Global Political Economy and Economic Development concentration should take ECON 101.

#### METHODOLOGIES: 2 courses/ 7–8 credits

Two courses from different departments and programs. These should be classes that include the following:

- ECON 202 Game Theory (4)
- ECON 310 Research Methods in Economics (2)
- EVST 399 Research Methods for Environmental Scientists (4)
- HIST 290 Seminar in Historical Theories and Methods (4)
- POLI 200 The Study of Politics (4)
- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)
- POLI 203 Playing Politics (3)

- SOAN 300 Research Methods and Design (4)
- SOAN 301 Fieldwork and Ethnographic Methods (4)
- SOAN 303 World Ethnographies (4)
- SOAN 305 Mapping People Mapping Place (4)
- SPA 110 Introduction to Spatial Analysis and GIS (4)
- or other courses approved by the advisor

CONCENTRATION: 4 courses/ 16 credits

Choose four courses to take within a concentration. No more than one may be a lower division course. Courses must be taken from at least two, and preferably three, different departments. Students negotiate the appropriate classes with their advisors; sample courses and pathways are shown in alpha order below.

GLB 228, GLB 336

ECON 205, ECON 221, ECON 222, ECON 240, ECON 424, ECON 455

EVST 242, EVST 260 (with approval), EVST 300, EVST 391

HIST 112, HIST 131, HIST 142, HIST 152, HIST 231, HIST 232, HIST 240,

HIST 242, HIST 251, HIST 260, HIST 272, HIST 274, HIST 282, HIST

311, HIST 330, HIST 343, HIST 344, HIST 354, HIST 381, HIST 382

POLI 207, POLI 220, POLI 226, POLI 230, POLI 244, POLI 250, POLI

322, POLI 325, POLI 332, POLI 337, POLI 345, POLI 346, POLI 354,

POLI 362 (with approval), POLI 364, POLI 464

SOAN 221, SOAN 222, SOAN 232, SOAN 256, SOAN 257, SOAN 259,

SOAN 281, SOAN 325, SOAN 326, SOAN 337, SOAN 348, SOAN 349,

SOAN 405, SOAN 406

REST 334

CAPSTONE: 1 course/ 4 credits

- IR 400 International Relations Capstone (4)

RELATED FIELD REQUIREMENT:

FOREIGN LANGUAGE

Pass at least one course at or above the 300-level in a non-English language

THE MINOR

Students who minor in International Relations complete four foundation courses as well as at least two courses in a single concentration. International Relations minors meet non-English language requirements equivalent to passing a class at the 200-level. The critical thinking and research skills developed in the International Relations minor complements any number of major programs, giving

students the tools to understand the processes underlying global interactions and their consequences.

#### FOUNDATION AND INTERDISCIPLINARY CORE

4 courses/ 16 credits

- IR 201 Introduction to International and Global Studies (4)
- IR 200 International Relations Theory (4)

And two of three Interdisciplinary Core Courses:

- HIST 102 World History since 1450 (4)
- SOAN 102 Introduction to Cultural Anthropology (4)
- ECON 100 Economics & Society (4) OR ECON 101 Principles of Economics (4)

#### CONCENTRATION

2 courses/ 8 credits

Select one concentration area and complete two courses within that concentration; no more than one may have lower division designations. Courses in the concentration must be taken from at least two departments.

#### RELATED FIELD REQUIREMENT:

Foreign Language: Pass at least one course at or above the 200-level in a non-English language.

#### INTERNSHIPS, FIELD EXPERIENCES, AND/OR STUDY ABROAD

The program encourages all International Relations majors to practice their skills in an applied setting, when at all possible for at least one semester. This may take the form of study abroad where students gain cross-cultural experience living, working, and/or studying with residents and citizens of other countries. Similarly, internships and field experiences through May Term, summer research, or semester-long experiences are also encouraged.

#### SIGMA IOTA RHO

SIR is the nation-wide Honor Society for International Relations, International Studies, and Global Studies. "The purpose of Sigma Iota Rho shall be to promote and reward scholarship and service among students and practitioners of international studies, international affairs,

and global studies and to foster integrity and creative performance in the conduct of world affairs.” Our chapter serves as a co-curricular community for IR students.

## DEPARTMENTAL HONORS

Only students with a GPA of 3.5 or higher in the major are eligible for departmental honors. Eligible students may earn honors through the successful completion of an original Honors Thesis which breaks meaningful new ground in its research topic. Exceptional students are encouraged to initiate an application with the program chair.

## COURSES IN THE CONCENTRATIONS

Possible courses for each concentration within International Relations are listed; however, there will be other courses whose topics fall within the scope of the concentration. Students should discuss all concentration course choices in consultation with their advisor, as well as any topics courses not listed and relevant Study Abroad programs/courses.

### Global Political Economy and Economic Development (GPED)

- ECON 222 International Political Economy
- SOAN 222 Development and Change in the Americas
- HIST 344 The Pacific Rim: Economic Dynamism and Challenge for America
- POLI 322 Political Change
- GLB 336 International Business
- ECON 424 International Economics

### Global Environment, Health, and Natural Resources (GEHN)

- EVST 242 Food and Nature
- POLI 207 Environmental Politics and Policy



- PHIL 215 Bioethics: Doctors and Patients
- EVST 391 Environmental Hydrology
- REST 334 Native American Environmental Issues
- ECON 455 Environmental Economics

#### Global Institutions and Society (GLIS)

- ECON 221 Economics of Development
- SOAN 256 Middle Eastern Women
- HIST 330 Rise of the Anglo-Atlantic World 1500-1815
- SOAN 326 Charity and Helping Others
- SOAN 405 Israeli-Palestinian Conflict

#### International Politics, Peace, and Security (IPPS)

- HIST 152 The Emergence of Modern Africa
- ECON 221 Economics of Development
- POLI 226 Middle East and African Politics
- POLI 244 International Security
- POLI 346 Foreign Policies of Russia and the Former Soviet States
- SOAN 337 Ethnicity, Nationalism, and Conflict

#### COURSE DESCRIPTIONS (IR)

200 International Relations Theory.

Fall, (4), Spring (4).

Exploration of international relations theory, focusing on ideas and concepts that have been invoked to explain forces at work in interstate

politics and the global system. Topics include political realist, liberal, constructivist, and feminist approaches to international relations theory, foreign policy, and national security decision making. Required of all International Relations majors.

#### 201 Introduction to International and Global Studies.

Fall (4).

An interdisciplinary introduction to the contemporary world that focuses on the ideological, political, economic, and cultural dimensions of modernity. The class considers the principal actors, institutions, processes, and power relations that have shaped the challenges and opportunities associated with globalization and international relations. Required of all International Relations majors.

Numeric and Evaluation grade only.

#### 350 Translation and Interpretation Workshop.

Spring (4).

Translation provides a bridge between diverse peoples in an increasingly globalized world, and allows people to access knowledge, services and resources that they desperately need. This course will unlock students' understanding of the structures, uses, and etymologies of foreign languages and English, and help them cross cultural, national, and ethnic boundaries.

Prerequisite: One 300-level foreign language course or permission of instructor.

Offered as needed.

#### 400 International Relations Capstone.

Spring (4).

An interdisciplinary research seminar for International Relations majors in which students examine common issues in international relations

from their various areas of expertise and then produce a major research project. Required of all majors.

Prerequisite: IR 200 or by permission.

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## **LATIN AMERICAN STUDIES**

### **THE DIRECTOR**

Barbara Conboy Communication Sciences & Disorders

### **THE ADVISORY COMMITTEE**

Ivonne Gordon Vailakis, Spanish

Shana Higgins, Library

Daniel Klooster, Environmental Studies

Liesder Mayea, Spanish

Sara Schoonmaker, Sociology and Anthropology

Patricia L. Wasielewski, Women, Gender, and Sexuality Studies/  
Sociology and Anthropology

Steve Wuhs, Political Science

### **THE MAJOR**

Latin American Studies allows students to bring together knowledge from environmental studies, the humanities, and the social sciences to build a foundation in the cultural, economic, environmental, geographical, historical, literary, and political contexts of Latin America. In addition to breadth in Latin American Studies through coursework in multiple disciplines, the program also emphasizes depth in understanding through concentration in a focused problem, topic, area, discipline, or method. Students develop significant language skills, cross-cultural understanding, an interdisciplinary approach, and the ability to incorporate Latin American perspectives in their analysis of fields including art, development, environmental conservation, history, literature, and politics. Both a major and minor are offered.

Learning outcomes for this program may be found at [www.redlands.edu/BA-LAST/learning-outcomes](http://www.redlands.edu/BA-LAST/learning-outcomes).

Graduates in Latin American Studies will:

- Communicate competently in Spanish or another language from Latin America.
- Examine their core interest through two or more disciplinary approaches.
- Draw connections between the unifying elements of the Latin American Experience and their manifestations in particular regions, countries, and cultures.
- Articulate the ways in which an immersion experience altered their understanding of Latin America.

## MAJOR REQUIREMENTS

### SPANISH-LANGUAGE REQUIREMENT

All students majoring or minoring in Latin American Studies must achieve communicative competence in Spanish or another language from Latin America. We require satisfactory completion of SPAN 202 or demonstrated proficiency in Spanish at this level. Demonstrated competence in a Latin American language other than English may be substituted for Spanish under exceptional circumstances.

### STUDY ABROAD REQUIREMENT

A semester-long program of study abroad in Latin America or other Latin American immersion experience, such as significant interactions with Latin American immigrant communities in the USA, is required for all majors and minors, and can both count toward the program's language requirement and concentration courses. Students should consult their Latin American Studies advisor, the Director, and the University's Office of Study Abroad for program options.

### CAPSTONE EXPERIENCE

Majors are required to complete a culminating project in Latin American Studies, such as a portfolio of work and reflections, or a substantial project reflecting the learning outcomes of the major. The project should be completed while the student is enrolled in an upper-division seminar or capstone taught by a program committee member, preferably during the Fall semester of the senior year.

### BACHELOR OF ARTS

The major in Latin American studies consists of 12 courses (48 credits).

1. CORE COURSE: 1 course/ 4 credits

-- LAST 101 Introduction to Latin America (4)

2. METHODS COURSE: 1 course/ 4 credits

Majors must take one methods course from the approved list, or another course approved by the LAST advisor or director. Methods courses without Latin American content may be used to fulfill the methods requirement, but do not count toward the credits needed to complete the major. Students are advised to use courses from their content areas for additional appropriate methods to build depth in the major. Note: many of these courses have prerequisites, so students should plan accordingly. The following are some suggested courses, but not a complete list of those that may count for this requirement. Consult the LAST advisor or director if you have questions.

-- ENGL 201 Critical Reading (4)

-- EVST 235 Environmental Impact Assessment (4)

-- EVST 399 Research Methods and Design (with focus on Latin America) (4)

-- MATH 111 Elementary Statistics with Applications (4)

-- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)

-- POLI 200 The Study of Politics (4)

-- SOAN 300 Research Methods and Design (4)

-- SOAN 301 Fieldwork and Ethnographic Methods (4)

-- SPA 110 Introduction to Spatial Analysis and GIS (4)

-- SPAN 410 Introduction to Spanish Linguistics (4)

-- WGS 330 Feminist Research Methods (4)

3. CONTENT AREAS: 8 courses/ 32 credits

LAST majors must take eight courses, distributed across three content areas: Environmental Studies, the Humanities, and the Social Sciences (see the list of "Content Area Courses" below). To demonstrate breadth, at least one course must be taken from each content area. To demonstrate depth, LAST majors develop, in consultation with the LAST advisor, thematic, regional, or disciplinary emphases based on at least four courses, structured around their interests and experiences. Study abroad courses apply to specific content areas at the discretion of the LAST advisor or director.

4. ELECTIVES: 2 courses/ 8 credits

In addition to the above requirements, LAST majors must take another two courses. These include courses such as LAST 400 (Capstone in Latin American Studies), LAST 431/SOAN 431, POLI 495, directed

independent studies, additional methods classes, and other electives falling into a content area.

## MINOR REQUIREMENTS

### SPANISH-LANGUAGE REQUIREMENT

All students majoring or minoring in Latin American Studies must achieve communicative competence in Spanish or another language from Latin America. We require satisfactory completion of SPAN 202 or demonstrated proficiency in Spanish at this level. Demonstrated competence in a Latin American language other than English may be substituted for Spanish under exceptional circumstances.

### STUDY ABROAD REQUIREMENT

A semester-long program of study abroad in Latin America or other Latin American immersion experience, such as significant interactions with Latin American immigrant communities in the USA, is required for all majors and minors, and can both count toward the program's language requirement and concentration courses. Students should consult their Latin American Studies advisor, the LAST director, and the University's Office of Study Abroad for program options. The minor in Latin American Studies consists of six courses emphasizing breadth in Latin American Studies.

1. CORE COURSE: 1 course/ 4 credits

-- LAST 101 Introduction to Latin America (4)

2. CONTENT AREA AND METHODS COURSES: 5 courses/ 18-20 credits

Minors must take an additional five LAST, cross-listed, or study-abroad courses approved by the LAST advisor or director. At least two of the three LAST content areas (Environmental Studies, the Humanities, and the Social Sciences) must be represented by at least one course. Study abroad courses apply to specific content area at the discretion of the LAST advisor or director.

SUGGESTED CONTENT AREA COURSES FOR THE MAJOR AND MINOR (OTHER COURSES, SUCH AS STUDY ABROAD COURSES AND OTHER ELECTIVES, MAY BE SUBSTITUTED WITH THE LAST PROGRAM DIRECTOR'S APPROVAL)

Environmental Studies Content Area

-- EVST 220 Physical Geography (with a focus on Latin America) (4)

-- EVST 242 Food and Nature (4)

- EVST 250 Environmental Design Studio I (3)
- EVST 335 Environment and Development (4)
- EVST 276 Market-Based Conservation Policy (4)
- EVST 350 Environmental Design Studio (Travel Course in Latin America) (3)

#### Humanities Content Area

- ENGL 239 Chicano/a Literature (4)
- HIST 131 Latin American Civilizations (4)
- HIST 376 Californian Indian Seminar (4)
- LAST 140 Race, Ethnicity, and Gender in Latin American History (4)
- LAST 150 History of Race in Americas (4)
- LAST 220 Latin American Cinema (3-4)
- SPAN 360 Travel/Study in Ecuador (3)
- SPAN 424 Introduction to Hispanic Literature (4)
- SPAN 425 Spanish-American Civilization & Culture (4)
- SPAN 427 Survey of Spanish-American Literature (4)
- SPAN 440 Spanish-American Narrative (4)
- SPAN 441 Hispanic Women Novelists (4)
- SPAN 442 Latin American Literature of the 20th Century (4)
- SPAN 450 Hispanic Poetry: Genres (4)
- SPAN 452 Hispanic Theater (4)

#### Social Science Content Area

- CDIS 260 Travel/Service Learning in Latin America (3)
- POLI 230 Latin American Politics and Development (4)
- POLI 362 Special Topics in Comparative Politics. (4)
- POLI 462 Advanced Seminar in Comparative Politics (with focus on Latin America) (4)
- POLI 495 Political Science Capstone (with focus on Latin America) (4)
- LAST 310 The Making of Modern Mexico (4)
- LAST 431/SOAN 431 "Drug Wars" in the Americas (4)
- REST 260 Chican@/Latinx Identity, Community & Politics (4)
- SOAN 222 Development and Change in the Americas (4)
- SOAN 257 Latin American Societies and Cultures (4)
- SOAN 269 Travel/Study in Sociology and Anthropology (3)
- SOAN 322 The Border and Beyond
- SOAN 360 Topics in Sociology (4)

#### ADVISING

Both major and minor students must have a faculty advisor in the LAST program. They can choose from the director 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 toward the completion of the major or minor. Students should consult with their Latin American Studies advisor or the LAST 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.

### COURSE DESCRIPTIONS (LAST)

101 Introduction to Latin America.

Fall (4), Spring (4).

Explores the history, environment, and diversity of human cultures shaping Latin America. Untangles the interrelationships between Latin American regions and global systems, including conquest, colonialism, and globalization. Takes a geographical approach, synthesizing the influence of environment, culture, technology, history, and the influence of power at various scales.

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.

Offered as needed.

150 History of Race in 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 19th and 20th centuries.

Offered as needed.

160 Special Topics.

Fall (4), Spring (4).

Topics of current interest in Latin American Studies. May be repeated for degree credit, given a different topic, for a maximum of 8 credits.

#### 220 Latin American Cinema.

Fall (4), Spring (4).

Explores the constitution of Latin American cultural identity through film, both features and documentaries. Topics covered may include relationship between film production and the state, national identity, class, race and ethnicity, gender, concerns about historical representations, and the use of film as a tool for social change.

Offered as needed.

#### 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 12 credits.

#### 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.

#### 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.

#### 400 Capstone in Latin American Studies.

Fall (4).

This course integrates the interdisciplinary work of Latin American Studies majors and minors, including their on-campus classes and study abroad coursework. Students engage in the production and consumption of original research in Latin American Studies and begin

to plan post-collegiate professional lives as Latin Americanists.

Prerequisite: LAST 101.

Offered as needed.

431 "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.

Prerequisite: LAST 101 or SOAN 100 or SOAN 102 or POLI 111 or POLI 123.

Offered as needed.

Not open to students who have received credit for SOAN 431.

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## **LIBERAL STUDIES**

### **THE PROGRAM DIRECTOR**

Katherine Hickey, Music

### **THE FACULTY COMMITTEE**

Janet Beery, Mathematics

John Glover, History

Nicol Howard, School of Education

Heather King, English

Jose Lalas, School of Education

Francisco Silva, Psychology

Debra Van Engelen, Chemistry

### **THE MAJOR**

Liberal Studies (LBST) is an interdisciplinary program composed of a double major for students interested in earning a Single Subject Teaching Credential or a Multiple Subject Teaching Credential for teaching grades K–8. The Liberal Studies core consists of a sequence of LBST courses that introduce prospective teachers to the field, expose them to philosophical and theoretical foundations of education from a variety of disciplinary perspectives, and prepare them to propose and implement research projects in education. Subject-matter coursework in the Liberal Studies degree is designed to achieve the subject matter breadth that is required to teach at the K-8 level. Completion of subject matter courses in seven content areas satisfies some of the Liberal Arts Inquiry Requirements for graduation from the University of Redlands. The courses prepare students for the multiple subjects test in the

California Subject Examination for Teachers (CSET; formerly MSAT or Multiple Subject Assessment for Teachers) required under federal and state mandates.

## SECOND MAJOR REQUIREMENT

The Liberal Studies degree requires a second major of the student's choosing for disciplinary depth. Interdisciplinary majors are also available to the student. By selecting and completing a second major, 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 that will provide the foundation for supplementing a Multiple Subject Teaching Credential with teaching a Single Subject at the secondary level or one that will lead to a second profession or graduate study. Common second majors include Biology, Chemistry, Communication Sciences and Disorders, English Literature, Environmental Science, History, Mathematics, Psychology, and Spanish.

Students may enter the School of Education to begin credential coursework while completing a B.A. in Liberal Studies. Some course prerequisites for admission to the teaching credential program in the University's School of Education are satisfied within the Liberal Studies major. Academic advising for undergraduate students interested in becoming LBST majors is coordinated through the Liberal Studies program in the College of Arts and Sciences. Students who plan to be teachers should seek early advising by the Liberal Studies Program, followed by consultation with the School of Education.

Learning outcomes for this program may be found at [www.redlands.edu/BA-LBST/learning-outcomes](http://www.redlands.edu/BA-LBST/learning-outcomes).

## BACHELOR OF ARTS

### REQUIREMENTS

All Liberal Studies core courses and the subject matter courses must be at least 3 credits and must be completed with a grade of 2.0 or higher. Students with recommended placement in advanced courses in any discipline are encouraged to enroll accordingly.

All course substitutions or equivalences 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.

**1. LIBERAL STUDIES CORE COURSES: 4 courses/ 16 credits**

- LBST 101 Introduction to Education (4)
- LBST 201 Studies in Education (4)
- LBST 301 Inquiry and Analysis in Education (4)
- LBST 401 Senior Research Seminar in Education (4)

**2. SUBJECT-MATTER COURSES**

The following courses are required Subject Matter courses for the Liberal Studies degree. The courses are the most appropriate choices for fulfilling the respective LAI or LAF relative to the state's teaching content standards.

7 courses/ 26–27 credits

- EDUG 331 Child Development (3)
- HIST 122 American History Since 1877 (4)
- ENGL 207 Children's Literature (4) or any 200-level English course
- MUS 118 Teaching Music in the Classroom (4)
- MATH 102 Explorations of Mathematics for Prospective Educators (4) (Prerequisite: MATH 101 Finite Mathematics)
- BIOL 107 Concepts of Biology (3–4)
- CHEM 102 Introduction to Chemistry of the Environment (4)

Course substitution must be approved by the Liberal Studies Director.

**ADDITIONAL RECOMMENDED COURSES**

- EVST 220 Physical Geography (4)
- PHYS 103 General Astronomy (4)
- POLI 111 Introduction to American Politics (4) Meets California Constitution requirement
- HIST 101 World History to 1450 (4) or HIST 102 World History since 1450 (4) or HIST 121 American History to 1877(4)
- PE 310 Instructional Strategies for Physical Education (4)
- PHIL 100 Introduction to Philosophy (4)
- PSYC 100 Introduction to Psychology (4)
- REL 125 Introduction to World Religions (4)
- SPCH 110 Fundamentals of Speech (4)
- THA 140 Acting Fundamentals (4)
- Foreign Language—To be chosen by student

**SECOND MAJOR**

The course of study is subject to the guidelines set forth by the program in which the second major is taken. The second major must be declared before registration for the junior year.

## DEPARTMENTAL HONORS

A departmental honors program in Liberal Studies is available for those students who wish to pursue advanced undergraduate research in education. Students must have a cumulative University of Redlands GPA of at least 3.6 to apply to the program. Successful completion of LBST 301 or its equivalent is also a prerequisite to apply to the program. University guidelines for Honors Projects apply to all projects. Applicants are encouraged to submit a thesis proposal to the program director by the end of the Spring semester of their junior year. The deadline to apply for the honors program is October 15 in the fall semester of the senior year. The final draft of the Senior Honors Project must be presented to the Honors committee by the end of February; award forms signed by the committee must be in the Registrar's Office no later than one month prior to graduation. The project includes an oral defense of the Honors Project in early March; final written project must be completed by mid-March.

## COURSE DESCRIPTIONS (LBST)

101 Introduction to Education.

Fall (4), Spring (4).

An introduction to the many aspects of the teaching profession, this course will prepare students to integrate the different subject matters of the Liberal Studies curriculum into a developing personal philosophy and practice of education. Includes an introduction to classroom observation and fieldwork. Numeric grade only.

170 Directed Study.

270 Directed Study.

Fall (2-4), Spring (2-4).

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.

Credit/no credit grade only.

201 Studies in Education.

Fall (4), Spring (4).

An introduction to research, educational philosophy and practice as it relates to specific subject-matter areas. This course allows students the opportunity to relate their own educational experiences and knowledge of disciplinary subject matter to their developing philosophy of education. Topics of focus may vary. Community service component

included.

Prerequisite: LBST 101 or by permission of department chair.

301 Inquiry and Analysis in Education.

Fall (4), Spring (4).

Research enables educators to improve teaching, to measure teaching effectiveness, and to determine how schools are funded and administered. Students are introduced to research techniques and develop proposals for educational research. Topics of focus may vary.

Prerequisite: LBST 201 or by permission.

370 Advanced Directed Study.

470 Advanced Directed Study.

Fall (2–4), Spring (2–4).

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.

Credit/ no credit grade only.

401 Senior Seminar in Education.

Fall (4), Spring (4).

Students conduct research in education under the guidance of experts in the discipline and complete their portfolios. Students will gain knowledge of the professional research process and put that knowledge into practice. Students will be encouraged to consult professionals in the field of their research, providing valuable career contacts.

Prerequisite: LBST 301 or by permission.



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## **MATHEMATICS**

### THE FACULTY

Janet L. Beery

James Bentley

Joanna Bieri

Richard N. Cornez

Elizabeth Doolittle

Deon Garcia

Alexander Koonce

Steven Morics

Tamara Veenstra

### THE MAJOR

The Bachelor of Science degree in mathematics offers both breadth and depth in mathematical preparation appropriate for graduate studies or careers 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 elective courses appropriate to their educational interests and goals.

Students declaring a mathematics major are required to have a 2.3 cumulative GPA in the sophomore core mathematics sequences (MATH 201, or MATH 204, MATH 221, MATH 241). In order for students to maintain satisfactory progress toward graduation in four years, students should have successfully completed MATH 201, or MATH 204, MATH 221, and MATH 241 by the end of their sophomore year. In order for transfer students to graduate in two years after matriculation to the

University of Redlands, they need to have completed the Calculus sequence (I, II, and III) and Linear Algebra prior to transferring to Redlands; additionally, a course in discrete mathematics or introduction to proofs is highly recommended.

Learning outcomes for this program may be found at <http://www.redlands.edu/BS-MATH/learning-outcomes>.

## BACHELOR OF SCIENCE

CORE REQUIREMENTS: 5 courses/ 19-20 credits

- MATH 122 Calculus II (4) (except for those mathematics majors who begin the calculus sequence with MATH 221)
- MATH 201 Discrete Mathematical Structures (4) or MATH 204 Conjecture and Proof in Discrete Mathematics (3)
- MATH 221 Calculus III (4)
- MATH 241 Linear Algebra (4)
- MATH 459 Senior Research Seminar (4)

MATHEMATICAL REASONING REQUIREMENTS: 2 courses/ 8 credits

At least two courses from, with at least one numbered 321 or above.

- MATH 245 Number Theory/History of Mathematics (4)
- MATH 251 College Geometry (4)
- MATH 321 Real Analysis (4)
- MATH 341 Abstract Algebra (4)

MATHEMATICAL APPLICATIONS REQUIREMENTS: 1 course/ 4 credits

At least one course from

- MATH 311 Probability (4)
- MATH 331 Numerical Analysis (4)
- MATH 338 Partial Differential Equations (4)

ELECTIVES REQUIREMENTS: 4 courses/ 14-16 credits

Four additional courses from

- MATH 201 Discrete Mathematical Structures (4) and above. At most two of MATH 208, MATH 231, or MATH 212 may count toward the major. If taken as part of a second major, one of MATH 208, MATH 231, or MATH 212 can be replaced with ECON 202, ECON 400, ECON 401; PHYS 331, PHYS 332, PHYS 341, PHYS 344; CHEM 331, CHEM 332; any CS course at the CS 111 level and above (except CS 301); PHIL 151 (4 credits).

**UPPER DIVISION REQUIREMENTS: 3 courses/ 12 credits**

Beyond the mathematical core requirements, a total of 3 courses taken in the major must be numbered above MATH 300, not including MATH 459.

**RELATED FIELD REQUIREMENTS: 4 courses/ 16 credits**

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, or a course in a structured 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 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.

The following courses are recommended for students interested in obtaining the California Single-Subject Teaching Credential:

- MATH 245 Number Theory/History of Mathematics (4)
- MATH 251 College Geometry (4)
- MATH 311 Probability (4)
- MATH 312 Mathematical Statistics (4)
- MATH 321 Real Analysis (4)
- MATH 341 Abstract Algebra (4)

In addition, students seeking a Single-Subject 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 Credential Program. See the School of Education section of this Catalog for details.

The Department of Mathematics recommends that students seeking a California Single-Subject Teaching Credential in mathematics complete a minor in another academic area commonly taught in secondary schools.

**THE MINOR**

A minor in mathematics consists of 6 courses/ 23–24 credits

- MATH 121 Calculus I (4)

-- MATH 122 Calculus II (4)

-- MATH 221 Calculus III (4)

At least one course from

-- MATH 201 Discrete Mathematical Structures (4)

-- MATH 204 Conjecture and Proof in Discrete Mathematics (3)

-- MATH 241 Linear Algebra (4)

-- MATH 300 level and above

Two additional courses from

-- MATH 201 and above, to include at most one of MATH 208, MATH 212, MATH 231.

## ADVANCED PLACEMENT IN MATHEMATICS

### CALCULUS AB OR BC.

Students who attain BC scores of four or AB scores or AB sub-scores of four or five automatically receive 4 credits for MATH 121. Students with a BC score of five receive 4 credits for MATH 121 and 4 credits for MATH 122. Statistics students who attain scores of four or five receive 4 credits 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. Honors students are required to take a minimum of 4 courses above MATH 300, not including MATH 459, and must maintain a cumulative GPA of 3.45 or higher in their mathematics courses and overall. Interested students should consult during their junior year with a mathematics faculty member for information about procedures 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 is determined based on either SAT/ACT scores (for MATH 100 and MATH 101) or a placement exam (for MATH 118, MATH 119 or MATH 121) completed prior to the start of classes. Students with AP Calculus credit are placed into a mathematics class based on a faculty interview. Students who do not place into a University of Redlands

mathematics course required for a general education (LAF or LAI as appropriate) or academic program requirement will be placed in a 1-credit preparatory mathematics laboratory course as follows:

-- MATH 001L prepares students for MATH 100 or MATH 101.

-- MATH 002L prepares students for the MATH 118–MATH 119 sequence.

Placement in a course with prerequisites does not constitute a course challenge to any of the prerequisite courses.

#### 100 Mathematics for the Real World.

Fall (4), Spring (4).

Selections from both historical and current topics in mathematics are included in this general interest course. Topics may include the mathematics of voting and power, fair division and apportionment, population growth, finance, management science and art.

#### 101 Finite Math.

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 calculus.

Prerequisite: MATH 001L or placement at MATH 100/101 level.

#### 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. Not recommended for first-year students.

Prerequisite: MATH 101 and LBST 101.

#### 107 Math of Origami.

May Term (3).

Introduction to mathematical analysis of paper folding. Topics include geometric analysis of designs, constructing and analyzing polygons and polyhedra, Euler's formula for polyhedra, three and four colorability criteria, Hamilton cycles, and theorems about when an origami crease pattern will fold flat.

Prerequisite: completion of Mathematics Placement Exam at Math 100

or MATH 101 level or higher, or by permission.

Prerequisite: Mathematics placement at MATH 100 / 101 level or by permission.

#### 111 Elementary Statistics with Applications.

Fall (4), 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.

#### 115 Mathematics Through Its History.

Fall (3), Spring (3), 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: Mathematics placement at MATH 100 / 101 level or by permission.

Offered as needed.

#### 118 Integrated Calculus I.

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: MATH 002L or Math Placement at MATH 118 level or by permission.

#### 119 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: MATH 118 or by permission.

### 120 Brief Calculus

Spring (4).

Intended for business, environmental science, or other related fields. The following topics are presented with applications in the business world and applied science: functions, graphs, limits, exponential and logarithmic functions, differentiation, integration, and relevant applications of integration and optimization. This course is NOT a prerequisite for MATH 122.

Prerequisite: Placement test or by credit in MATH 002L.

Offered every year.

Numeric grading 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; and the definite integral, antiderivatives, and differential equations.

Prerequisite: Mathematics Placement at MATH 121 Level or by Permission.

### 122 Calculus II.

Fall (4), Spring (4).

Riemann sums and the definite integral; techniques of integration and application of integrals; introduction to differential equation; sequences and series.

Prerequisite: MATH 121 or MATH 119 or by 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.

Credit/no credit grade option.

Prerequisite: permission of the instructor.

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 MATH 101 level.

Offered as needed.

Prerequisites: Mathematics Placement at MATH 100/101 level.

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 221 – Must be completed prior to taking this course.

Offered as needed.

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. May be repeated for up to 6-degree credits with departmental permission.

Prerequisite: MATH 221.

208 Game Theory.

May Term (3).

Games are used to model competition in economics, politics, and conflict. The mathematical techniques used to analyze these games are explored. Topics include zero-sum and nonzero-sum games, Nash equilibria, pure and mixed strategies, and cooperative games. Combinatorial games are also considered.

Offered in alternate years with ECON 202.

212 Mathematical Consulting.

Fall (2–4), 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. May be repeated for degree credit, but 4 credits maximum may be applied toward the math major or minor.

Evaluation grade only.

Prerequisite: CDIS 208 or MATH 111 or POLI 202 or PSYC 250, or by permission.

Offered as needed.

221 Calculus III.

Fall (4), Spring (4).

Topics in multivariable calculus related to differentiation and integration. Sequences, series, and Taylor approximations.

Prerequisite: MATH 122 or by permission.

222 Calculus IV, Vector Calculus.

May Term (3).

Investigation of vector calculus with an emphasis on applications in physics. Parametrized curves and surfaces; vector fields; line integrals and Green's Theorem; flux integrals; divergence and curl; the Divergence Theorem and Stokes's Theorem.

Prerequisite: MATH 221.

Offered as needed.

231 Introduction to Modeling.

Fall (4), 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 119 or MATH 121 or MATH 122 or MATH 221 or by permission.

Cross-listed with EVST.

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 221.

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 primary and secondary historical sources.

Prerequisite: MATH 241 and MATH 201 or MATH 204.

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 241 and MATH 201 or 204.

Offered in alternate years.

260 Topics in Mathematics.

360 Topics in Mathematics.

460 Topics in Mathematics.

Fall (4), Spring (4), May Term (3).

A group of students pursue topics in mathematics not otherwise covered in the curriculum. Prerequisite: by permission. May be repeated for degree credit, but maximum of 8 credits allowed for the degree from MATH 260, MATH 360, and MATH 460.

Offered as needed.

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, and parametric and non-parametric tests. Mathematical theory and applications of above.

Prerequisite: MATH 311 or by 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 MATH 204, MATH 221, and MATH 241, and junior standing or by permission.

### 325 Complex Analysis.

Spring (4).

Analytic functions and their properties, including contour integrals, residues, transforms, and conformal mappings.

Prerequisite: MATH 321.

Offered in alternate years.

### 331 Numerical Analysis.

Fall (4), 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.

Recommended: MATH 311.

Offered as needed.

338 Partial Differential Equations.

Fall (4).

Partial Differential Equations theory and applications. We will explore solution methods for parabolic, hyperbolic, and elliptic equations. Topics include separation of variables, transforming nonhomogeneous equations, Eigenfunction expansions, Integral Sine and Cosine transformations, Fourier and Laplace Transforms, the Method of Characteristics, and an introduction to Green's Functions.

Prerequisite: MATH 235.

Offered in alternate years.

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 MATH 204, and MATH 241 and junior standing or by permission.

355 Point Set Topology.

Spring (4).

Metric spaces, topological spaces, continuous mappings and homeomorphisms, connectedness, and compactness.

Prerequisite: MATH 321.

Offered every third year.

359 Capstone Proposal Seminar.

Spring (1).

Preliminary background and research will be conducted to lay the groundwork for the senior capstone project in mathematics. A final proposal will be submitted outlining the project to be completed during senior year.

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 and successful completion of a minimum of seven mathematics courses at the 200 level or higher. At least one of MATH 321 or MATH 341 is strongly recommended.

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## **MEDIA AND VISUAL CULTURE STUDIES**

### **THE DIRECTOR**

Piers Britton

### **AFFILIATED FACULTY**

Nancy Carrick, English

Kathleen Feeley, History

Kelly Hankin, Johnston Center

Priya Jha, English

Hongwei Lu, Asian Studies

Tim Seiber, Johnston Center

Jim Spickard, Sociology and Anthropology

### **THE PROGRAM**

Today we live in a world of media, new and old, which bombard us with information, stimuli, and images. In Media and Visual Culture Studies, you have the opportunity to engage critically with a wide array of historical and contemporary media, from the printing press to post-network television. In MVC classes, you will learn to interpret media texts and forms, evaluate different kinds of engagement with media, and understand the ways in which media and visual culture help to organize day-to-day experience, societal mores and expectations, patterns of consumption, and notions of cultural value. The ability to make effective critical judgments about media and visual culture informs responsible citizenship and is essential to innovation in professional life.

Learning outcomes for this program may be found at: [www.redlands.edu/BA-MVC/learning-outcomes](http://www.redlands.edu/BA-MVC/learning-outcomes).

### THE MAJOR

Media and Visual Culture Studies is an interdisciplinary program offering courses carrying the MVC alpha and cross-listed courses from a range of departments.

### REQUIREMENTS

The major consists of 44 credits or eleven courses, including the following required elements:

#### I. CORE (2 courses/8 credits)

All majors complete

- MVC 101 Introduction to Media and Visual Culture Studies (4), usually before the junior year
- MVC 201 Critical Writing in Media and Visual Culture Studies (4), usually before spring of the junior year

#### II. HISTORY AND THEORY OF MEDIA CULTURES ( Any 2 courses from the following list, or others approved by the MVC faculty)

Relevant courses include:

- MVC 111 Introduction to the Art of Film (4)
- MVC 211 Screen Genres (4)
- MVC 213 Sports, Media & Culture (4)
- MVC 395 Media Theories (4)
- ARTH 326 Modernity and Modernism (4)
- ARTH 328 After the Modern (4)
- AST 211 Contemporary Chinese Film (4)
- ENGL 114 War in Literature and Film (4)
- ENGL 250 Theories of Popular Culture (4)
- ENGL 311 Film and Literature (4)
- HIST 223 Anxiety, Race, and Empire (4)
- HIST 229 U.S. History on Film (4)
- HIST 273 Cyberculture and the Networked Society in the Information Age (4)
- HIST 324 Cold War America (4)
- HIST 328 Gender, Media, and U.S. Culture (4)
- REST 232 Representing Race and Identity in Film (4)
- SOAN 206 Popular Culture (4)
- SOAN 347 Visual Ethnography (3)

- WGS 249 Women Filmmakers (4)
- WGS 341 Gender and Nation (4)

III. PRODUCTION (1 course from the following list, or others approved by the MVC faculty)

Relevant courses include:

- MVC 202 Visual Storytelling (4)
- MVC 203 Screenwriting (4)
- ART 235 Introduction to Photography (4)
- ART 252 Introduction to Graphic Design (4)
- CS 103 Introduction to Multimedia (4)
- CS 223 Game Programming and Artificial Intelligence (4)

IV. CAPSTONE (4 credits)

All majors complete MVC 495 Senior Seminar (4) in fall of the senior year

V. ELECTIVES

The balance of courses making up the required 44 credits/11 classes are electives. Students may shape their course of study in light of available offerings and their own interests, in consultation with their advisor and the director.

THE MINOR

The minor consists of 24 credits, including the following required elements:

- MVC 101 Introduction to Media and Visual Culture Studies (4)
- MVC 201 Critical Writing in Media and Visual Culture Studies (4)
- Two courses in the history and theory of media cultures
- Electives- Students may shape the minor to enhance their major program and can do so in consultation with their advisor in the major.

DEPARTMENTAL HONORS

A two-semester departmental honors program is available for exceptionally motivated students with unusually strong attainment. A GPA in the major of 3.5 is a minimum requirement for being invited to pursue honors. Current details of the honors process are available from MVC faculty or the MVC program office (HOL 203).

CROSS-LISTED COURSES

Descriptions of these courses can be found in Catalog listings for the relevant department. Check these also for prerequisites, if any. These

courses concentrate entirely or significantly on issues pertaining to media and visual culture. They may be counted automatically toward the major or minor.

ART 235 Introduction to Photography (4)

ART 252 Introduction to Graphic Design (4)

ARTH 326 Modernity and Modernism (4)

ARTH 328 After the Modern (4)

AST 211 Contemporary Chinese Film (4)

CS 103 Introduction to Multimedia (4)

CS 223 Game Programming and Artificial Intelligence (4)

ENGL 114 War in Literature and Film (4)

ENGL 250 Theories of Popular Culture (4)

ENGL 311 Film and Literature (4)

HIST 223 Anxiety, Race and Empire (4)

HIST 229 U.S. History on Film (4)

HIST 273 Cyberculture and the Networked Society in the Information Age (4)

HIST 324 Cold War America (4)

HIST 328 Gender, Media, and U.S. Culture (4)

REST 232 Representing Race and Ethnicity in Film (4)

SOAN 206 Popular Culture (4)

SOAN 347 Visual Ethnography (4)

WGS 245 Mothers and Daughters in American Popular Culture (4)

WGS 249 Women Filmmakers (4)

WGS 341 Gender and Nation (4)

#### COURSE DESCRIPTIONS (MVC)

101 Introduction to Media and Visual Culture Studies.

Fall (4), Spring (4).

Introduces students to the critical study of visual culture and the spectrum of media. Provides basic grounding in the critical analysis of film, broadcast media, and new media, introducing techniques of formal, semiotic, and feminist analysis, etc. and approaches such as reception theory.

111 Introduction to the Art of Film.

Fall (4), Spring (4).

This course introduces students to the primary visual, aural, and narrative conventions used in the creation of film, including editing, mise-en-scène, sound, cinematography, and digital effects. By developing a core set of analytical skills around observation, students



will learn some of the ways that films become meaningful for their audiences.

Offered as needed.

### 201 Writing on Media and Visual Culture.

Fall (4), Spring (4).

This writing-intensive course is designed to help students to hone their ability to think and write critically about film, television and other media, develop research skills, and cultivate their ability to write a sustained paper without a fixed topic or assignment. Focus of course subject matter varies.

### 202 Visual Storytelling.

Spring (4).

Explores the means of creating narrative through media with a central visual component, chiefly still photography and digital filmmaking. Students will analyze effective visual storytelling, and will devise, make, and edit a series of exploratory exercises, developing awareness of techniques proper to the medium.

### 203 Screenwriting.

Fall (4).

This course serves as an introduction to screenwriting for feature films and television. Work includes critical examination of screenplays and finished films, and both critical and exploratory writing, including a group television assignment and a first draft of a first act of a feature screenplay.

### 211 Screen Genres.

Fall (4), Spring (4), May Term (3).

Introduces the concept of genre and how it has been understood in film and media studies, exploring the basis for generic categorization, engaging with debates over contested categories (such as film noir, the women's film, and melodrama), and examining specific instances of one or more genres.

Offered as needed.

### 213 Sports, Media & Culture.

Fall (4), Spring (4).

Analyzes the relationship between sport and its coverage and representation in print, radio, film, television, and now the Internet, and how that convergence has influenced various cultural dynamics.

Offered as needed.

**264 Special Topics in Visual and Media Studies.**

Fall (4), Spring (4), May Term (3).

Focuses on special topics, themes, or projects in the fields of visual and media studies, including courses that combine critical and creative or production elements. May be repeated for credit given distinct topic.

Offered as needed.

**395 Media Theories.**

Fall (4). Spring (4).

Addresses critical and theoretical concerns that define critical film, media and visual studies: specific focus will vary.

Offered as needed.

**495 Senior Seminar.**

Fall (4).

The capstone experience, an advanced seminar in which students integrate and extend skills and knowledge previously developed in the major. Specific focus will vary between iterations. The culminating assignment is a significant piece of mentored research, usually in an extended paper (or another project approved by the instructor).

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## MUSIC

### THE FACULTY

Nicholle Andrews  
Katherine Baber  
Samuel Fischer  
Andrew Glendening  
Christopher Gabbitas  
Katherine Hickey  
Louanne Fuchs Long  
Joseph Modica  
Daniel Murphy  
Co Nguyen  
Marco Schindelmann  
David Scott  
Eddie R. Smith  
Anthony Suter  
Melissa Tosh  
Lara Urrutia

### MUSIC COURSES FOR NON-MUSIC MAJORS

Any University student may participate in musical activities through enrollment by audition in the University Choir, Chapel Singers, Bel Canto Singers, Wind Ensemble, Studio Jazz Band, Orchestra, Symphonic Band, Opera Workshop, and a variety chamber music ensembles. By audition, 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 100 Experiencing Music
- MUS 113 Sound Recording
- MUS 130 Jazz History
- MUS 231 Jazz History to the 1940s
- MUS 232 Jazz History 1940s to the Present
- MUS 233 American Music
- MUS 234 Musical Cultures
- MUSI 111 University Choir
- MUSI 112 Chapel Singers
- MUSI 114 Bel Canto Singers
- MUSI 121 Class Piano I
- MUSI 123 Class Classical Guitar
- MUSI 124 Introduction to Voice
- MUSI 125 Class Popular Guitar
- MUSI 131 UR Symphony Orchestra
- MUSI 136 Studio Jazz Band
- MUSI 138 Wind Ensemble
- MUSI 140 Symphonic Band

Additional requirements and information are listed in the School of Music Student Handbook, which can be obtained from the School of Music website.

Students are invited to enroll in any other music courses of interest, provided they meet the prerequisites.

#### 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. Learning outcomes for School of Music programs may be found at [www.redlands.edu/BA-MUS/learning-outcomes](http://www.redlands.edu/BA-MUS/learning-outcomes).

#### BACHELOR OF MUSIC

The Bachelor of Music degree is an intensive pre-professional program with majors in Performance, Composition, and Music Education. The degree is intended for students who seek a concentrated focus in music with the intention of pursuing a career in performance, composition,

or teaching. 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/euphonium, 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 recording. Whether executed in person or by recording, 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 recording 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.

#### 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. 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. in Voice.

#### ADVANCED PLACEMENT IN MUSIC

Music Theory: Students who earn a score of five 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.

#### INTERNATIONAL BACCALAUREATE IN MUSIC

Students who earn a score of 5 or higher will be awarded credit for MUS 100.

#### GRADUATION REQUIREMENTS FOR THE BACHELOR OF MUSIC

## GENERAL EDUCATION REQUIREMENTS FOR THE BACHELOR OF MUSIC

Each student in the bachelor of music degree must complete 30 courses credits outside the School of Music that will provide a broad education. The College is transitioning from the Liberal Arts Foundations to Liberal Arts Inquiry general education requirements. Entering first-year and transfer students who are entering the University with less than 32 credits will meet their general education requirements by completing the LAI. Continuing students, transfer students, and readmitted student who are enrolling in the University with 64 credits or more in the 2019/2020 school year, or 96 credits in the 2020/2021 school year will meet their general education requirements by completing the LAF. This will hold true even if a student declares a new major that did not exist prior to the implementation of the LAI or chooses to meet major requirements for the catalog year they graduate.

### LIBERAL ARTS FOUNDATION (LAF) REQUIREMENTS

First-Year Seminar – 4 credits

Writing across the Curriculum – 0-8 credits Freshman year, Junior or Senior year

Community Service Activity – 3 credits

Each bachelor of music major must successfully complete courses outside of music in at least four of the following Liberal Arts Foundation categories.

For detailed information about each category, see the Liberal Arts Foundation descriptions in the Arts and Sciences Graduation Requirements section of this Catalog.

- 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.

### LIBERAL ARTS INQUIRY (LAI) REQUIREMENTS

First-Year Seminar – 4 credits

Research and Communication – Writing Foundation (WF) course and

courses that provide the Research and Information & Media Literacy (WR/IMLI), Writing in the Discipline (WD), Advanced Information and Media Literacy (IMLA), and Oral Communication (OC) embedded experiences.

Community Engagement & Reflection – 3 credits

Each bachelor of music major must successfully complete courses in at least 4 of the Areas of Inquiry and Practices listed below, at least two of which must be in one of the three practices.

For detailed information about each category, see the Liberal Arts Inquiry descriptions in the Arts and Sciences Graduation Requirements section of this Catalog.

- Humanities Practices (H)
- Natural Scientific Practices (NS)
- Social Scientific Practices (SS)
- Analyzing Perspectives and Worldviews (APW)
- Evaluating Self in Society (ESS)
- Critiquing Power and Inequalities (CPI)
- Thinking Globally (TG)

The remaining non-music courses needed to bring the total to 30 credits may be chosen from any department.

#### **MULTIPLE MAJORS**

Students in the Bachelor of Music degree have the flexibility to complete a second major or minor in another department in the College of Arts and Sciences. Students with multiple majors will designate a first/primary major and follow the requirements of that major's degree. Students with multiple majors who designate a first/primary as performance, music education or composition major follow the degree requirements for the Bachelor of Music. Students with two majors receive only one degree; in this case the Bachelor of Music degree. One or more additional majors may be selected, whether in the same degree or not. Specific requirements for each major(s) must be met. Because this is not a dual-degree program, it is normally completed in four years.

#### **DOUBLE-DEGREE PROGRAM: BACHELOR OF MUSIC AND BACHELOR OF ARTS OR BACHELOR OF SCIENCE**

The double-degree program is a five-year course of study where students can pursue pre-professional studies in music as well as a liberal arts degree within the College of Arts and Sciences. Upon completing

the program, students are awarded both the Bachelor of Music and a Bachelor of Arts or Bachelor of Science degree.

#### ADMISSION REQUIREMENTS

Students must be accepted for study in the College of Arts and Sciences and in the School of Music's Bachelor of Music program. Students may not select the Bachelor of Arts in Music and Bachelor of Music as their double-degree program. The second degree must be in a different discipline.

#### COURSEWORK

- A minimum of 158 hours is required for graduation.
- Completion of all requirements for the major in each degree program.
- Fulfillment of all the requirements for the Liberal Arts Foundation as specified for the Bachelors of Arts or the Bachelor of Science degree.

#### DECLARATION OF DOUBLE-DEGREE AND FIFTH-YEAR ELIGIBILITY

Students need to declare their double-degree majors before the end of the fifth semester. In order to be eligible for the fifth year, students must show the completion of sufficient coursework to justify timely completion of both degrees.

#### ADVISING

Completing the double-degree program requires careful planning. Students are required to have advisors in each major field and to meet regularly with their advisors to maintain a five-year plan of study.

#### DISCLAIMER ON FINANCIAL AID

Students should be aware of the financial aid implications of this course of study. External funding by federal sources may be subject to eligibility requirements, which may preclude support for a fifth year of study. Funding from the State of California is not available for the fifth year. Consult with Student Financial Services before pursuing the double-degree program.

#### BASIC MUSIC COURSES FOR THE BACHELOR OF MUSIC

The Bachelor of Music degree is an intensive pre-professional program with majors in Performance, Composition, and Music Education. The degree is intended for students who seek a concentrated focus in music with the intention of pursuing a career in performance, composition, or teaching. Studies in music comprise roughly two-thirds of the degree.

Students experiencing class conflicts necessitated by other courses taken



to fulfill degree requirements are directed to the School of Music administration to receive advice regarding an alternate section to accommodate their needs.

#### REQUIRED COURSES:

- MUS 110 Recital Repertory Class (0)—each semester in residence
- MUSI 121 Class Piano I (1)
- MUSI 126 Class Piano II (1)
- MUSI 221 Class Piano III (1)

Note: Students must complete MUSI 121, MUSI 126, and MUSI 221 with a passing grade in order to fulfill the requirement for the degree. A maximum of 3 credits will count towards the major. Music Education majors with an emphasis in keyboard/vocal or keyboard/instrumental are exempt from the piano requirement.

- MUS 101 Theory I (2)
- MUS 102 Theory II (2)
- MUS 103 Theory III (2)
- MUS 104 Theory IV (2)
- MUS 105 Ear Training and Sight-Singing I (2)
- MUS 106 Ear Training and Sight-Singing II (2)
- MUS 107 Ear Training and Sight-Singing III (2)
- MUS 108 Ear Training and Sight-Singing IV (2)
- MUS 300 Music History and Literature from Antiquity to 1750 (4)
- MUS 301 Music History and Literature from 1750 to the Present (4)
- MUS 335 Introduction to Conducting (2)

#### ELECTIVE COURSES

-- 15–16 additional credits selected from music courses numbered above 100. Courses required for the student's specific degree may not count as electives.\*

\*One course must be outside the Western classical tradition.

Elective requirements differ for the following majors: Composition majors, 4 to 5 credits; Voice Performance, 11 to 12 credits are required. Music Education majors are exempt from the elective requirement.

#### THE PERFORMANCE MAJORS

##### THE MAJOR IN PERFORMANCE: PIANO OR ORGAN

The following courses are required in addition to the Basic Music Courses:

- MUAP 302 OR MUAP 305 Private Instruction on the Major Instrument—for a total of 24 credits
- Complete 2 credits from MUAP 304 and/or MUAP 306 Private Instruction
- MUS 211 Accompanying (1)—for a total of 8 credits
- MUS 217 Piano Literature (2) (Piano majors) MUS 157 Organ History and Literature (2) (Organ majors)
- MUS 228 Pedagogy (2)
- MUS 229C Pedagogy Practicum (2)
- MUS 299\*\* Upper-Division Qualifying Examination (0)
- MUS 347 History of Opera (4)
- MUS 399 Junior Recital (0) (or production of a professional-level edited tape recording)
- MUS 498A Full Senior Recital (0)
- Appropriate conducted ensemble—complete a total of 4 credits

#### THE MAJOR IN PERFORMANCE: VOICE

The following courses are required in addition to the Basic Music Courses:

- MUAP 308 Private Instruction in Voice—for a total of 24 credits
- MUS 224 German and Italian Vocal Literature and Diction (2)
- MUSI 110 Opera Workshop—4 credits
- MUS 228 Pedagogy (2)
- MUS 225 English and French Vocal Literature and Diction (2)
- MUS 229A Pedagogy Practicum (2)
- MUS 299\*\* Upper-Division Qualifying Examination (0)
- MUS 347 History of Opera (4)
- MUS 399 Junior Recital (0) (or production of a professional-level edited tape recording)
- MUS 498A Full Senior Recital (0)
- Appropriate conducted ensemble— complete a total of 8 credits

#### THE MAJOR IN PERFORMANCE: VIOLIN, VIOLA, CELLO, DOUBLE BASS, OR HARP

The following courses are required in addition to the Basic Music Courses:

- MUAP 300–399 Private Instruction on the Major Instrument—for a total of 24 credits
- MUS 228 Pedagogy (2)
- MUS 229B Pedagogy Practicum (2)
- MUS 259 Literature of the Major (0)

- MUS 299\*\* Upper-Division Qualifying Examination (0)
- MUS 399 Junior Recital (0) (or production of a professional-level edited tape recording)
- MUS 498A Full Senior Recital (0)
- Appropriate conducted ensemble—complete a total of 8 credits
- Chamber Ensemble—complete a total of 4 credits

Note: 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

The following courses are required in addition to the Basic Music Courses:

- MUAP 300–399 Private Instruction on Guitar—for a total of 24 credits

Note: Additionally, students whose primary instrument is jazz guitar must also complete 2 credits of MUAP 328 Classical Guitar, and students whose primary instrument is classical guitar must also complete 2 credits of MUAP 330 Jazz Guitar.

- MUS 228 Pedagogy (2)
- MUS 229B Pedagogy Practicum (2)
- MUS 259 Literature of the Major (0)
- MUS 299\*\* Upper-Division Qualifying Examination (0)
- MUS 399 Junior Recital (0) (or production of a professional-level edited tape recording)
- MUS 498A Full Senior Recital (0)
- Appropriate conducted ensemble—4 credits
- Guitar Ensemble—complete a total of 8 credits

#### THE MAJOR IN PERFORMANCE: WIND INSTRUMENT OR PERCUSSION

The following courses are required in addition to the Basic Music Courses:

- MUAP 300–399 Private Instruction on the Major Instrument—for a total of 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 228 Pedagogy (2)
- MUS 229D Pedagogy Practicum (2)
- MUS 259 Literature of the Major (0)
- MUS 299\*\* Upper-Division Qualifying Examination (0)
- MUS 399 Junior Recital (0) (or production of a professional-level edited tape recording)
- MUS 498A Full Senior Recital (0)
- Appropriate conducted ensemble—complete a total of 8 credits
- Chamber Ensemble—4 credits

### THE MAJOR IN COMPOSITION

The following courses are required in addition to the Basic Music Courses:

- MUS 438 Composition—for a total of 12 credits
- MUAP 300–399 Private Instruction on the Major Instrument or Voice—complete a total of 8 credits
- MUS 208 Computer Music (4)
- MUS 299\*\* Upper-Division Qualifying Examination (0)
- MUS 354 Counterpoint (4)
- MUS 356 Orchestration (2) for a total of 4 credits
- MUS 399 Junior Recital (0)
- MUS 406 Twentieth-Century Music Literature (4)
- MUS 498A Full Senior Recital (0)
- Appropriate conducted ensemble—complete a total of 8 credits
- Chamber Ensemble—4 credits

The Junior Recital for composition majors is a performance recital on the student's primary instrument. Students must perform at least one work of their own creation.

The Senior Recital for composition majors consist of original works composed while in residence. With the approval of the composition faculty, a portfolio of recordings of original works composed while in residence may substitute for a live concert recital. Pre-recitals are waived for composition majors' composition recitals.

### THE MAJOR IN MUSIC EDUCATION

The following courses are required in addition to the Basic Music Courses:

- MUAP 300–399 Private Instruction in the Major Instrument or Voice—for a total of 14 credits
- MUS 151 String Instrument Techniques (2)

- MUS 133 Woodwind Instrument Techniques (2)
- MUS 134 Brass Instrument Techniques (2)
- MUS 131 Percussion Instrument Techniques (2)
- MUS 299\*\* Upper-Division Qualifying Examination (0)
- MUS 307 World Music (3)
- MUS 339 Music in the Elementary School (3)
- MUS 356 Orchestration—2 credits
- MUS 323 Choral Music at the Pre-College Level (4)
- MUS 312 Instrumental Music at the Pre-College Level (4)
- MUS 399 Junior Recital (0)
- MUS 498B Half Senior Recital (a minimum of 2 credits of private instruction)
- Appropriate conducted ensemble—complete a total of 7 credits
- Chamber Ensemble—2 credits

Additional Courses for the Music Education Major (Vocal Track)

- MUS 211 Accompanying (keyboard majors) (1)
- MUS 224 German and Italian Vocal Literature and Diction (2)
- MUS 225 English and French Vocal Literature and Diction (2)
- MUS 436 Advanced Choral Conducting

Additional Courses for the Music Education Major (Instrumental Track)

- MUS 141 Marching Band Techniques (2)
- MUS 211 Accompanying—2 credits (keyboard majors)
- MUS 437 Advanced Instrumental Conducting (4)
- MUSI 124 Introduction to Voice (1)

\*\*For more information regarding Upper-Division Qualifying Jury Examination, see “MUS 299 Upper-Division Qualifying Jury Examination.”

**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 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.

### BACHELOR OF ARTS WITH A MAJOR IN MUSIC

This degree is intended for students who seek to include musical studies in the broad context of a liberal education. Studies in music comprise roughly one-third of the degree. 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.

### BACHELOR OF ARTS IN MUSIC

46 credits in music required

-- MUS 110 Recital-Repertory Class (0) (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 administration to receive advice regarding an alternate section to accommodate their needs.

-- MUSI 121 Class Piano I (1)

-- MUSI 126 Class Piano II (1)

-- MUSI 221 Class Piano III (1)

Note: Students must complete MUSI 121, MUSI 126, and MUSI 221 with a passing grade in order to fulfill the requirement for the degree. A maximum of 3 credits will count towards the major.

-- MUS 101 Theory I (2)

-- MUS 102 Theory II (2)

-- MUS 103 Theory III (2)

-- MUS 105 Ear Training and Sight-Singing I (2)

-- MUS 106 Ear Training and Sight-Singing II (2)

-- MUS 107 Ear Training and Sight-Singing III (2)

-- MUS 300 Music History and Literature from Antiquity to 1750 (4)

-- MUS 301 Music History and Literature from 1750 to the Present (4)

-- MUAP 302–338 Private Instruction on a Single Instrument or in Voice—for a total of 8 credits

-- Appropriate conducted ensemble—a total of 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 the rules and regulations governing a required Senior Recital.

#### THE MINOR IN MUSIC

The music minor is designed to encourage the development of competence in a specific area of music. It is intended for those students who are majoring in an area outside of music, but who may have been actively involved in musical activities in high school, have musical talent, enjoy listening to and/or performing music, or simply wish to continue their musical studies. Therefore a minor in one of these four areas may not be combined with a major in music.

The minor is offered in four areas:

1. Minor in Jazz Studies
2. Minor in Instrumental or Vocal Music
3. Minor in Music History
4. Interdisciplinary Minor

Students wishing to pursue the minor in music must complete an entrance examination demonstrating the ability to read both musical pitch and rhythm.

Prospective minors must complete the Declaration of Major/Minor form as soon as possible in order to avoid music fees; 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. Other than MUS 110, Recital Repertory Class, and MUSI 124, Introduction to Voice, no course for the minor may be taken for credit/no credit.

Students must declare their desire to minor in music prior to the beginning of their junior year. Contact the Director of Music Admissions for assistance at [music@redlands.edu](mailto:music@redlands.edu) or (909) 748-8014.

#### REQUIREMENTS FOR THE MINOR PROGRAMS

##### MINOR IN JAZZ STUDIES

The Minor in Jazz Studies is designed for students with previous jazz performance experience seeking to expand their knowledge and skills and includes courses in applied jazz improvisation and history, as well as

private lessons and ensembles. A performance audition demonstrating the ability to read both musical pitch and rhythm is required of applicants to this program.

To schedule an audition or for further information, contact the Director of Music Admissions at [music@redlands.edu](mailto:music@redlands.edu) or (909) 748-8014.

Required Courses: 7 courses/ 22 credits

- MUS 213 Jazz Improvisation I (2)
- MUS 214 Jazz Improvisation II (2)
- MUS 231 Jazz History to the 1940s (4)
- MUS 232 Jazz History 1940s to Present (4)
- MUSI 135 Jazz Improvisation Ensemble complete 6 credits
- MUSI 136 Studio Jazz Band (where appropriate) complete 2 credits
- MUAP 331 Jazz Improvisation and/or applied lessons complete 6 credits

#### MINOR IN INSTRUMENTAL OR VOCAL MUSIC

This minor is for students seeking to improve their facility on an instrument or voice. A performance audition is required of applicants to this program. Admission is primarily based on classical performance ability. To minor in an instrument or voice, a student must demonstrate a sufficient proficiency level. Two selections from the standard repertoire of their primary instrument or voice should be prepared for the audition. To schedule an audition or for further information, contact the Director of Music Admissions in the School of Music at [music@redlands.edu](mailto:music@redlands.edu) or (909) 748-8014.

Required Courses: 7 or more courses/ 22 credits

- MUS 116 Musicianship Skills (2)
- MUS 117 Musicianship Skills II (2)
- MUS 234 Musical Cultures (4)
- Major Conducted Ensemble complete 4 credits
- Applied Music (MUAP 100-level) complete 4-6 credits
- Music Electives (4–6 credits)\*\*
- MUS 110 Recital Repertory—4 semesters (0)

\*Students wishing to pursue the Minor in Vocal Music should enroll in a minimum of four semesters of MUSI 124 Introduction to Voice. This course may be repeated for additional credits. Singers may also audition for applied lessons, which will be offered if Vocal Proficiency Guidelines are met (see heading above) and if studio openings exist.

Note: MUS 101 may be substituted for MUS 116



MUS 105 may be substituted for MUS 117  
MUS 300 or 301 may be substituted for MUS 234

\*\*The Liberal Studies Major seeking a multiple-subject credential should take MUS 118 Music for the Classroom Teacher as an elective.

MINOR IN MUSIC HISTORY  
No performance requirement.

Required Courses: 7 courses/ 22 credits

- MUS 101 Music Theory I (2)
- MUS 102 Music Theory II (2)
- MUS 103 Music Theory III (2)
- MUS 300 Music History (4)
- MUS 301 Music History (4)\*
- Electives in Music History complete or take 8 credits

\*MUS 101 and 102 are prerequisites for MUS 301.

INTERDISCIPLINARY MINOR

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

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

Basic Required Music Courses

- MUS 116 Musicianship Skills (2)
- MUS 117 Musicianship Skills II (2)
- MUS 234 Musical Cultures (4)

Minor Requirements: 24 credits

- MUS 101 Theory I (2)
- MUS 105 Ear Training (2)
- MUS 300 Music History and Literature from Antiquity to 1750 (4) OR MUS 234 Musical Cultures (4)
- OR MUS 301 Music History and Literature from 1750 to the Present (4)
- MUS 307 World Music (3)
- MUSI 124 Introduction to Voice (1-4 credits)
- MUAP 121 Class Piano I (1-3 credits) or MUAP 123 Class Classical Guitar (1-3 credits)
- Elective from courses in the category MUS (2 credits)

-- Applied Instruction Courses (MUAP) (4–8 credits)

-- Major conducted ensembles (MUSI) (4 semesters)

### MUSIC SCHOLARSHIP AWARDS

Music Scholarship Awards enable the School of Music to assist outstanding undergraduate applicants who demonstrate—through live or recorded audition, or by other evidence—excellence in preparation, as well as potential for unusual growth in music performance or other specialty areas. 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 criteria. Applications are available from the Director of Music Admissions.

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, or accompany selected soloists and ensembles (if the major instrument is piano or organ); complete at least one credit of private instruction each semester on the major instrument or voice; maintain a cumulative grade point average of 3.0 or higher; and 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, Symphonic Band, and/or Orchestra
- Strings: Orchestra
- Singers: University Choir, Chapel Singers or Bel Canto
- 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 the Dean of the School of Music for a specific concert or event requests their participation.

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. Also see the Graduation with Honors section of the Awards and Honors chapter of this Catalog.

#### STUDY ABROAD

The University offers a variety of study abroad opportunities for music majors as part of the Salzburg Semester offerings. (See more detailed information in the Study Abroad 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 his or her 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 a Study Abroad program.

#### COURSE DESCRIPTIONS (DNCE)

122 Ballet.

Fall (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.

125 Modern Dance.

Spring (3).

Introduction to the basic fundamentals of modern dance technique and style through the development of muscular strength, coordination, balance, body alignment, endurance, flexibility, and rhythm.

#### COURSE DESCRIPTIONS (MUS)

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.

Numeric and Credit/no credit grade only.

101 Theory I.

Fall (2).

The study of basic diatonic harmony in Western tonal music, including harmonic analysis, harmonic dictation, phrase and cadence structures, part writing, and the application of analysis to the performance of 18th-century music.

Numeric grade only.

102 Theory II.

Spring (2).

A continuation of the study of Western tonal music, including basic chromatic function, modulation, and small forms as they appear in 18th and early 19th-century music.

Prerequisite: MUS 101. Usually taken concurrently with MUS 106.

Numeric grade only.

### 103 Theory III.

Fall (2).

A study of advanced chromatic harmony in Western tonal music, including mode mixture, altered predominants, enharmonicism, and large forms, particularly focused on 19th-century music.

Prerequisite: MUS 102. Usually taken concurrently with MUS 107.

Numeric grade only.

### 104 Theory IV.

Spring (2).

An introduction to various methodologies, structures, and techniques of post-tonal music in the Western concert music tradition, including linear chromaticism, free atonality, serialism, and ad hoc approaches to the analysis of contemporary music.

Prerequisite: MUS 103. Usually taken concurrently with MUS 108.

Numeric grade only.

### 105 Ear Training and Sight-Singing I.

Fall (2).

Introduction to rhythmic sight-reading, melodic and rhythmic dictation, recognition of intervals, and triad quality. Usually taken concurrently with MUS 101.

Numeric grade only.

### 106 Ear Training and Sight-Singing II.

Fall (2).

Continuation of melodic and rhythmic sight-reading, melodic dictation, and interval recognition. Chord quality recognition including seventh chords and inversions.

Prerequisite: MUS 101 and MUS 105 or equivalent. Usually taken concurrently with MUS 102.

Numeric grade only.

### 107 Ear Training and Sight-Singing III.

Fall (2).

Sight-singing of melodies containing non-diatonic pitches, sight-reading of more complex rhythms. One- and two-part melodic dictation including non-diatonic pitches. Continuation of interval and chord recognition.

Prerequisite: MUS 102 and MUS 106 or equivalent. Usually taken concurrently with MUS 103.

Numeric grade only.

### 108 Ear Training and Sight-Singing IV.

Fall (2).

Advanced melodic and rhythmic sight-reading. Continuation of interval and chord recognition, and of one- and two-part melodic dictation, including chromatic elements such as altered chords and modulation.

Prerequisite: MUS 103 and MUS 107 or equivalent. Usually taken concurrently with MUS 104.

Numeric grade only.

### 110 Recital-Repertory Class.

Fall (0), Spring (0).

Required of all music majors; open to others.

Credit/no credit grade only.

### 113 Sound Recording.

Spring (2).

Introduction to sound recording techniques through theoretical studies and practical application. Topics included are acoustics, microphone characteristics and placement, multichannel mixing, and tape recording/editing methods. Students record soloists and small and major conducted ensemble performances in classical, jazz, and popular music idioms.

Offered as needed.

### 114 Advanced Sound Recording.

Spring (2).

A study of advanced sound recording and editing techniques with an emphasis on critical listening. Topics include theory and practice of recording, microphone techniques, digital audio, live sound production, and technical ear training.

Prerequisite: MUS 113 or permission of the instructor.

Offered as needed.

### 116 Musicianship Skills.

Fall (2).

Designed for students to develop an understanding of the basic structures of music and a functional level of music literacy and keyboard ability over two semesters. Course is intended for students seeking a music minor degree and students interested in gaining a basic level of music literacy. Keyboard lab is required.

### 117 Musicianship Skills II.

Spring (2).

Designed for students to develop an understanding of the basic structures of music and a functional level of music literacy and keyboard ability over two semesters. Course is intended for students seeking a music minor degree and students interested in gaining a basic level of music literacy. Keyboard lab is required.

#### 118 Teaching Music in the Classroom.

Fall (4).

Introduction to teaching music in the pre-K to 6th-grade classroom. Course emphasizes age-appropriate, quality music materials and teaching strategies. Students will further develop their own music literacy skills. Course is designed for music minors and Liberal Studies majors seeking a multiple subject credential.

Numeric grade only.

#### 130 Introduction to Jazz History.

Spring (4).

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.

#### 131 Percussion Instrument Techniques.

Fall (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.

#### 133 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.

#### 134 Brass Instrument Techniques.

Spring (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.

#### 140 Orchestra Performance Practicum.

Fall (0–1), Spring (0–1).

Practicum in orchestral performance from audition to performance. Students develop performance resumes, research excerpts lists, perform mock auditions, study collective bargaining agreements and rehearsal protocol, and complete field experiences in a professional orchestral setting.

Prerequisite: permission of instructor and a confirmed field experience such as having qualified for the RSO student musician list. May repeat for credit, maximum 4 credits.

#### 141 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.

#### 157 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 as needed.

#### 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 Computer Music.

Fall (4), Spring (4).

Provides an introduction to electroacoustic music through the study of electroacoustic 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 113 or by permission.

Numeric grade only.

Offered as needed.

211 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: by permission. May be repeated for degree credit up to 8 credits.

213 Jazz Improvisation I.

Fall (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, MUS 106, or by permission.

214 Jazz Improvisation II.

Spring (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: by permission. May be repeated for degree credit for up to 4 credits.

217 Piano Literature.

Fall (2), Spring (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 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.

Numeric grade only.

225 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.

Numeric grade only.

228 Pedagogy.

Fall (2).

Principles and theories of pedagogy applied to the teaching of music.

Prerequisites: MUS 101 and MUS 105. Open to majors or minors only.

229A Vocal Practicum. Spring (2).

229B Strings and Guitar Practicum. Spring (2).

229C Keyboard Practicum. Spring (2).

229D Wind and Percussion Practicum. 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.

Prerequisite: MUS 228.

Numeric grade 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.

### 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, political, and social issues, shaped modern styles.

Offered as needed.

### 233 American Music.

Spring (4).

An introduction to American musical culture, including important composers, genres, and styles. Emphasis also on important conductors, performers, institutions, and technologies. Issues of identity, class, race, and ethnicity will be addressed in readings, discussions, and guided listening. Ability to read music preferred. For music majors and interested non-majors.

### 234 Musical Cultures.

Fall (4).

An overview of the significant aspects of musical culture, focusing on the history of Western art music with reference to global musical traditions and vernacular music. Introduction to basic terminology and discourses of music history. Ability to read music required.

### 248 Jazz-Commercial Arranging.

Fall (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 by permission.

Offered as needed.

### 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.

Credit/no credit grade option.

Prerequisite: performance majors 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.

Credit/no credit grade option.

Prerequisite: sophomore standing.

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: MUS 102.

307 World Music.

Fall (4). Spring (4).

Study of the basic elements of music outside the Western or European tradition, including melody, scales systems, rhythm, harmony, and form.

Numeric grade only.

312 Instrumental Music at the Pre-College Level.

Fall (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.

323 Choral Music at the Pre-College Level.

Spring (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.

### 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.

Prerequisites: MUS 102, MUS 106.

### 339 Music in the Elementary School.

May Term (3).

Music education pedagogy and materials for Pre-K to grade 6. Units include philosophical, historical and psychological foundations of music education, lesson planning and assessment of music learning. Approaches of Orff, Dalcroze, Kodaly, and Gordon are examined and practiced in peer-teaching activities.

Prerequisite: MUS 335 or by permission.

### 347 History of Opera.

Fall (4).

This is a survey course examining the development of Lyric Theatre from its beginnings in the seventeenth century to the present day. Special focus will be on the aesthetic interplay and relationship between text and music and how it affected the composer's and singer's art throughout the history of Lyric Theatre. Ability to read music preferred. Offered in alternate years.

### 354 Counterpoint.

Fall (4), Spring (4).

A study of various contrapuntal styles through composition, including 16th-century Roman style, species counterpoint, and 18th-century instrumental styles (invention, fugue, chorale preludes).

Prerequisites: MUS 103, MUS 107.

Offered as needed.

### 356 Orchestration.

Spring (2).

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, MUS 106.

360 Special Studies.

Fall (2–4), Spring (2–4).

Special topics offered as needed. May be repeated for degree credit given a different topic.

Prerequisites: MUS 300 and MUS 301, or by permission.

Numeric grade only.

399 Junior Recital (or Production of a Tape Recording).

Fall (0), Spring (0).

A minimum of one credit of private instruction on the major instrument or voice must be taken concurrently. Recital must be 30 minutes in length.

Credit/no credit grade option.

402 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.

403 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 Classical Music Literature.

May Term (3).

Survey of music written between 1750 and 1800, 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 Nineteenth-Century 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 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 Advanced Choral Conducting.

Spring (4).

This course will enable students to improve basic conducting skills; understand the relationship between text and music and how one's gesture will be affected. Approaches include gesture, overcoming vocal and/ or musical problems; techniques to encourage proper tone production; score analysis, and the recognition and improvement of problem areas in conducting.

Prerequisites: MUS 335 or equivalent.

Offered in alternate years.

#### 437 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.

Numeric grade only.

Prerequisite: MUS 335 or equivalent.

Offered in alternate years.

#### 438 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. May be repeated for degree credit for a maximum of 16 credits.

Numeric grade only.

Prerequisite: admission into the B.M. in Composition, or instructor's permission.

#### 498A Full Senior Recital.

Fall (0), Spring (0).

A minimum of 3 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.

Credit/no credit grade option.

#### 498B Half Senior Recital.

Fall (0), Spring (0).

A minimum of 1 credit of private instruction on the major instrument or voice must be taken concurrently. The Half Senior Recital must be thirty minutes in length.

Credit/no credit grade option.

#### 498C Senior Project.

Fall (0–2), Spring (0–2).

Credit/no credit grade option.

### 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, Symphonic Band or Orchestra may use University 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 credit per semester (one 30-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. 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 repertory 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 dean of the School of Music, the pre-recital jury examination may be waived for composition majors only.

#### MUS 299 UPPER-DIVISION QUALIFYING JURY EXAMINATION.

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 15-minute intervals, and each

student will be expected to perform for at least 12 minutes. Upper-division Qualifying Jury Examinations will normally be taken at the end of the Spring semester of the sophomore year. A student who fails the Upper-division Qualifying Jury Examination will be denied permission to continue in the current major. Music Education students must also show evidence of a 2.75 cumulative undergraduate GPA or approved petition by the end of their sophomore year in order to continue in the program.

#### MUAP: APPLIED INSTRUCTION COURSES

Students wishing to study privately in piano, guitar, organ, or voice must first complete the class instruction offered or demonstrate equivalent proficiency prior to registering for private lessons.

Music instruction for non-majors or majors on a secondary instrument (MUAP 100s) is offered in the following areas. Consult the Schedule of Classes for current offerings.

##### Group Instruction.

Fall (1), Spring (1).

101 Classical Piano

103 Jazz Piano

107 Classical Voice

123 Jazz Percussion

125 Harp

127 Classical Guitar

129 Jazz Guitar

131 Pop Guitar

133 Electric Bass

135 Classical Other

136 Jazz Other

137 Other

##### Private Instruction for non-majors.

Fall (1), Spring (1).

102 Classical Piano

104 Jazz Piano

105 Organ

106 Harpsichord

108 Classical Voice

109 Violin

110 Viola

- 111 Cello
- 112 Double Bass
- 113 Flute
- 114 Oboe
- 115 Clarinet
- 116 Bassoon
- 117 Saxophone
- 118 Horn
- 119 Trumpet
- 120 Trombone
- 121 Tuba
- 122 Classical Percussion
- 124 Jazz Percussion
- 126 Harp
- 128 Classical Guitar
- 130 Jazz Guitar
- 132 Pop Guitar
- 134 Electric Bass
- 135 Classical Other
- 136 Jazz Other
- 137 Other

Private Instruction for Majors.  
Fall (1–3), Spring (1–3).

(MUAP 300s) is offered in the following areas:

- 302 Classical Piano
- 304 Jazz Piano
- 305 Organ
- 306 Harpsichord
- 308 Classical Voice
- 309 Violin
- 310 Viola
- 311 Cello
- 312 Double Bass
- 313 Flute
- 314 Oboe
- 315 Clarinet
- 316 Bassoon
- 317 Saxophone
- 318 Horn
- 319 Trumpet

- 320 Trombone
- 321 Tuba
- 322 Classical Percussion
- 324 Jazz Percussion
- 326 Harp
- 328 Classical Guitar
- 330 Jazz Guitar
- 331 Jazz Improvisation
- 332 Pop Guitar
- 334 Electric Bass
- 335 Classical Other
- 336 Jazz Other
- 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.

#### ENSEMBLES

The School of Music sponsors the following major conducted ensembles. They are open to all University students, by audition.

University Choir —MUSI 111/ MUSI 611

Chapel Singers —MUSI 112/ MUSI 612

Bel Canto—MUSI 114/ MUSI 614

Wind Ensemble—MUSI 138/ MUSI 638

Orchestra Performance Practicum — MUSI 140/ MUSI 640

University of Redlands Symphony Orchestra— MUSI 131/ MUSI 631

Each of these ensembles meets from two to six hours weekly for rehearsals. Performances will vary from two per semester to as many as ten or more depending upon the organization. The meeting time for each ensemble is listed in the Schedule of Classes.

#### REDLANDS SYMPHONY ORCHESTRA

Students who exhibit outstanding performing ability may be invited to audition for participation in the Redlands Symphony Orchestra. Auditions are held during MUS 110 Recital Repertory Class at the beginning of each term.

#### GENERAL ENSEMBLE SYLLABUS

The following, combined with an addendum syllabus which may be provided for each specific ensemble, constitutes the official syllabus for all major ensembles. Students must register for 0 or 1 unit for any ensemble in which they participate. Grading will be numeric.

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. Do not accept outside activities during the semester which conflict with scheduled rehearsals and concerts.
2. Come to rehearsals and performances adequately prepared. Inadequate preparation, as determined by the conductor, will result in a lowered grade.
3. Majors will be expected to participate in two ensembles, including one conducted ensemble (Band, Orchestra, or Choir), each semester in residence.
4. All students should review the School of Music Student Handbook found on the School of Music web page for information on procedures, policies, and protecting their health and safety.

In order to maintain acceptable standards of performance and the integrity of the ensembles, no unexcused absences will be permitted. The Ensemble Executive Committee will determine whether an absence is excused or not. Please see the Ensemble Excuse Policy in the School of Music Handbook and ensemble syllabi.

#### GPA REQUIREMENT FOR MAJOR ENSEMBLE PARTICIPATION

Music major participation in major ensembles will be determined by the grade point average (GPA) earned the immediately preceding semester according to the following system:

Status Ensemble(s)  
First Year two or fewer  
Transfers two or fewer  
2.49 or less one

2.5-2.99 two

3.0 or above two or more

The School of Music also sponsors small ensembles. They include:

Chamber Ensemble

Jazz Band Combo

Guitar Ensembles

Percussion Ensemble

#### CHAMBER ENSEMBLE

Small ensemble (one-on-a-part) experiences are available each semester. Participation without registering is subject to the approval of the instructor. Chamber ensembles normally meet twice per week. At least one of the meetings will be with an instructor-coach. Students are encouraged to form their own groups from among their friends and colleagues. Well-rehearsed ensembles are often able to earn additional income through outside performances.

#### COURSE DESCRIPTIONS

##### MUSI: CLASS INSTRUCTION

121 Class Piano I.

Fall (1), Spring (1).

This course is an introduction to basic practical keyboard skills and keyboard theory. The skills, exercise, and repertory included in this course reify and support the competencies and skills that are being developed in MUS 101 and MUS 105.

123A Class Classical Guitar I.

Fall (1), Spring (1).

Credit/no credit grade option.

123B Class Classical Guitar II.

Fall (1), Spring (1).

Credit/no credit grade option.

124 Introduction to Voice.

Fall (1), Spring (1).

Credit/no credit grade option.

125A Class Popular Guitar I.

Fall (1), Spring (1).

Credit/no credit grade option.

125B Class Popular Guitar II.

Fall (1), Spring (1).

Credit/no credit grade option.

125C Class Popular Guitar III.

Fall (1), Spring (1).

Credit/no credit grade option.

126 Class Piano II.

Spring (1).

This course is a continuation of the class piano sequence, and builds on key skills and concepts from Class Piano I. This course includes more intermediate level repertoire that tracks along with the increasingly chromatic repertoire studied in Music Theory II.

Prerequisite: MUSI 121.

Credit/no-credit only.

ENSEMBLES (MUSI)

110 Opera Workshop.

Fall (0–3), Spring (0–3).

Preparation and performance of scenes from opera or musical theatre.

Numeric grade only.

111 University Choir.

Fall (0–1), Spring (0–1).

Prerequisite: audition required.

Numeric grade only.

112 Chapel Singers.

Fall (0–1), Spring (0–1).

Prerequisite: audition required.

Numeric grade only.

114 Bel Canto.

Fall (0–1), Spring (0–1).

Prerequisite: audition required.

Numeric grade only.

130 Redlands Symphony Orchestra.

Fall (0–1), Spring (0–1).

Membership in the Redlands Symphony Orchestra.

Prerequisite: professional level audition required.

Numeric grade only.

131 University of Redlands Symphony Orchestra.

Fall (0–1), Spring (0–1).

Prerequisite: audition required.

Numeric grade only.

132 Chamber Orchestra.

Fall (0–1), Spring (0–1).

Numeric grade only.

133 Chamber Ensemble: Strings.

Fall (0–1), Spring (0–1).

Numeric grade only.

135 Jazz Improvisation Ensemble.

Fall (0–1), Spring (0–1).

Performance of small jazz ensemble literature from various style periods with a focus on developing improvisation skills.

Numeric grade only.

Prerequisite: audition required.

136 Studio Jazz Band.

Fall (0–1), Spring (0–1).

Numeric grade only.

137 Chamber Ensemble: Winds and

Percussion. Fall (0–1), Spring (0–1).

Numeric grade only.

138 Wind Ensemble.

Fall (0–1), Spring (0–1).

Numeric grade only.

140 Symphonic Band.

Fall (0–1), Spring (0–1).

Numeric grade only.

221 Class Piano III

Fall (1).

This course is the culmination of the class piano sequence, and builds upon key skills and concepts introduced and developed in Class Piano I and Class Piano II. The course includes more advanced level repertoire that tracks along with the fully chromatic repertoire of the late 19th century studies in Music Theory III.



Prerequisites: MUSI 121 and MUSI 126.

Credit/ no-credit only.

## THE GRADUATE PROGRAM

### ADMISSION

Applications for graduate study are available from the Music Admissions Office, School of Music, P.O. Box 3080, University of Redlands, Redlands, CA 92373-0999; telephone (909) 748-8014. 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 or equivalent 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. 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;
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 by appointment at the University of Redlands (on special days set aside for admission auditions) or through submission of a high-quality recording. 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 a 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 Director of Music Admissions. Audition recordings also should be sent to the Director of Music Admissions.)

#### ACCEPTANCE

The Director of the School of Music sends notification of acceptance into the master's program.

#### MASTER OF MUSIC

The master of music degree is a post-baccalaureate program with majors in Performance, Composition, Conducting, and Vocal Chamber Music. The degree is intended for advanced study beyond the undergraduate level.

#### PROGRAM REQUIREMENTS

All graduate students must enroll in MUS 600 during the first two semesters of study. Each major program requires 32 credits distributed as follows:

##### THE MAJOR IN COMPOSITION

- MUS 600 Graduate Studies in Musicology (3)
- MUS 601 Graduate Studies in Music Theory (3)
- MUS 615 Graduate Seminar in Literature and Analysis (3)
- MUS 638 Composition (4) for a total of 16 credits
- Music electives—7 credits

Note: Students are encouraged to take at least one elective course outside the field of music.

- MUS 698 Graduate Recital (0)
- MUS 699 Final Examination (0)
- The graduate recital consists of original works composed while in residence.

With the approval of the composition faculty, a portfolio of recordings of original works composed while in residence may substitute for a live concert recital. Pre-recitals are waived for composition majors' composition recitals.

#### THE MAJOR IN CONDUCTING

- MUS 600 Graduate Studies in Musicology (3)
- MUS 601 Graduate Studies in Music Theory (3)
- MUS 615 Graduate Seminar in Literature and Analysis (3)
- MUAP 638 Conducting (4) for a total of 16 credits
- MUS 645 Score Study and Analysis (2)
- MUS 646 Conducting Rehearsal Techniques (2)
- MUS 698 Recital (0)
- 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).
- Ensemble each term of residence (Students are required to perform in the ensemble they assist.)
- Electives—3 credits, other 600-level music courses or Applied Lesson (Ensembles cannot be counted toward the elective requirement.)

#### THE MAJOR IN PERFORMANCE

- MUS 600 Graduate Studies in Musicology (3)
- MUS 601 Graduate Studies in Music Theory (3)
- MUS 615 Graduate Seminar in Literature and Analysis (3)
- Applied studies—for a total of 16 credits
- Major Conducted Ensembles or Opera Workshop for vocal majors, or MUS 611 Accompanying for Keyboard majors. —4 credit
- Music electives —3 credits
- MUS 698 Graduate Recital—(0)

Note: Students must take two Graduate Recitals.

- MUS 699 Final Examination—(0)

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 EXAMINATION

Each major program requires that the student pass a final 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 regionally 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 theory, aural musicianship, 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 MASTER OF MUSIC PERFORMANCE

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 the following) 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 611 University Choir (vocal majors), MUSI 612 Chapel Singers, MUSI 614 Bel Canto, MUSI 638 Wind Ensemble (wind and percussion majors), MUSI 631 University of Redlands Symphony Orchestra (string majors), and MUSI 640 Symphonic Band. 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 may 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. Verbal commentary at recitals is not permitted.

## THE MAJOR IN VOCAL CHAMBER MUSIC

### ADMISSION

Students will be required to have completed a Bachelor's degree in music, preferably with a choral performance focus, and must have experience of ensemble singing at a collegiate level. It is essential that they have excellent sight-reading ability, a firm grounding in music theory, and a proven ability to hold their own musical line within an ensemble. Students should also have knowledge of an interest in choral music throughout the ages. All students must pass an entrance audition, which will encompass both solo and ensemble singing and must be taken in person. Solo material should be taken from at least two historical periods and should demonstrate technical ability as well as general musicianship and interpretation skills.

### AUDITION

This two-year master's program will enroll 8 singers per cohort. Pre-screening material is due December 1st of the year before beginning the program, and can be uploaded online. The required repertoire for pre-screening is four contrasting pieces, in four different languages, representing both operatic and song repertoire. Successful pre-screened candidates will be invited to an audition day during the spring semester of the year in which they plan to begin studies. Candidates invited for a live audition will prepare the following:

1. 30 minutes of memorized material from which the audition panel will select specific repertoire. It is encouraged that candidates prepare an

aria with significant recitative. Pieces should include works in English, French, German and Italian. It is suggested that candidates prepare the following: 1 opera aria, 1 oratorio aria, 1 aria of choice, 2 mélodies, 2 lied, 1 song post-1960 and 1 song of choice. Solo pieces must be performed from memory. An accompanist will be provided for solo repertoire.

2. Three assigned choral works to be chosen by the faculty panel. During the audition, candidates will be assigned to quartets and octets where they will rehearse with other candidates in preparation for a chamber component of the audition. Ensemble pieces should NOT be memorized as this will inhibit the rehearsal aspect of the audition. Please bring score and pencils for this part of the audition.

3. An unseen sight-singing piece will be provided 10 minutes prior to the audition.

-- MUS 616 Body Mapping Seminar

-- MUS 618 Commercial Music-Making and Succeeding in the Music Industry (4)

-- MUS 619 Choral Repertoire Seminar (4)

-- MUS 620 Western Polyphonic Music through the ages: 500 years of song (4)

-- MUS 621 Choral Conducting and Rehearsal Techniques (4)

-- Chamber Ensemble Lessons (4)

-- MUSI 642 Large Choral Ensemble Intensive (2)

-- MUS 622 Diction for Choral Musicians (4)

-- MUSI 642 Large Choral Ensemble Intensive (2)

## ARTIST DIPLOMA IN MUSIC PERFORMANCE

The Artist Diploma is an intensive, post-graduate performance program intended for students to focus on their individual performance.

### ADMISSION

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, 1 per semester
- Three formal recitals

#### COURSE DESCRIPTIONS (MUS)

##### X06 Graduate Tutorial in Music Theory.

Fall (1), Spring (1).

Review of tonal theory, including advanced chromatic harmony and formal analysis. Includes preparation for graduate-level work in music theory. Note: This course does not count towards degree completion.

##### 600 Graduate Studies in Musicology.

Fall (3).

Exploration of varied methodologies in musicology, ethnomusicology, and related fields. Selected area(s) of topical emphasis to be determined by instructor.

Numeric grade only.

##### 601 Graduate Studies in Music Theory.

Spring (3).

Exploration of varied analytical techniques useful in interpretation, performance, and composition of tonal and post-tonal music. Includes in-depth study of selected scores.

Numeric grade only.

Prerequisite: Successful completion of music theory placement exam or MUS X06.

##### 602 Graduate Seminar in Literature and Analysis.

Spring (3).

Intensive study of a selected repertoire, historical topic, or analytical mode as determined by the instructor, culminating in an independent research or creative project.

Prerequisite: MUS 600 and MUS 601.

##### 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, nationalism, classical and post-Webern serialism, eclecticism, indeterminacy, electronics, and jazz.

Offered in alternate years.

**608 Computer Music.**

Fall (2), Spring (2).

Provides an introduction to electroacoustic music through the study of electroacoustic 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.

**610 Jazz Improvisation I.**

Fall (1).

Study of jazz melody, harmony, rhythm, improvisational resources and strategies used in jazz improvisation. Focus is on development of advanced aural musicianship skills through performance on the student's instrument and transcription/analysis of outstanding improvisations in various jazz styles.

Prerequisite: by permission.

**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.**

Spring (2).

Study of advanced jazz improvisation with the goal of enabling students to develop styles of their own.

Prerequisite: by permission.

**615 Graduate Seminar in Literature and Analysis.**

Spring (3).

Intensive study of a selected repertoire, historical topic, or analytical mode as determined by the instructor, culminating in an independent research or creative process.

Numeric grade only.

Prerequisite: MUS 600 and MUS 601.

**616 Body Mapping Seminar.**

Spring (4).

This course will study human anatomy and movement, and teach participants to move well and avoid injury. Body Mapping, or Andover



Education, founded by Alexander Technician Barbara Conable, provides conscience and tangible information regarding how a musicians body moves to create sound.

Numeric grade only.

618 Commercial Music-making and Succeeding in the Music Industry.  
Fall (4).

This course focuses on the importance of understanding how to create, sustain and monetize a fine arts chamber organization. Discussion will include choice of vehicle and name of entity, understanding markets and communities, marketing events, composition/structure of entity, fund-raising and endowments, and the benefits of outreach and education.

Numeric grade only.

619 Choral Repertoire Seminar.  
Spring (4).

With a focus on creating concert and recording programs, students will explore how to compare and link musical styles in order to produce balanced and inspiring repertoire and material.

Numeric grade only.

620 Western Polyphonic Music through the ages: 500 years of song.  
Fall (4).

Students will be immersed in the language and purpose of western polyphonic choral music from the Renaissance to the present day, within the context of society, politics and geography.

Numeric grade only.

621 Choral Conducting and Rehearsal Techniques.  
Summer (4).

This course will introduce students to a variety of rehearsal techniques through conductor observation/discussion, readings and podium time. Each student will be required to observe conductors on a weekly basis and discuss their findings to the class.

Numeric grade only.

622 Diction for Choral Musicians.  
Summer (4).

This course focuses on an immersion into the International Phonetic Alphabet, focusing on the Ecclesiastical and Berman Latin pronunciation, German, French, Spanish, and Russian.

Numeric grade only.

**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.

**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.

Numeric grade only.

**628 Pedagogy.**

Fall (2).

Principles and theories of pedagogy applied to the teaching of music. Offered in alternate years.

**629A Voice Pedagogy Practicum. Spring (2).**

**629B Strings and Guitar Pedagogy Practicum. Spring (2).**

**629C Keyboard Pedagogy Practicum. Spring (2).**

**629D Wind, Bass, and Percussion Pedagogy. 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.

**636 Advanced Choral Conducting.**

Spring (4).

This course will enable students to improve basic conducting skills; understand the relationship between text and music and how one's gesture will be affected; communicate expression and assist an ensemble to overcome vocal and/or musical problems through gesture; discover techniques to encourage proper tone production; analyze scores; recognize and improve problem areas in conducting; and learn to conduct the music, not the notes.

Offered in alternate years.

**637 Advanced Instrumental Conducting.**

Spring (4).

Students develop analytical skills, knowledge of appropriate wind literature, effective nonverbal communication skills, and effective

rehearsal techniques.  
Numeric grade only.  
Offered in alternate years.

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. May be repeated for degree credit for a maximum of 16 credits.

Numeric grade only.

Prerequisite: ability to read and notate music, basic keyboard skills.

640 Orchestra Performance Practicum.

Fall (0–1), Spring (0–1).

Practicum in orchestral performance from audition to performance. Students develop performance resumes, research excerpts lists, perform mock auditions, study collective bargaining agreements and rehearsal protocol, and complete field experiences in a professional orchestral setting.

Prerequisite: permission of Instructor and a confirmed field experience such as having qualified for the RSO student musician list.

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-eighteenth century to the late twentieth century. The structural investigation of each work will be based on harmonic and thematic design, motive elaboration, text selection and orchestration.

Numeric grade only.

Prerequisite: by permission.

Offered as needed.

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.

Numeric grade only.

Prerequisite: by permission.

Offered as needed.

**648 Jazz-Commercial Arranging.**

Spring (2).

Prerequisite: by permission, enrollment in MUSI 636.

Offered as needed.

**654 Counterpoint.**

Fall (2), Spring (2).

Principles of melodic writing: two-, three-, and four-part counterpoint involving the use of imitation, augmentation, mirroring, and diminution.

Offered as needed.

**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.

**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.

**659 Introduction to Methods.**

Fall (4).

A survey course of the major pedagogical approaches and methods for teaching applied music including Orff, Suzuki, Kodaly, Dalcroze, and Body-Mapping. Students will also attend workshops in Suzuki and Orff methods offered through the University of Redlands Community School of Music and Art and observe lessons and studio classes.

Offered as needed.

**697 Special Studies.**

Fall (4), Spring (4).

**698 Graduate Recital.**

Fall (0), Spring (0).

Once each year, composition majors may present well-rehearsed public presentations of three to four works (or equivalent) in lieu of a single recital.

699 Final Examination.

Fall (0), Spring (0), Summer (0).

#### MUAP: APPLIED INSTRUCTION COURSES

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 624 Jazz Percussion
- MUAP 626 Harp
- 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
- MUAP 638 Conducting

#### MUSI: ENSEMBLES

Graduate Ensemble.

Fall (0–1), Spring (0–1).

Participation in, and assistance with, a specific School of Music ensemble.

Numeric grade only.

The following ensembles are available:

- MUSI 611 University Choir
- MUSI 612 Chapel Singers
- MUSI 614 Bel Canto Singers
- MUSI 631 Symphony Orchestra
- MUSI 632 Chamber Orchestra
- MUSI 633 Chamber Ensemble: Strings
- MUSI 635 Jazz Improv Ensemble
- MUSI 636 Studio Jazz Band
- MUSI 637 Chamber Ensemble: Winds and Percussion
- MUSI 638 Wind Ensemble
- MUSI 639 Percussion Ensemble/Guitar Ensembles
- MUSI 640 Symphonic Band

610 Opera Workshop.

Fall (0–3), Spring (0–3).

Preparation and performance of scenes or a full production of opera or musical theatre.

Numeric grade only.

631 University of Redlands Symphony Orchestra.

Fall (0–1), Spring (0–1).

Prerequisite: audition required.

Numeric grade only.

641 Small Choral Ensemble Intensive.

Summer (2).

An intensive study, preparation, rehearsal and performance of substantial choral works for small ensemble.

Numeric grade only.

642 Large Choral Ensemble Intensive

Summer (2).

An intensive study, preparation, rehearsal and performance of substantial choral works for large ensemble.

Numeric grade only.

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## **PHILOSOPHY**

### **THE FACULTY**

Lawrence Finsen

Kathie Jenni

Xinyan Jiang

James Krueger

### **THE MAJOR**

The major in philosophy is organized around several key subjects. Philosophical Conversations introduces the historical development of philosophical ideas within different traditions. Value and Action covers philosophical theories of value and how values influence action. Nature and Knowledge examines different philosophical perspectives on the nature of reality and of knowledge. Logic introduces formal systems of reasoning.

Learning outcomes for this program may be found at: [www.redlands.edu/BA-PHIL/learning-outcomes](http://www.redlands.edu/BA-PHIL/learning-outcomes).

### **BACHELOR OF ARTS**

#### **PHILOSOPHY MAJOR REQUIREMENTS**

The major in philosophy consists of eleven courses in philosophy, or ten courses in philosophy and one (only) of the following courses: POLI 212 Classical Political Thought or POLI 214 Modern Political Thought. Students majoring in philosophy must also complete the following requirements:

**PHILOSOPHICAL CONVERSATIONS: 2 courses/ 8 credits**

**a. HISTORICAL FOUNDATIONS OF WESTERN PHILOSOPHY**

Take one of the following

-- PHIL 200 Greek Philosophy (4)

-- PHIL 205 Seventeenth- and Eighteenth-Century Philosophy (4)

**b. NON-WESTERN PHILOSOPHY**

Take one of the following:

-- PHIL 301 Chinese Buddhism (4)

-- PHIL 302 Daoism (4)

-- PHIL 303 Confucianism (4)

**VALUE AND ACTION: 2 courses/ 7–8 credits**

All courses numbered 210–229 and 310–329 count toward this requirement.

**NATURE AND KNOWLEDGE: 2 courses/ 7–8 credits**

All courses numbered 230–249 and 330–339 count toward this requirement.

**LOGIC: 1 course/ 4 credits**

-- PHIL 350 Symbolic Logic (4)

**CAPSTONE: 1 course/ 4 credits**

-- Complete a PHIL 460 Advanced Seminar (4) during the senior year.

**ELECTIVES: 3 courses/ 11–12 credits**

An appropriate PHIL 260, PHIL 360, or PHIL 460 topics course can count towards satisfying the Philosophical Conversation, Value and Action, or Nature and Knowledge requirements, with Chair approval. A minimum of 19 credits must be completed at the 300-level or above.

**THE CAPSTONE EXPERIENCE**

The capstone requirement is fulfilled by completing a major writing assignment in an Advanced Seminar (PHIL 460) during a student's senior year. All seniors should enroll in PHIL 460 during the fall semester.

**THE MINOR**

6 courses

The minor in philosophy consists of six courses, meeting the following requirements:

**PHILOSOPHICAL CONVERSATIONS: 2 courses/ 8 credits**



a. The Western Philosophical Tradition

Take one of the following:

- PHIL 200 Greek Philosophy (4)
- PHIL 205 Seventeenth- and Eighteenth-Century Philosophy (4)

b. Non-Western Philosophical Traditions

Take one of the following:

- PHIL 102 Introduction to Chinese Philosophy (4)
- PHIL 301 Chinese Buddhism (4)
- PHIL 302 Daoism (4)
- PHIL 303 Confucianism (4)

VALUE AND ACTION: 1 course/ 3–4 credits

All courses numbered 210–229 and 310–329 count toward this requirement.

NATURE AND KNOWLEDGE: 1 course/ 3-4 credits

All courses numbered 230–249 and 330–339 count toward this requirement.

ELECTIVES: 2 courses/ 7–8 credits

An appropriate PHIL 260, PHIL 360, or PHIL 460 course can count towards satisfying the Philosophical Conversation, Value and Action, or Nature and Knowledge requirements with Chair approval.

MINOR CAPSTONE

A capstone experience that either:

- a. integrates a philosophical component into the student's major capstone project (with the agreement of both the Philosophy department and the major department),
- b. consists of an appropriate advanced (300- or 400-level) course which includes a major writing project (course and project to be approved by the department as fulfilling the capstone).

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.

DEPARTMENTAL HONORS

Students with a GPA of 3.5 or above in philosophy are eligible to apply to seek honors during the fall semester of their senior year. The application includes a proposal for a thesis project. If the application is approved, a thesis committee will be formed and a writing schedule devised. The committee may revoke thesis approval at any time if adequate progress

towards completion is not made. Students should consult with their advisor concerning application requirements and deadlines.

### 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.

102 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.

110 Contemporary Moral Issues.

Fall (4), Spring (4).

Examination of competing ethical and social-political theories in the context of current ethical controversies.

111 Crime and Punishment.

Fall (4).

An introduction to philosophy via an examination of philosophical issues surrounding crime and punishment. Topics include the Free Will-Determinism problem, theories of ethics and justice, the justification of punishment, and the morality of capital punishment.

121 Animal Ethics and Service.

May Term (3).

An animal ethics course combined with hands-on work at local animal rescues. A course-fee of \$150 applies; instructor permission is required. Credit and Evaluation grade only.

122 Global Medical Ethics.

May Term (3).

Service course focusing on public health challenges in the developing world, in particular, the continuing HIV pandemic in southern Africa. One week of coursework on campus lays the foundation for three weeks of service work in the Kingdom of Swaziland.

Credit/no credit and Evaluation grade only.

151 Reasoning and Logic.

Fall (4), 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.

160 Introductory Topics in Philosophy.

Fall (4), Spring (4), 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), 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.

Offered as needed.

205 Seventeenth- and Eighteenth-Century Philosophy.

Fall (4), 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.

Offered as needed.

211 Environmental Ethics.

Fall (4), Spring (4).

Examination of ethical issues about the environment: foundational questions about moral status, public policy issues, and questions of personal morality. Traditional perspectives such as anthropocentrism and individualism are contrasted with alternatives such as the Land

**Ethic and ecofeminism.**

Offered in alternate years.

**212 Humans and Other Animals.**

Fall (4).

Study of relations between humans and other animals, both empirical and ethical. Topics include the nature of animal minds, theories of animal ethics, animals as food, animal experimentation, hunting and fishing, zoos and aquariums. Films, guest speakers, and readings from classical and contemporary sources.

Offered in alternate years.

**213 Animal Ethics and Policy.**

Fall (4).

Study of animal ethics and the evolution of animal welfare policy since the Animal Welfare Act of 1966. Examines in substantial depth competing moral arguments and related policy developments in the arenas of companion animal treatment, farmed animal welfare, animal research, and broader theories. Numeric and Evaluation grade only.

Offered as needed.

**215 Bioethics: Doctors and Patients.**

Fall (4).

Examination of the ethical issues that arise within the relationship between doctors and patients. Topics include paternalism, autonomy, confidentiality, informed consent, and the conflicts that can arise in medical research.

Numeric and Evaluation grade only.

Offered in alternate years.

**216 Bioethics: Technology and Justice.**

Fall (4).

Examination of the ethical issues that arise from the distribution of health resources and the nature of particular procedures and technologies. Topics include fairness in rationing health resources, genetic screening, abortion, and end of life care.

Numeric and Evaluation grade only.

Offered in alternate years.

**221 Ethical Theory.**

Fall (4), Spring (4).

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.

**231 Philosophy, Science, and Medicine.**

Spring (4).

Examination of basic issues in the philosophy of science as they apply to medicine. Topics include the nature of scientific evidence, explanation, causation, and causal inference. Examples will be drawn from epidemiology and the claims made by advocates for Evidence-Based Medicine (EBM).

Numeric and Evaluation grade only.

Offered in alternate years.

**232 Biology, Health, and Disease.**

Spring (4).

Examination of basic issues in the philosophy of biology through the lens of the concepts of health and disease. Addresses evolutionary theory and the nature of biological functions by examining evolutionary and functional accounts of health and disease. It also examines genetic explanations by exploring the nature of genetic disease.

Numeric and Evaluation grade only.

Offered in alternate years.

**260 Topics in Philosophy.**

Fall (4), Spring (4).

Study of selected topics, movements, authors, or works in philosophy, chosen to reflect student and instructor interest.

**301 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.

Offered every third year.

**302 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.

Offered every third year.

### 303 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. Offered every third year.

### 310 Philosophy of Sex and Gender.

Spring (4).

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 by permission.

Offered as needed.

### 313 Moral Psychology.

Fall (4), Spring (4).

Examination of selected issues in moral psychology, the philosophical study of the psychic capacities involved in moral life. Topics have included moral perception, moral imagination, the nature of emotions, the scope of empathy, and self-deception.

Prerequisite: One course in Philosophy.

Offered in alternate years.

### 320 Ethics and Law.

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, POLI 212, POLI 214, or by permission.

Offered in alternate years.

### 332 Philosophy of Science.

Fall (4), 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 by permission.  
Offered every third year.

### 333 Philosophy of Biology.

Spring (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 every third year.

### 334 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: One course in philosophy or by permission.

Offered in alternate years.

### 336 Philosophy of Mind.

Fall (4), 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: one course in philosophy.

Offered in alternate years.

### 341 Nineteenth-Century Philosophy.

Fall (4), 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 by permission.

Offered as needed.

### 342 Twentieth-Century Continental Thought.

Fall (4), 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 by permission.

Offered as needed.

### 343 Twentieth-Century Analytic Thought.

Fall (4), May Term (3).

Examination of original texts in the Anglo- American tradition. Readings selected from authors such as Wittgenstein, Austin, Carnap, Ayer, Ryle, and Quine.

Prerequisite: one course in philosophy or by permission.

Offered as needed.

### 345 American Philosophy.

Fall (4), 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 by permission.

Offered as needed.

### 350 Symbolic Logic.

Fall (4), Spring (4).

Study of increasingly complex systems of deductive logic. Topics include sentential logic and predicate logic.

Prerequisite: either one course in philosophy, or by permission.

Offered in alternate years.

### 360 Advanced Topics in Philosophy.

Fall (4), Spring (4), May Term (3).

Advanced study of selected topics, movements, authors, or works in philosophy chosen to reflect student interest and instructor availability. May be repeated for degree credit, for a maximum of 12 credits, given a different topic.

Prerequisite: one philosophy course or by permission.

### 460 Advanced Seminar in Philosophy.

Fall (4), Spring (4).

An advanced and in-depth examination of a particular topic, movement or figure in philosophy that requires the completion of a major writing assignment. Topics vary. May be repeated for degree credit.

Prerequisite: junior or senior standing and PHIL 200 or PHIL 220, or by permission.



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## **PHYSICAL EDUCATION**

### THE DIRECTOR

Jeffrey P. Martinez

### 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:

6 courses/ 24 credits

- PE 110 Foundations of Physical Education and Sport (4)
- PE 210 Social Sciences in Physical Education and Sport (4)
- PE 310 Instructional Strategies for Physical Education (4)
- PE 320 Scientific Concepts for Physical Education and Sport (4)

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, recreational sports, and intercollegiate athletics. 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 1 credit on a Credit/no credit basis.

#### PHYSICAL EDUCATION CREDITS

Students may earn a maximum of 4 credits toward a degree. Physical Education activity credits are exempt from the excess credit fee.

#### FITNESS ACTIVITIES—1 CREDIT

Designed to improve cardiovascular fitness, body composition, muscular endurance, strength, and flexibility.

PEAC OFA Water Aerobics

PEAC OFD Dynamic Fitness Speed and Agility

PEAC OFE Dynamic Fitness Strength and Power

PEAC OFJ Jogging

PEAC OFL Boot Camp Aerobics

PEAC OFP Personalized Fitness

PEAC OFS Life Saving

PEAC OFW1 Weight Training—Beginning

PEAC OFW2 Weight Training—Intermediate

PEAC OFX Flexibility

PEAC OFY Yogalates

PEAC OFY1 Yoga—Beginning

PEAC OFY2 Yoga—Intermediate

PEAC OFZ Topics in Fitness

#### LIFETIME SPORTS—1 CREDIT

Designed to improve the skill performance in the selected sport through instruction, drills, and competitive play.

PEAC OLB Badminton

PEAC OLC Soccer

PEAC OLF Ultimate Frisbee

PEAC OLG Golf

PEAC OLH Cheerleading

PEAC OLK Coed Basketball

PEAC OLL Lacrosse

PEAC OLN Sand Volleyball

PEAC OLR Racquetball

PEAC OLS Swimming  
PEAC OLT1 Tennis—Beginning  
PEAC OLT2 Tennis—Intermediate  
PEAC OLT3 Tennis—Advanced  
PEAC OLV Volleyball  
PEAC OLW Wallyball  
PEAC OLZ Topics in Lifetime Sports

#### MARTIAL ARTS—1 CREDIT

Designed to train both the mind and body. Some may require additional fees and/or equipment.

PEAC OMA Aikido  
PEAC OMK1 Karate—Beginning  
PEAC OMK2 Karate—Intermediate  
PEAC OMS Self Protection  
PEAC OMZ Topics in Martial Arts

#### RECREATIONAL SPORTS—1 CREDIT

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

#### 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 and diving, tennis, track and field, and water polo. Women's teams are sponsored in basketball, cross-country, golf, lacrosse, soccer, softball, swimming and 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). For information on eligibility to participate in Intercollegiate Athletics, please refer to "Athletic Eligibility" on page 28 in the Academic Standards chapter of this Catalog.

### INTERCOLLEGIATE SPORTS–1 CREDIT

Students who participate on an intercollegiate team may earn 1 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 TN–M Tennis: Men

PEAC TN–W Tennis: Women

PEAC VB–W Volleyball: Women

PEAC WP–M Water Polo: Men

PEAC WP–W Water Polo: Women

### 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).

A hands-on course teaching the best practices of basic first aid, CPR, and emergency care. Successful completion of the course allows students to be eligible for Heartsaver Certification by the American Heart Association. Class fee applies for CPR certification materials.

**250 Methods of Teaching Team and Individual Sports.**

Fall (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).

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 by permission.

**330 Enhancing Athletic Performance.**

Spring (3).

Undergraduate-level, 3-credit course designed to provide a comprehensive overview of strength/ conditioning. Emphasizes exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization, and administration, testing and evaluation. Prepares for CSCS and CPT certification examinations. By completing an additional

internship, a 4th credit may be granted.

Prerequisite: PE 320.

### 340 Introduction to Sports Medicine.

Fall (3).

Designed to teach future healthcare providers, coaches, and educators the basics of prevention, recognition, and/or care of common athletic injuries. Topics include: roles of sports medicine team, protective techniques, and treatment options. Laboratory work with an athletic trainer is required.

Recommended: PE 320, BIOL 317.

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).

Prerequisite: by permission. May be repeated for a maximum of 3-degree credits.

Credit/no credit 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 the duration of a sport's season. May be repeated for a maximum of 4-degree credits.

Credit/no credit only.

Prerequisite: by permission.

### 383 Special Internship: Athletic

Training. Fall (2–3), Spring (2–3).

Prerequisite: by permission.

Credit/no credit and Evaluation grade only.

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## **PHYSICS**

### THE FACULTY

Alan J. DeWeerd

S. Eric Hill

Martín Hoecker-Martínez

### 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 offered such as Relativity, Physical Oceanography, and Condensed Matter. Students perform research in addition to coursework. There are opportunities to work with faculty in areas such as fluid dynamics, 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 PHYS 231 General Physics I as early as possible (ideally, during the first year). Four years from the beginning of the General Physics sequence are required to complete the

requirements for the Bachelor of Science degree, but the Bachelor of Arts degree can be completed in three years.

Students declaring a physics major are required to have a 2.5 cumulative GPA in the general physics and calculus sequences (PHYS 231, PHYS 233, and MATH 121, MATH 122, MATH 221).

Learning outcomes for these programs may be found at: [www.redlands.edu/BA-PHYS/learning-outcomes](http://www.redlands.edu/BA-PHYS/learning-outcomes).

### BACHELOR OF ARTS

This program provides students with a basic understanding of the fundamentals of physics and allows them to choose which subjects to study at the advanced level. 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†: 31 credits

- PHYS 231 General Physics I (4)
- PHYS 232 General Physics II (4)
- PHYS 233 General Physics III (4)
- PHYS 391‡ Junior Seminar (2)
- PHYS 491‡ Senior Seminar (2)
- AND at least 15 additional credits at the 300 level

MATHEMATICS: 16 credits

- MATH 121 Calculus I (4)
- MATH 122 Calculus II (4)
- MATH 221 Calculus III (4)
- MATH 235 Differential Equations (4)

### BACHELOR OF SCIENCE

This program offers advanced 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†: 43–45 credits

- PHYS 231 General Physics I (4)



- PHYS 232 General Physics II (4)
- PHYS 233 General Physics III (4)
- PHYS 310 Electronics Applications (4)
- PHYS 331 Classical Mechanics (4)
- PHYS 332\* Electricity and Magnetism (4)
- PHYS 341\* Quantum Mechanics (4)
- PHYS 344\* Thermal and Statistical Physics (4)
- PHYS 349 Advanced Experimental Physics (4)
- PHYS 391‡ Junior Seminar (2)
- PHYS 491‡ Senior Seminar (2)
- AND at least 2 credits of PHYS 378 or other department-approved research experience
- AND at least 3 additional credits at the 300 level

#### RELATED FIELD REQUIREMENTS

CHEMISTRY: 4 credits

- CHEM 131 General Chemistry (4)

MATHEMATICS/COMPUTER SCIENCE: 28 credits

- MATH 121 Calculus I (4)
- MATH 122 Calculus II (4)
- MATH 221 Calculus III (4)
- MATH 235 Differential Equations (4)

ALSO CHOOSE THREE OF THE FOLLOWING, WITH AT LEAST ONE FROM EACH CATEGORY:

#### CATEGORY A

- MATH 222 Vector Calculus (4)
- MATH 241 Linear Algebra (4)
- MATH 311 Probability (4)
- MATH 338 Partial Differential Equations (4)

OR

#### CATEGORY B

- MATH 331 Numerical Analysis (4)
- CS 110 Introduction to Programming (4)

#### EXPLANATION OF COURSE MARKINGS

† Math co- and pre-requisites for Physics courses are given in the individual course descriptions.

‡ Together satisfy WB requirement.

\* These courses are offered every other year. Students should plan their schedules accordingly.

## ENGINEERING

Through the Engineering 3-2 Combined Degree program, the Physics B.A. can be paired with an Engineering B.S. from Columbia University in New York City, or Manhattan College School of Engineering, or Washington University at St. Louis. This program combines three years at Redlands with two years at Columbia's or Washington's School of Engineering. For more information, see "ENGINEERING 3-2 COMBINED DEGREE" in the Integrated Programs of Study section of this Catalog. Contact the program advisor listed for more information. Alternatively, a Physics bachelor's degree is good preparation for graduate study in various fields of Engineering.

## THE MINORS

### 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: 32 credits

INTRODUCTORY PHYSICS†: 8 credits

CHOOSE ONE OF THE FOLLOWING SEQUENCES:

#### SEQUENCE A

- PHYS 231 General Physics I (4)
- PHYS 232 General Physics II (4)

OR

#### SEQUENCE B

- PHYS 220 Fundamentals of Physics I (4)
- PHYS 221 Fundamentals of Physics II (4)

ADDITIONAL PHYSICS COURSES: 12 credits

- PHYS 233 General Physics III (4)
- 8 credits in 300-level courses (except PHYS 391)

MATHEMATICS: 12 credits

- MATH 121 Calculus I (4)
- MATH 122 Calculus II (4)
- MATH 221 Calculus III (4)

## DEPARTMENTAL HONORS

The Physics Department offers honors to recognize outstanding student

achievement as reflected by a major GPA of at least 3.5 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 scored 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 1: Students who earned a score of three receive 0 to 4 credits, depending on the results of an interview with department faculty. Scores of four or five earn 4 credits.

Physics 2: Students who earned a score of three receive 0 to 4 credits, depending on the results of an interview with department faculty. Scores of four or five earn 4 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. 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 offered by other institutions (such as Research Experiences for Undergraduates). Most students begin work in their sophomore or junior years that evolves into a senior thesis.

Students join faculty on research in areas such as Turbulence, Optics, and Surface Science. The fluid dynamics lab is a student-designed facility for geophysical dynamics experiments as well as analysis of

oceanic and atmospheric flow observations. Students have worked on a variety of laser and optical experiments, including light scattering, optical tweezers, and quantum optics. Recent surface science work has featured the development and construction of a Scanning Tunneling Microscope to investigate atomic-scale surface features and phenomena.

#### 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. Expects competency in high school algebra, geometry, and trigonometry.

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: Expects competency in high school algebra, geometry, and trigonometry.

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. Expects competency in high school algebra.

Offered as needed.

##### 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. Expects competency in high school algebra.

Offered as needed.

160 Topics in Physics and Astronomy.

Fall (4), Spring (4), May Term (3).

Topics in physics and astronomy of interest to non-majors that are not regularly offered. May be repeated for degree credit for a maximum of 12 credits, given different topics.

Offered as needed.

220 Fundamentals of Physics I.

Fall (4).

Introduction to Newtonian mechanics, fluids, and thermodynamics. Includes lecture and laboratory components. Expects competency in high school algebra, geometry, and trigonometry.

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).

Quantitative study of classical Newtonian mechanics. Includes lecture and laboratory components.

Prerequisite: MATH 119, MATH 121, MATH 122 or MATH 221.

232 General Physics II.

Spring (4).

Introduction to classical electricity and magnetism. Includes lecture and laboratory components.

Prerequisite: PHYS 231;

Pre- or corequisite: MATH 122 or MATH 221.

233 General Physics III.

Fall (4).

Introduction to geometric optics, wave optics, quantum mechanics, thermodynamics, and statistical mechanics. Includes lecture and laboratory components.

Prerequisite: PHYS 231–232 or instructor's permission.

Pre- or corequisite: MATH 221.

291 Physics Instructional Techniques.

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. Lecture and lab components.

Prerequisite: PHYS 221 or PHYS 232 or by permission.

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 231.

Pre- or corequisite: MATH 235.

Offered alternate years.

332 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.

Prerequisites: PHYS 232 and MATH 235.

Offered in alternate years.

341 Quantum Mechanics.

Fall (4).

Fundamentals of quantum theory. Includes development of mathematical formalism, application to two- and three-dimensional models, and a detailed treatment of the one-electron atom.

Prerequisites: PHYS 233 and MATH 235.

Offered in alternate years.

344 Thermal Physics.

Spring (4).

Fundamental principles of classical thermodynamics and kinetic theory. Classical and quantum statistical properties of matter and radiation.

Prerequisites: PHYS 233 and MATH 221.

Offered in alternate years.

349 Advanced Experimental Physics.

Fall (4).

Laboratory course in solid state, molecular, atomic, optical, nuclear, and particle physics.

Prerequisite: PHYS 233 and PHYS 310.

360 Topics in Physics and Astronomy.

Fall (2–4), Spring (2–4), May Term (3).

Special topics in physics and astronomy not otherwise covered in the curriculum. Topics vary with semester and may include fluid mechanics, optics, computational physics, relativity, and solid state physics.

May be repeated for degree credit given a different topic.

Prerequisite: PHYS 231 and PHYS 233 or instructor's permission.

Offered as needed.

378 Physics Research.

Fall (1–4), Spring (1–4).

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.

Credit/no credit and Evaluation grade only.

391 Junior Seminar.

Spring (2).

Students develop the skills for communicating scientific articles, writing papers, and giving presentations.

Prerequisites: PHYS 233 and junior standing, or by permission.

Numeric and Evaluation grade only.

491 Senior Seminar.

Spring (2).

Development of written and oral communication skills. Preparation and presentation of a senior thesis. Prerequisite: PHYS 391 Junior Seminar.

Numeric and Evaluation grade only.

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## **POLITICAL SCIENCE**

### THE FACULTY

Graeme Auton

Eric McLaughlin

Arthur G. Svenson

Greg Thorson

Renee Van Vechten

Steven Wuhs

The Department of Political Science is committed to educating our majors to be effective analysts, practitioners and/or scholars. Our program of study builds on three elements: foundational understanding of how to conceive of and analyze political systems; curricular sequences determined by students' interests within the field of political science; and an emphasis on the skills students need to succeed in life (e.g. effective argumentation, problem-solving, analytic, writing, and public speaking skills). The Political Science program also supports students' initiatives to transfer the content and competencies they master in the curriculum into graduate studies in law, policy, and politics; into careers in advocacy, campaigns and elections, and foreign affairs; and into government and public service work.

### THE MAJOR

The major in political science encompasses courses taken for foundational knowledge, breadth, and specialization. Majors must complete a minimum of 44 credits or the equivalent of 10 courses plus



a 4-credit senior capstone. Learning outcomes for this program may be found at: [www.redlands.edu/BA-POLI/learning-outcomes](http://www.redlands.edu/BA-POLI/learning-outcomes).

## BACHELOR OF ARTS

The major in Political Science consists of 10 courses plus a 4-credit senior capstone for a minimum of 44 credits. Students must complete the following requirements:

### FOUNDATION:

4 courses/ 16 credits

- POLI 111 Introduction to American Politics (4)
- POLI 123 Introduction to World Politics (4)
- POLI 150 Foundations of Political Theory (4) or POLI 212 Classical Political Thought (4) or POLI 214 Political Theory (4)
- POLI 200 The Study of Politics (4) or POLI 202 Statistical Analysis and Mapping of Social Science Data (4)

### ELECTIVE CONCENTRATION

4 courses/ 16 credits

Students must develop an elective concentration through one of two paths:

1. Independently Elected Concentration Students opting for this path select four courses in an area of their interest, at least one of which is a 400-level seminar.
2. Established Elective Concentrations Students opting for this path select four courses from one of the established concentrations below, at least one of which is a 400-level seminar.

### CONCENTRATIONS:

#### LAW AND POLITICS

- POLI 306 Constitutional Law: National and State Powers (4)
- POLI 307 Constitutional Law: Liberty and Authority (4)
- POLI 318 American Political Thought and Practice (4)
- POLI 345 International Law and Organization (4)
- POLI 363 Special Topics in Public Law (4)
- POLI 463 Advanced Seminar in Public Law (4)

#### GOVERNANCE AND POLICY

- POLI 207 Environmental Politics and Policy (4)
- POLI 208 California Politics (4)
- POLI 250 American Foreign Policy (4)
- POLI 304 Congress (4)

- POLI 354 Immigration Politics and Policy (4)
- POLI 456 Education Policy (4)
- POLI 457 Health Care Policy (4)
- PLCY 100 Introduction to Public Policy Analysis (4)

#### PARTIES, CAMPAIGNS, AND ELECTIONS

- POLI 220 European Politics and Development (4)
- POLI 230 Latin American Politics and Development (4)
- POLI 304 Congress (4)
- POLI 308 U.S. Presidency (4)
- POLI 321 Democratic Theory (4)
- POLI 325 Comparative Parties and Elections (4)
- POLI 460 Advanced Seminar in American Politics (4)
- POLI 462 Advanced Seminar in Comparative Politics (4)

#### WORLD POLITICS

- POLI 220 European Politics and Development (4)
- POLI 226 Middle East and African Politics (4)
- POLI 230 Latin American Politics and Development (4)
- POLI 244 International Security (4)
- POLI 250 American Foreign Policy (4)
- POLI 322 Political Change (4)
- POLI 325 Comparative Parties and Elections (4)
- POLI 332 (4) Politics of Japan and Korea (4)
- POLI 337 Nations, Nationalism, and Conflict (4)
- POLI 345 International Law and Organization (4)
- POLI 346 Foreign Policies of Russia and the Former Soviet States (4)
- POLI 462 Advanced Seminar in Comparative Politics (4)
- POLI 464 Advanced Seminar in International Relations (4)
- IR 200 International Relations Theory (4)

#### ELECTIVES

2 courses/ 8 credits

Students must enroll in two additional 4-credit courses, at least one of which is a 400-level seminar. Elective courses may support students' curricular concentration.

#### CAPSTONE

-- POLI 495 Political Science Capstone (4) The senior capstone is offered as a 4-credit course to be taken in the fall of the senior year. Students must employ best practices in the discipline to complete an independent

research project; a student who does not successfully complete this project will not graduate with a major in Political Science.

#### THE MINOR

A minor in Political Science consists of a minimum of 24 credits in the department. At least 12 credits must be taken at the University of Redlands.

#### OTHER COURSES

With prior approval of their academic advisors and the Political Science Department chair, students may count three upper-division courses offered by other departments, off-campus coursework (such as through foreign study programs or a Washington Semester), internships, and individualized study courses for up to 12 credits of elective credit toward the major or minor.

#### ADVANCED PLACEMENT IN POLITICAL SCIENCE

Students receiving scores of four or above on an AP (Advanced Placement) United States Government and Politics Examination will be given credit for POLI 111. Students receiving scores of four or above on an AP Comparative Government and Politics examination will be given credit for POLI 123.

#### DEPARTMENTAL HONORS

Only students with a GPA of 3.5 or higher in the major are eligible for honors. Eligible students may earn honors in one of two ways:

1. Thesis: Students who wish to write a thesis must submit a proposal to the department; upon approval, a committee will be assigned and a writing schedule prepared. If at any point the committee determines the student is not progressing adequately, thesis approval may be revoked. Honors are awarded at the discretion of the thesis committee.

2. Portfolio: Students may generate a portfolio including three significant research papers from previous classes, inclusive of revisions, and summative and reflective essays to demonstrate mastery of the department's learning outcomes. If the department determines a portfolio demonstrates outstanding merit, the student will be invited to submit to an oral examination of their mastery of the Political Science major. Excellent performance in this exam merits honors.

#### RELATED PROGRAMS

Political Science students who are interested in the pre-law program or

the International Relations or Public Policy major should consult the appropriate sections in this Catalog.

ELECTIVE: DIRECTED STUDY (2–4)  
POLI 270, POLI 370, POLI 470, POLI 499

ELECTIVE: INTERNSHIP (2–4)  
POLI 280, POLI 380, POLI 480, POLI 485

### COURSE DESCRIPTIONS (POLI)

111 Introduction to American 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).

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 conceptual issues.

150 Foundations of Political Theory.

Fall (4), Spring (4).

Answers to questions such as “What is justice? (Or freedom? or equality?)” “Who is a good citizen and why?” “What is a good state?”, and “What should my obligations be?” are debated continually, even as they shape much of the world we live in and share with others. This course introduces students to these core questions as developed by political theorists from antiquity to today, and challenges students to generate working answers to those questions.

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.

202 Statistical Analysis and Mapping of Social Science Data.

Fall, (4), Spring (4).

Principles of hypothesis development and testing, strategies for making

controlled comparisons, principles of statistical inference, and tests of statistical significance. Development and testing of important research questions using such prominent data sets as the General Social Survey and the National Election Series.

**203 Playing Politics.**

May Term (3).

An experiential learning course in which students learn about the politics of social dilemmas, social choice theory, and elementary game theory through playing competitive games throughout May Term. Each game models a particular social problem found in real-world politics.

**206 State and Local Politics and Policy.**

Fall (4), Spring (4).

This course examines the variation in political institutions across the U.S. states as well as current political issues that confront state and local governments and their policy responses to pressing issues. Intergovernmental relations are also examined from national and sub-national perspectives. Particular attention is paid to California and the Inland Empire.

**207 Environmental Politics and Policy.**

Fall (4), Spring (4).

Explores local, national and international contexts within which key decisions about the environment are made, emphasizing the U.S. experience. Focuses on the tensions between science and politics, health/safety and national security, and action and values. Develops theoretical and analytical tools to evaluate policy responses to major environmental episodes and controversies.

**208 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.

Offered every year.

Recommended: POLI 111

Additional Fees

**211 Politics of Race and Ethnicity in America.**

Spring (4).

An introduction to the study of identity politics in America, including race, ethnicity, gender, class, and the intersectionality among these factors. Topics include the history of Latino and Black civil rights movements, the legacy of colonialism, key judicial decisions and legislation, and contemporary political issues facing people of color.

212 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.

214 Modern Political Thought.

Fall (4), Spring (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.

220 European Politics and Development.

Spring (4).

The organization, functioning, political behavior, and contemporary problems of major European governments and European intergovernmental regimes and organizations.

226 Middle East and African Politics.

Fall (4), Spring (4).

A thematic introduction to the politics of the Middle East and Africa, in which students address themes and issues such as state formation, democracy and authoritarianism, political violence and terrorism, ethnicity and nationalism, gender and human rights, and the complex relationship between religion and politics.

Offered in alternate years.

227 Political Geography.

May Term (3).

Exploration of the relationship between space, place, and politics in comparative American politics. Particular emphasis on the development of electoral politics at the state and local levels, with a collaborative, community-based component.

230 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.

Offered as needed.

#### 244 International Security.

Fall (4).

A survey course on key issues of international security, including interstate and sub-state conflict, alliances, collective security, peacekeeping, preventive diplomacy, and both “traditional” and “non-traditional” threats. The course also focuses on regional security issues in Europe, the Middle East/Southwest Asia, and Northeast Asia. This course is required for students majoring in the International Politics, Peace and Security (IPPS) track of the International Relations major.

#### 250 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.

#### 257 Policy Making in Washington, DC.

May Term (3).

Students spend the term in Washington DC meeting with alumni active in national politics. Half the term is devoted to domestic policy and half to foreign policy.

Prerequisite: by permission of instructor.

Credit/no credit only.

#### 300 Advanced Quantitative Methods in the Social Sciences.

Fall (4), Spring (4).

Examination of the most commonly used advanced statistical techniques used in the social sciences. Topics may include Ordinary Least Squares (OLS) regression, Logit/Probit, and/ or other advanced methods.

Prerequisite: POLI 202 or MATH 111.

#### 304 Congress.

Fall (4), 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: POLI 111 or any American politics course.

### 306 Constitutional Law: National and State Powers.

Fall (4).

Examination of governmental powers focusing primarily on 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: sophomore standing.

### 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: sophomore standing.

### 308 U.S. Presidency.

Fall (4), 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: Any American politics course.

### 317 Feminist Political Theory.

Fall (4), 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).

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), 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.

### 321 Democratic Theory.

Fall (4), 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.

### 322 Political Change.

Fall (4), Spring (4).

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: POLI 123.

### 325 Comparative Parties and Elections.

Fall (4), Spring (4).

Examination of how parties are formed, their functions as central actors in democratic and democratizing settings, and how they compete with one another. Comparative assessment of parties and what the implications of parties and party systems are for democracy and elections.

### 332 Politics of Japan and Korea.

Spring (4).

An introduction to the political systems of Japan, South Korea and North Korea. Topics include political institutions, party systems, electoral politics of Japan and South Korea, social policy, political economy, foreign policy, and the broader role of all three countries in East Asian regionalism.

Prerequisite: A Comparative Politics or International Relations course.

### 337 Nations, Nationalism, and Conflict.

Fall (4), 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: A Comparative Politics or International Relations course.

Offered in alternate years.

### 345 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: POLI 123 or IR 200, or instructor permission.

### 346 Foreign Policies of Russia and the Former Soviet States.

Spring (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.

Prerequisites: A Comparative Politics and International Relations course.

### 354 Immigration Politics and Policy.

Fall (4), Spring (4).

Explores the concept of citizenship and how it relates to immigration politics, human rights, public benefits, legal privileges, and civic duties; borders and security; statelessness and exclusion; and how wars,

terrorism, globalization, climate change, and other phenomena affect immigration flows and policies in the U.S. and globally.

Prerequisites: POLI 111 or POLI 123.

### 360 Special Topics in American Politics and Policy.

Fall (4), Spring (4).

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: An American Politics course.

Offered as needed.

### 361 Special Topics in Political Theory.

Fall (4), Spring (4), 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.

### 362 Special Topics in Comparative Politics.

Fall (4), Spring (4), 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.

Prerequisites: A Comparative Politics and International Relations course.

Offered as needed.

### 363 Special Topics in Public Law.

Fall (4), Spring (4), May Term (3).

Selected intermediate topics in public law chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 8 credits given a different topic.

### 363 Education Law

Spring (4).

Examination of court cases in the field of American education and how they impacted education policy.

Prerequisite: POLI 111 or PLCY 100.

Recommended: POLI 306 or 307; POLI 202.

May be repeated for degree credit for a maximum of 8 credits given a different topic.

Offered in alternate years.  
Numeric and evaluation grade options.

### 364 Special Topics in International Relations.

Fall (4), Spring (4).

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.

Prerequisites: A Comparative Politics and International Relations course.

Offered as needed.

### 365 Special Topics in Political Science.

Fall (4), Spring (4), May (3).

Selected intermediate topics in government that do not fit one of the established sub-field topic courses. May be repeated for credit for a maximum of 8 credits given a different topic.

### 456 Education Policy.

Fall (4).

Examination of the history and evolution of federal and state education policy. Review of research conducted by leading scholars, think tanks, and non-partisan government organizations on the effectiveness of education policy.

Prerequisite: PLCY 100 or POI 111, and POLI 202.

Offered in alternate years.

### 457 Health Care Policy.

Fall (4), Spring (4).

Examination of the U.S. health care system, including the evolution and impact of Medicare, Medicaid, and the SCHIP programs. Comparison of effectiveness of the U.S. health care system with other systems around the world. Examination of recent attempts to reform the U.S. health care system and their likely impacts.

Prerequisite: PLCY 100 or POLI 111, and POLI 202.

Offered in alternate years.

### 460 Advanced Seminar in American Politics.

Fall (4), Spring (4).

Topics are announced in the Schedule of Classes. May be repeated for degree credit, provided sections are in different topics.

Prerequisite: an American politics course.

### 461 Advanced Seminar in Political Theory.

Fall (4), Spring (4).

Topics are announced in the Schedule of Classes. May be repeated for degree credit, provided sections are in different topics.

Prerequisite: any Political Theory or Constitutional Law course.

462 Advanced Seminar in Comparative Politics.

Fall (4), Spring (4).

Topics are announced in the Schedule of Classes. May be repeated for degree credit, provided sections are in different topics.

Prerequisite: any Comparative Politics or International Relations course.

463 Advanced Seminar in Public Law.

Fall (4), Spring (4).

Topics are announced in the Schedule of Classes.

Prerequisite: POLI 306 or 307.

464 Advanced Seminar in International Relations.

Fall (4), Spring (4).

Topics are announced in the Schedule of Classes. May be repeated for degree credit, provided sections are in different topics.

Prerequisite: Any Comparative Politics or International Relations course.

485 Specialized Internship in Law.

Fall (2-4), Spring (2-4).

A work-related experience, usually with a local law firm, that serves to enrich understanding of the law.

495 Political Science Capstone.

Fall (4), Spring (4).

Four-credit guided research seminar for graduating seniors. Students will produce and present individual research projects with a common theme. Work must reflect best practices and mastery of the Department's learning outcomes required for major; students must pass to graduate.

## INTERNATIONAL RELATIONS COURSE (IR)

200 International Relations Theory.

Spring (4).

Exploration of international relations theory, focusing on ideas and concepts that have been invoked to explain forces at work in interstate politics and the global system. Topics include political realist, liberal, constructivist, and feminist approaches to international relations theory,

500 University of Redlands

foreign policy, and national security decision making. Required of all International Relations majors.

### **PUBLIC POLICY (PLCY)**

**100 Introduction to Public Policy Analysis.**

Fall (4), Spring (4).

Introduction to both the theoretical foundations and processes of public policy-making. Case studies of educational policy, health care policy, economic policy, and/or tax policies.

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## **PSYCHOLOGY**

### THE FACULTY

Susan B. Goldstein

Thomas F. Gross

Jessica Hehman

Celine Ko

Fredric E. Rabinowitz

Catherine Salmon

Francisco Silva

Kathleen Silva

### THE MAJOR

#### BACHELOR OF ARTS

Majors must complete a minimum of ten courses in psychology, seven of which must be in residence, a senior capstone, and the psychology exit exam.

Students can declare the major after completion of PSYC 100 (with a minimum grade of 2.7), PSYC 250 (with a minimum grade of 2.0), and one additional psychology course with a combined 2.3 GPA across their Psychology courses. Transfer students are expected to meet the same prerequisites and GPA standards as students in residence.

Learning outcomes for this program may be found at: [www.redlands.edu/BA-PSYC/learning-outcomes](http://www.redlands.edu/BA-PSYC/learning-outcomes).

#### PREREQUISITE COURSE REQUIREMENTS

We strongly advise students to complete all their prerequisite courses no later than their junior year. PSYC 100 should ideally be taken in the first year, followed by PSYC 250 and PSYC 300 by the end of year three.

All prerequisite courses must be taken for a numerical grade. Students must earn a minimum grade of 2.7 in PSYC 100 for it to serve as a prerequisite for other PSYC courses. Students must also earn a minimum grade of 2.0 in PSYC 250 and PSYC 300 for these courses to serve as prerequisites for upper-level courses.

#### REPEATING COURSES POLICY

Students are allowed to repeat a PSYC course only once. Students who want to repeat a course a second time must obtain permission from the Psychology Department Chair. For additional information about repeating courses, see the section in the Catalog about “Repeating Courses.”

#### REQUIRED COURSES: 4 courses/ 12 credits

- PSYC 100 Introduction to Psychology (4)
- PSYC 250 Statistical Methods (4)
- PSYC 300 Research Methods (4)
- PSYC 490 Exit Exam (0)

#### INTERMEDIATE COURSES: 3 courses/ 12 credits

- PSYC 210 Personality Theories (4)
- PSYC 220 Abnormal Child Psychology (4)
- PSYC 252 Culture and Human Behavior (4)
- PSYC 260 Topics in Psychology (4)
- PSYC 320 Psychology of Gender (4)
- PSYC 335 Developmental Psychology (4)
- PSYC 343 Educational Psychology (4)
- PSYC 344 Abnormal Psychology (4)
- PSYC 349 Social Psychology (4)
- PSYC 350 Evolutionary Psychology (4)
- PSYC 352 Human Sexuality (4)
- PSYC 355 Psychology of Prejudice and Discrimination (4)
- PSYC 360 Advanced Topics in Psychology (4)

#### ADVANCED COURSES: 3 courses/ 12 credits

These courses generally have an empirical component involving data collection, analysis, interpretation, and a written report.

- PSYC 435 Cross-Cultural Psychology (4)
- PSYC 439 History and Systems (4)



- PSYC 440 Counseling (4)
- PSYC 441 Learning (4)
- PSYC 445 Cognitive Development (4)
- PSYC 447 Cognitive Psychology (4)
- PSYC 448 Psychological Testing (4)
- PSYC 450 Health Psychology (4)
- PSYC 452 Evolutionary Psychology Research (4)
- PSYC 460 Advanced Topics in Psychology (4)

ELECTIVE: 1 course/ 3–4 credits

Students may select the tenth course from any 3- to 4-credit course in psychology. This may also include the cross-listed courses.

- BIOL 104 Introduction to Neuroscience (4)
- BIOL 326 Neuroscience (4)
- BUS 430 Human Resource Management (4)

Please see the Biology and Business sections of this Catalog for course descriptions and prerequisite requirements.

#### CAPSTONE:

In addition to these ten courses, students must complete at least one semester of:

- PSYC 473 Senior Seminar (2) or PSYC 475 Research Capstone (2) or PSYC 487 Senior Field Placement (2) or honors.

#### EXIT EXAM:

- 490 Psychology Exit Exam (0) Students must complete the psychology exit exam during the last semester before they graduate.

#### THE MINOR

The minor in psychology consists of a minimum of six courses, four of which must be in residence. It is recommended that students take PSYC 100 first, as it is a prerequisite for most psychology classes. PSYC 250 and PSYC 300 are not required for the minor, however, they are prerequisites for all 400-level courses.

#### STUDY ABROAD

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.

ADVANCED PLACEMENT AND INTERNATIONAL  
BACCALAUREATE IN PSYCHOLOGY

Students who receive a score of four or five on the Advanced Placement Exam or a score of five or higher in the International Baccalaureate course 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.

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.

171 Psychology Practicum.

Fall (0–1), Spring (0–1).

Practical experience as a research or teaching assistant.

Prerequisite: PSYC 100 or by permission.

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 or by permission.

220 Abnormal Child Psychology.

Fall (4), Spring (4).

Nature, determinants, and problems associated with Intellectual and Learning Disabilities, Conduct and Behavioral Disorders, Anxiety, and Mood Disorders, Autism Spectrum Disorder, and Physical Disorders in children.

Prerequisite: PSYC 100 or by permission.

**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.

Prerequisite: PSYC 100 or by permission.

**252 Culture and Human Behavior.**

Spring (4).

This course focuses on the role of culture in human behavior. Attention is given to (1) the conceptual, ethical, and methodological challenges involved in making cross-cultural comparisons, (2) understanding how psychological inquiry is informed by a cultural perspective, and (3) applying psychological principles in order to understand and improve intercultural interaction.

Prerequisite: PSYC 100 or by permission.

Note: Students who receive credit for this course may not receive credit for PSYC 435 Cross-Cultural Psychology.

**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 sports psychology and learning research.

Prerequisite: PSYC 100 or by permission.

**300 Research Methods.**

Fall (4), Spring (4).

Study of scientific methods in psychology, including descriptive, correlational, and experimental approaches, with emphasis on artifacts, biases, and ethical issues in psychological research.

Prerequisites: PSYC 100, and PSYC 250, or by permission.

**320 Psychology of Gender.**

Fall (4).

Survey of biological, psychological, and sociocultural 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 or by permission.

**335 Developmental Psychology.**

Fall (4), Spring (4).

Survey of normal developmental patterns from infancy to old age and theories of development with emphasis on current literature.

Prerequisite: PSYC 100 or by permission.

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 or by permission.

Not regularly offered.

344 Abnormal Psychology.

Fall (4), Spring (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.

Prerequisite: PSYC 100 or by permission.

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).

Prerequisite: PSYC 100 or by permission.

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 or by permission.

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 or by permission.

### 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 or by permission.

### 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 criminal behavior and current issues in personality.

Prerequisite: PSYC 100 or by permission.

### 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, and PSYC 250, and PSYC 300, or by permission.

Note: Students who receive credit for this course may not receive credit for PSYC 252, Culture and Human Behavior.

### 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, and PSYC 250, and PSYC 300, or by permission.

#### 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, and PSYC 250, and PSYC 300, and PSYC 344, or by permission.

#### 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, and PSYC 250, and PSYC 300, or by permission.

#### 445 Cognitive Development.

Spring (4).

Examination of theories of cognitive development, as well as changes in sensation, perception, memory, problem solving, and meta-cognitive processes across the life span.

Prerequisites: PSYC 100, and PSYC 250, and PSYC 300, or by permission.

#### 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, and PSYC 250, and PSYC 300, or by permission.

#### 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, and PSYC 250, and PSYC 300, or by permission.

#### 450 Health Psychology. Spring (4).

Provides an overview of the field of health psychology. We will cover

the history of health psychology, the major theories of the field, and the methods of applying health psychology knowledge to promoting health and preventing diseases. We will be focusing on individual, social, cultural, and economic factors in health.

Prerequisites: PSYC 100, and PSYC 250, and PSYC 300.

452 Evolutionary Psychology Research.

Spring (4).

This course is designed to provide experience in conducting empirical research. This includes all the steps taken by graduate students/researchers, including: successful IRB application, data collection and analysis, and a formal written and oral presentation of the results.

Prerequisites: PSYC 100, and PSYC 250, and PSYC 300, or by permission.

460 Advanced Topics in Psychology.

Fall (4), Spring (4).

In-depth examination of contemporary topics in the field of psychology. Recent offerings include child psychopathology, psychology of the sex industry, and origins of human relationships.

Prerequisite: PSYC 100, and PSYC 250, and PSYC 300, or by permission.

473 Senior Seminar.

Fall (2), Spring (2).

In-depth examination of contemporary topics in the field of psychology.

Prerequisites: PSYC 100, and PSYC 250, and PSYC 300, and senior standing or by permission.

Numeric grade only.

475 Research Capstone.

Fall (2), Spring (2).

This capstone is designed to give students research experience in preparation for graduate school (including submitting an IRB application, designing/ conducting a research study, data collection/ analysis, and interpreting findings). At the end of the semester, students will create a poster of their research to present at the Senior Capstone Poster Session.

Prerequisite: PSYC 100, and PSYC 250, and PSYC 300, and senior standing or by permission.

Credit/no credit 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, and PSYC 250, and PSYC 300, and senior standing or by permission.

Credit/no credit only.

490 Psychology Exit Exam.

Spring (0).

This is a graduation requirement for psychology seniors. It is an end of senior year exam to assess knowledge/skills obtained over the degree.

Prerequisites: PSYC 100, and PSYC 250, and PSYC 300, and senior standing.

Credit/no credit only.



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## **PUBLIC POLICY**

### **CO-DIRECTORS**

Dorene Isenberg, Economics

Jennifer Nelson, Women, Gender and Sexuality Studies

### **THE ADVISORY COMMITTEE**

Graeme Auton, Political Science

Lawrence Gross, Race and Ethnic Studies

Monty Hempel, Environmental Studies

Jill Jensen, Business Administration and Management

Steven Morics, Mathematics

Jennifer Tilton, Race and Ethnic Studies

Greg Thorson, Political Science

Renee Van Vechten, Political Science

John Walsh, Religious Studies

Steve Wuhs, Political Science

### **THE MAJOR**

The Public Policy major draws its theoretical foundations from a variety of disciplines including political science, economics, and sociology. Majors are trained both in the ethics of public policy making as well as in the diverse methodologies used in the field. Because public policy is an applied field, majors take a variety of applied courses in such diverse areas as environmental studies, race and ethnic studies, women, gender, and sexuality studies, political science, economics, and sociology. Students develop a concentration that allows them to develop

substantial expertise in an area of public policy analysis.  
A minimum of 44 credits is required for completion of the major.

## BACHELOR OF ARTS

### REQUIRED COURSES:

Core Course in Public Policy Analysis

-- PLCY 100 Introduction to Public Policy Analysis (4)

Foundations of Public Policy Analysis

-- ECON 100 Economics of Society (4) or ECON 101 Principles of Economics (4)

-- POLI 111 Introduction to American Politics (4)

Ethics (Minimum: 1 Course)

-- PHIL 110 Contemporary Moral Issues (4)

-- PHIL 221 Ethics and the Environment (4)

-- PHIL 320 Ethics and Law (4)

-- REL 120 Religion and Ethics (4)

-- REL 122 Environmental Ethics (4)

-- BUS 434 Applied Business Ethics (4)

Methods (Minimum: 1 Course)

-- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)

-- ECON 400 Introduction to Econometrics (4)

-- EVST 110 Introduction to Spatial Analysis and GIS (4) or SPA 110 Introduction to Spatial Analysis and GIS (4)

-- EVST 399 Research Methods for Environmental Scientists (4)

-- POLI 200 The Study of Politics (4)

-- MATH 111 Elementary Statistics and Probability with Applications (4)

-- PSYC 250 Statistical Methods (4)

-- SOAN 300 Research Methods in the Social Sciences (4)

-- WGS 330 Feminist Research Methods (4)

Public Policy Concentration

(Minimum: 4–5 Courses)

Majors shall develop a public policy concentration in consultation with the advisor. The concentration shall reflect substantial depth in a single area of public policy analysis. Concentrations must consist of a minimum of three courses with at least two courses at the 200 level or higher.

A program contract must be completed detailing the specific courses required for the completion of the public policy concentration. The program contract shall be signed by both the student and the Program

Director. Contracts will be kept on file in the Program Office and in the Registrar's Office. All public policy concentrations must be approved by the Director. Samples of previously approved concentrations can be found in the Program Office.

Approved concentrations have been developed in the following areas:

Health, Education and Welfare Policy

Environmental Policy

Economic Policy

Political Science and Public Policy

Public Finance

Immigration and Civil Rights Policy

Law and Public Policy

National Security Policy

Women, Gender, and Sexuality Policy

Methods in Public Policy

Students are encouraged to develop and propose other concentrations as well.

Internship Requirement

-- PLCY 381 Public Policy Internship.

Fall (0-4), Spring (0-4).

In order to meet the major requirements, the Public Policy Internship must have a University of Redlands faculty sponsor and be approved by the Director.

Elective: Directed Study (2-4)

PLCY 170, PLCY 270, PLCY 370, PLCY 470

Elective: Internship (0-4)

PLCY 180, PLCY 280, PLCY 380, PLCY 480

Capstone Experience Requirement Options

Single majors

Public Policy majors who do not major in any other field (i.e. single majors) may either:

a) complete PLCY 495 – Public Policy Capstone, POLI 456 – Education Policy, or POLI 457 – Health Care Policy

OR

b) complete a capstone in their primary substantive field of study (e.g.

POLI 495, ECON 465, EVST 475, REST 402, WGS 459, or other capstone approved by the Director)

#### Double majors

Public Policy majors who also major in another field (i.e. double majors) may either:

a) complete two separate capstone experiences; one in Public Policy (PLCY 495, POLI 456, or POLI 457), and one in the second major (e.g. POLI 495, ECON 465, EVST 475, REST 402, WGS 459, or other capstone experience approved by the Director)

OR

b) write a share capstone that integrates the student's learning outcomes in both majors.

Regardless of which option is selected, the capstone must focus on a public policy issue and address all of the Public Policy major learning outcomes described in this chapter.

#### THE MINOR

Completion of the minor in Public Policy requires a minimum of 24 credits in the following policy-related courses:

##### Core Course in Public Policy Analysis

1 Course . . . . . 4 credits

-- PLCY 100 Introduction to Public Policy Analysis (4)

##### Foundations of Public Policy Analysis

2 Courses . . . . . 8 credits

-- ECON 100 Economics and Society (4) or ECON 101 Principles of Economics (4)

-- POLI 111 Introduction to American Politics (4)

##### Methods

1 course . . . . . 4 credits

-- POLI 202 Statistical Analysis and Mapping of Social Science Data (4)

-- ECON 400 Introduction to Econometrics (4)

-- EVST 110 Introduction to Spatial Analysis and GIS (4)

-- POLI 200 The Study of Politics (4)

-- MATH 111 Elementary Statistics and Probability with Applications (4)

-- PSYC 250 Statistical Methods (4)

-- SOAN 300 Research Methods in the Social Sciences (4)

-- WGS 330 Feminist Research Methods (4)

### Applied Public Policy

2 Courses . . . . . 8 credits

-- Two approved Public Policy courses.

### ADVANCED PLACEMENT

Students receiving scores of four or above on an Advanced Placement American Government exam will be given credit for POLI 111. Students who receive a score of four or higher in macroeconomics and microeconomics exams receive 4 credits for ECON 101 Principles of Economics.

### DEPARTMENTAL HONORS

Students may apply for departmental honors in the fall of the senior year. Students must have a minimum 3.5 GPA in the major to apply. To successfully complete the honors requirements, students must successfully defend an Honors Thesis in Public Policy. The defense committee shall be composed of at least two faculty members, one of whom shall be an advisory member in the Public Policy program.

### PUBLIC POLICY MAJOR LEARNING OUTCOMES

Graduates of this program will be prepared to:

1. Demonstrate mastery of knowledge about public policy issues and approaches by summarizing and evaluating existing literature in the field.
2. Apply a range of relevant theories, concepts, and approaches taken from the social sciences, humanities, natural sciences, and ethics to the critical analysis of public policy problems.
3. Demonstrate knowledge about the feasibility of solving complex social problems within the context of existing political and economic institutions and processes.
4. Use appropriate quantitative and/or qualitative methods to systematically analyze public policy issues.
5. Communicate knowledge effectively through verbal and written forms.

### COURSE DESCRIPTIONS (PLCY)

100 Introduction to Public Policy Analysis.

Fall (4), Spring (4).

Introduction to both the theoretical foundations and processes of public policy-making. Case studies of educational policy, health care policy, economic policy, and/or tax policies.

381 Public Policy Internship.

516 University of Redlands

Fall (0–4), Spring (0–4).  
Internship in Public Policy.

495 Public Policy Capstone.  
Fall (4).

Students complete an integrated writing project in Public Policy within their chosen area of concentration.

Prerequisite: PLCY 209 and senior standing.

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## **RACE AND ETHNIC STUDIES**

### **THE DIRECTOR**

Keith Osajima

### **THE FACULTY**

Lawrence W. Gross

Jennifer Tilton

### **THE ADVISORY COMMITTEE**

Susan B. Goldstein, Psychology

Priya Jha, English

Sheila Lloyd, English

Leela Madhavarau, Campus Diversity and Inclusion

John Walsh, Religious Studies

### **THE MAJOR**

The major consists of 48 credits. Race and Ethnic Studies is an interdisciplinary and multi-disciplinary field of study. Requirements for the major are met through Race and Ethnic Studies (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.

Learning outcomes for this program may be found at [www.redlands.edu/BA-REST/learning-outcomes](http://www.redlands.edu/BA-REST/learning-outcomes).

## BACHELOR OF ARTS

### CORE REQUIREMENTS: 2 courses/ 8 credits

-- 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: 5 courses 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. Must include at least one 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: 4 courses minimum/ 16 credits

Majors, in consultation with faculty and the director, must take four courses selected to complement the area of emphasis.

### CAPSTONE COURSES: 2 courses/ 4–6 credits

-- REST 401 Senior Capstone I: Project Design (2)

-- REST 402 Senior Capstone II: Project Implementation (2–4)

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 emphasis. 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

6 courses minimum/ 24 credits

The minor consists of 24 credits. Students are required to take REST 120 Introduction to Race and Ethnic Studies (4). 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 240 Economics of Race, Class, and Gender (4)
- ENGL 233 African American Literature (4)
- ENGL 237 Immigrant Literature (4)
- ENGL 239 Chicana/o Literature (4)
- POLI 208 California Politics (4)
- HIST 272 America and Asia (4)
- HIST 274 Vietnam (4)
- HIST 321 Civil War and Reconstruction (4)
- HIST 323 California (4)
- HIST 327 Modern African-American History (4)
- HIST 352 Africa and the Atlantic Slave Trade (4)
- JNST Selected courses each year
- PSYC 252 Culture and Human Behavior (4)
- PSYC 355 Psychology of Prejudice and Discrimination (4)
- PSYC 435 Cross-Cultural Psychology (4)
- REL 125 Introduction to World Religions (4)
- REL 252 African-American Religion and Spirituality (4)

#### 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 ensure that the course will be counted toward the major or minor.

#### PROGRAM HONORS

Students with excellent records of academic achievement (GPA of 3.3 or higher in the major) may apply for program honors during the second semester of their junior year, and no later than the sixth 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, Gender, and Sexuality 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.

130 Introduction to Native American Studies.

Fall (4) Spring (4).

This course provides an understanding of the history, culture, and current concerns of Native Americans. Traditional aspects of Native American cultures such as art and religions are explored, as well as topics affecting Native Americans today. The course also examines the influence of Native Americans on current American society.

160 Topics in Race and Ethnic Studies.

260 Topics in Race and Ethnic Studies.

360 Topics in Race and Ethnic Studies.

Fall (4), Spring (4).

Topics of current interest in race and ethnic studies. May be repeated for degree credit given different topics.

Offered as needed.

210 Reach Juvenile Justice.

Fall (2), Spring (2).

This REACH class enables students to learn about the juvenile justice

system as they volunteer to work with incarcerated youth as tutors and workshop facilitators. Students develop their own learning goals and write reflections to analyze their experience in juvenile hall to meet these goals. C/N only.

**220 Ending Oppression.**

Fall (3), Spring (3), May Term (3).

Students will learn the theory and practice of Re-Evaluation Counseling and use the peer counseling tool to examine how various forms of oppression appear in society and impact their lives. May be repeated for degree credit for a maximum of 6 credits.

Prerequisite: by permission of instructor.

**225 Juvenile Justice: Coming of Age From the Inside Out.**

Spring (4).

This course uses the juvenile justice system as a lens through which we can understand how race, class and gender shape coming of age in America. Students will learn about the juvenile justice system from the inside out in a shared classroom with young men who are incarcerated in San Bernardino.

**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.

**231 Native American Women and Gender Issues.**

Fall (4).

This course examines the role of Native American women in traditional societies. It also investigates issues of concern in modern society for Native American women. The course further includes an exploration of gender issues in Native American Societies, including so-called two-spirit, or other gendered people.

Offered in alternate years.

**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.

**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.

235 Hip Hop and Racial Politics.

Fall (4).

This course will examine the race and gender politics of hip hop, from its roots in U.S. cities and the black diaspora to its status as global popular culture today. We will explore how hip hop redefines and reproduces our cultural understanding of race, gender, sexuality, and social class.

Offered as needed.

236 Sex, Race, and Class in Popular Culture

Fall (4), Spring (4).

Examines the role of race, class, sex, and gender in dominant and alternative cultural practices, especially as they reveal, define, and negotiate identities in national and transnational contexts.

Offered as needed.

Not open to students who have completed WGS 236.

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 relates to content, emphasizing visual analysis.

Offered as needed.

242 Southern California Indian Relationships with the Land.

May Term (3)

This course examines Southern California Indian relations with the land in three ways: traditional societies are examined; the historical period from contact up to the modern era is explored; and modern issues of concern are addressed. This course emphasizes field trips and hands-on experiences.

Prerequisite: by permission of instructor.

245 Race and Science.

Fall (4), Spring (4).

This course examines the last 200 years of the scientific study of race in Western Europe and the United States. A historical approach is taken

through studies of contemporary issues which will be examined with the unique perspective that the historical analysis allows.

**255 Criminal Justice Policy and Action.**

May Term (3).

This class will engage students in research and action in collaboration with the Inland Empire Fair Chance Coalition which is working to reduce barriers people with criminal records face in the job market. Students will learn about the effects of criminal justice policies on our communities and explore diverse strategies advocates use to change criminal justice policies.

**315 Race and Education.**

Fall (4), Spring (4).

Explores issues of race and racism in the public schools and examines strategies used to address educational inequalities.

Offered as needed.

**325 Race and Criminal Justice Policy.**

Spring (4).

This class will examine how race and gender affect our criminal justice policies at different points in policy-making and implementation, including arrest, trial, sentencing as well as the broad effects our criminal justice policies have on our communities, families, and ideas of race and citizenship.

**330 Race in the City.**

Fall (4), Spring (4).

This class examines how race and class have been built into urban and suburban spaces in the U.S. and offers students a variety of opportunities to explore, research and map the cities we live in.

**334 Native American Environmental Issues.**

Spring (4).

This course focuses on indigenous philosophies relating to creation and struggles for the land. It explores the situation in the Americas prior to contact, specific indigenous people, and current conflicts over land, resources, and environmental racism. Students will develop a holistic understanding of the Native ecological philosophies and environmental issues.

Offered in alternate years.

**335 Race, Gender and Public Policy.**

Fall (4).

This class explores the connection between race, gender and public policy making in America, past and present. We will focus on specific case studies of welfare systems, foster care, housing or criminal justice systems, and explore race and gender inequalities.

Offered in alternate years.

### 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.

### 345 Whiteness and Anti-Racism.

Fall (4), Spring (4).

The course examines the social construction of whiteness and traces how whites are implicated in the formation and continued existence of racism. The course also explores how whites have and can be effective allies in anti-racist activities.

Offered as needed.

### 346 Native American Religions and Worldviews.

Spring (4).

This course examines the varieties of Native American religions in their traditional setting and modern manifestations. For traditional Indian religions, the relationship between philosophy, land, and culture is explored. For modern-day practices, Indian Christian thought, the Native American church, and issues related to cultural survival are examined.

### 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 intersections of race, class, and gender.

### 401 Senior Capstone I: Project Design.

Fall (2), Spring (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 by permission.

Offered as needed.

402 Senior Capstone II: Project Implementation.

Fall (2-4), Spring (2-4).

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 by permission.

Offered as needed.

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## **RELIGIOUS STUDIES**

### **THE FACULTY**

Julius Bailey

Karen Derris

Frances Grace

William B. Huntley

Lillian Larsen

John Walsh

### **THE MAJOR**

The study of religious traditions explores the religious beliefs, actions, and cultural practices of individuals and communities across the world and throughout history. In the course of their studies, our students gain an inter-cultural literacy and an appreciation for the world views of other peoples and communities, 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 practice. 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.

Learning outcomes for this program may be found at:  
[www.redlands.edu/BA-REL/learning-outcomes](http://www.redlands.edu/BA-REL/learning-outcomes).



## BACHELOR OF ARTS

A major consists of ten courses and the senior capstone. The ten courses are to be fulfilled from the categories listed below.

### 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 used to study religion.

- REL 125 World Religions (4)
- REL 131 American Religious History (4)
- OR the equivalent determined in consultation with a departmental advisor

### 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 (4)
- REL 145 Introduction to Islam (4)
- REL 165 Islam in America (4)
- REL 189 Religion and Popular Culture (3-4)
- REL 199 Cults and Sects: The History of New Religious Movements in America (4)
- REL 202 History of Judaism (4)
- REL 206 The 'Other' Jesus (4)
- REL 208 Global Christianities (4)
- REL 232 Hinduism(s) (4)
- REL 233 Buddhisms (4)
- REL 245 Queer Religiosities (4)
- REL 251 Women, Sexuality and Western Religion (4)
- REL 252 African-American Religion and Spirituality (4)
- REL 255 Gender in Islam (4)
- REL 325 Japanese Religion and Arts (4)
- REL 350 The History of Social Protest in America (4)
- REL 351 Women, Sexuality, and Buddhist Traditions (4)
- REST 231 Native American Women and Gender (4)
- REST 234 Race, Ethnicity and Religion (4)
- REST 346 Native American Religions and World Views (4)
- SOAN 233 Jewish Culture: Cooking and Community (3)
- SOAN 354 Jewish Identity (4)
- OR a topics course approved by departmental advisor

### 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 241 Ancient/Biblical Hebrew (take 2-course sequence, 2 credits each) (4)
- REL 242 Hellenistic Greek (take 2-course sequence, 2 credits each) (4)
- REL 265 The Prophet (4)
- REL 292 Sacred Life Stories in Asian Religious Traditions (4)
- REL 307 Old Testament Literature: Hebrew Scriptures (4)
- REL 308 Christian Scriptures (4)
- REL 330 Buddhist Literary Imagination (4)
- REL 411 Masterpieces of Asian Literature (4)
- ENGL 118 The Literature of the Bible (4)
- OR a topics course approved by departmental advisor

### TWO COURSES IN RELIGION AND ETHICS:

Ethical teachings and practices are central to every religious tradition. The study of Religion and Ethics provides us with resources for addressing ethical crises in the world today.

- REL 120 Religion and Ethics (4)
- REL 122 Religion and Ecology: Environmental Ethics (4)
- REL 250 Compassion (4)
- REL 257 Science and Religion (4)
- REL 323 Mysticism (4)
- REL 358 Psychology and Religion (4)
- REST 242 Southern California Indian Relations with the Land (3)
- SOAN 232 Saints, Sects, and Society (4)
- OR a topics course approved by departmental advisor

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.

### THREE ELECTIVES:

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.

### CAPSTONE REQUIREMENT:

Two Senior Seminars:

- REL 490 Senior Seminar (2) (taken Fall semester of senior year)
- REL 495 Senior Seminar (2) (taken Spring semester of senior year)

Senior Religious Studies minors, Johnston seniors, and seniors from interdisciplinary programs may request permission to enroll in these seminars.

#### CAPSTONE PROJECT:

ONE of the following two capstone projects (specific guidelines and deadlines available for each option in the department office):

-- Senior Thesis/Project: Substantial research paper that offers an original and in-depth examination of a topic approved by the student's advisor.

-- 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 Community Service Learning Activity (CSAC) graduation requirement. Eighty hours are required, or the equivalent in consultation with one's advisor.

#### THE MINOR

At least one must be taken from each of the categories below.

#### INTRODUCTORY COURSE

-- REL 125, REL 131, or the equivalent determined in consultation with a departmental advisor

#### ONE COURSE IN CULTURES AND COMMUNITIES:

-- REL 126, REL 145, REL 165, REL 189, REL 199, REL 202, REL 206, REL 208, REL 232, REL 233, REL 245, REL 251, REL 252, REL 255, REL 325, REL 350, REL 351, REST 231, REST 234, REST 346, SOAN 233, SOAN 354, or a topics course approved by departmental advisor

#### ONE COURSE IN TEXTS AND CONTEXTS:

-- REL 241, REL 242, REL 265, REL 292, REL 307, REL 308, REL 330, REL 411, ENGL 118, or a topics course approved by departmental advisor

#### ONE COURSE IN RELIGIONS AND ETHICS:

-- REL 120, REL 122, REL 250, REL 257, REL 323, REL 358, REST 242, SOAN 232, or a topics course approved by departmental advisor

#### 2 ELECTIVES:

-- 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 above courses by a semester of study abroad. Many institutions in Europe, Asia, and Australia have offerings in religious studies. Among the more valuable are the courses in Hebrew Scripture, Christian Scripture, and Islamic studies at the University of Edinburgh and the Oxford University. 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.

### DEPARTMENTAL HONORS

Requirements:

- 3.45 cumulative GPA
- Highly motivated and accomplished Religious Studies major
- Submission of Honors Thesis Proposal by early October
- Formation of a Faculty Committee (three members) for the Honors Thesis who will have the opportunity to give feedback at timely intervals of the project
- Submission of draft of Honors Thesis by early February, public presentation of the Honors Thesis and final evaluation for granting honors by faculty committee

### COURSE DESCRIPTIONS (REL)

120 Religion and Ethics.

Fall (4).

Exploration of religious ethics in relation to contemporary issues in politics, medicine, biology, and law.

122 Religion and Ecology: Environmental Ethics.

Spring (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 that shape the various religious responses to ecological concerns.

125 Introduction to World Religions.

Fall (4), Spring (4).

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.

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.

131 American Religious History.

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).

145 Introduction to Islam.

Fall (4), Spring (4).

This course introduces the foundational religious tenets that guide Islamic teaching and practice. Its aim is to provide students with a deeper understanding of the historical emergence and contemporary importance of Islamic thought, culture, legal systems, communal formation, and spiritual traditions.

Recommended: REL 125.

Offered as needed.

Numeric and Evaluation grade only.

160 Topics in Religion.

Fall (1-4), Spring (1-4), 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.

165 Islam in America.

Fall (4), Spring (4).

This course will provide a thorough historical understanding of the roots of Islam in America and the situation of contemporary American Muslims in a post 9/11 world.

Recommended: REL 125 or REL 131.

Offered as needed.

189 Religion and Popular Culture.

Fall (4), Spring (4), May Term (3).

This course analyzes the interconnectedness of religion and popular culture and what it can tell us about the nature of religion in America.

Offered as needed.

Numeric and evaluation grade options.

190 Introduction to Africana Studies.

Fall (4), Spring (4).

This course offers an introduction to Africana Studies. The class examines multidisciplinary approaches and perspectives on the African and African American experience in varied historical moments.

Offered as needed.

199 Cults and Sects: the History of New Religious Movements in America.

Fall (4), Spring (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.

Offered as needed.

202 History of Judaism.

Fall (4).

This course will use primary and secondary texts and stories to deepen students' understandings of the historical and cultural development of Judaism. Through close, critical reading, course lectures, and in-class discussions and presentations, students will undertake intensive historical analysis of Jewish faith and practice in ancient, medieval, and modern manifestations.

Offered as needed.

206 The 'Other' Jesus. Fall (4).

Study of biblical and extra-biblical recounting of the life and teachings of Jesus. Emphasis placed on reading ancient and contemporary life stories as critical resources for understanding emergent Christianity and

the early Jewish/Christian world—in space and over time.

Offered in alternate years.

208 Global Christianities.

Spring (4).

Through studying key figures, movements, and themes, students will learn about the origins, historical development, major controversies, and emergent trends that shape the Christian teaching and praxis. Attention will be given to social, political, economic, global, and cultural analysis.

Offered in alternate years.

210 Introduction to Meditation.

Fall (2), Spring (2).

This course, which is primarily experiential, introduces students to a range of meditation methods and contemplative practices.

May be repeated for credit, maximum 8 credits.

Credit/no credit only.

225 Islam and the Media.

Fall (4), Spring (4).

This course will analyze the ways in which Muslims and Islam are represented in social media, news, film, television, and YouTube. We will explore media outlets not only to understand representations of Islam, but the ways in which Americans gain or absorb religious knowledge.

Recommended: REL 125 World Religions.

Offered as needed.

Numeric, Evaluation, and Credit/No Credit grade options.

226 Religions in Europe.

May Term (3).

Designed as a travel course for May Term, this course journeys to European cities and deals with several religions found there. A daily journal is required, discussing readings done in preparation, interviews with locals, and visits to religious sites, museums and marketplaces.

232 Hinduism(s).

Fall (4).

Explores the many ways Hindu beliefs and practices shape and are shaped by the communities and individuals who live their lives, defined in infinitely variable ways, as adherents of Hindu traditions.

Prerequisite: REL 125 recommended.

233 Buddhisms.

Fall (4), Spring (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.

Numeric grade only.

Offered in alternate years.

241 Ancient/Biblical Hebrew.

Fall (2), Spring (2).

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. This course will meet once a week for two consecutive semesters.

242 Hellenistic Greek.

Fall (2), Spring (2).

Hellenistic Greek grammar and composition with emphasis on using ancient pedagogical strategies to explore Classical, Hellenistic, Jewish, and Early Christian sources. This course meets once each week during both fall and spring terms. Students may register for one or both semesters.

Offered in alternate years.

245 Queer Religiosities.

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.

250 Compassion.

Spring (4), May Term (3).

Explores what it means to live a life of compassion through these lenses: 1) biographical models such as Gandhi, Nelson Mandela, The Dalai Lama, Mary Oliver, Viktor Frankl, and Mother Teresa; 2) the compassion teachings of the world’s religions; 3) the psychology of compassion ; 4) experiential investigation of compassion practices.

Offered as needed.

Numeric grade 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.

Offered in alternate years.

252 African-American Religion and Spirituality.

Fall (4), 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 Voudoun), and new spiritual visions.

Offered in alternate years.

255 Gender in Islam.

Fall (4)

This course offers comprehensive analysis of the factors that shape perceptions of Islamic women.

To better understand the dynamic role of women in Islamic tradition, students will explore gendered space, the mystical dimensions of female Sufis, media portrayals of Muslim women, and engage debates about veiling, circumcision, education, and Islamophobia.

Recommended: REL 125.

Offered as needed.

Numeric and Evaluation grade only.

257 Science and Religion.

Spring (4).

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, neuro-scientific 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 by permission.

Offered as needed.

**260 Topics in Religion.**

Fall (1–4), Spring (1–4), 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.

**265 The Prophet.**

Fall (4), Spring (4).

This course will provide a thorough and multifaceted examination of the Prophet of Islam, Muhammad. Students will examine the Prophet's historical life through multiple lenses from the classical period to modernity, and from the perspectives of communities that span the globe.

Recommended: REL 125 or REL 160.

Offered as needed.

Credit/no credit only.

**290 Meditation: Intermediate Practicum.**

Fall (4), Spring (4).

Explore the effects of meditation through daily practice of specific techniques from various religious, spiritual, and secular frameworks. The techniques selected will vary according to instructor. Mindfulness, meditation and contemplative practices have been shown to foster wellbeing. This course is an opportunity to research the effects for yourself.

**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.

**299 Research Methods**

Fall (4), Spring (4)

This course examines varied research methods in the study of religion.

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.

### 308 Christian Scriptures.

Spring (4).

Through situating canonical and extracanonical texts within their Jewish and Greco-Roman frame, this course engages the complex social, cultural and historical fabrics of the writings included in Christian Scripture. Close reading, informed by critical debate, invites students to explore contemporary manifestations of ancient teaching and practice—in space and over time.

### 323 Quest of the Mystic: The Inner Path.

Spring (4).

Examines the intense inner quest and culminating spiritual realizations by mystics and sages found in every religion. The topic is explored through three lenses: 1) biographical study of representative mystics; 2) comparative analysis of the teachings about Self-Realization, Enlightenment, Divine Union, states of consciousness, and spiritual evolution; and 3) first-person investigation of contemplative methods recommended by the mystics under study.

Offered as needed.

### 325 Japanese Religion and Arts.

May Term (3).

This course will give students the opportunity to read about Japanese religions and art forms, then visit religious settings and museums. Meanwhile, we will be visiting Japanese schools and given the opportunity to teach Japanese children and university students by engaging in discussions.

### 330 Buddhist Literary Imaginations.

Fall (4), 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 by permission.

Offered in alternate years.

### 350 The History of Social Protest in America.

Spring (4).

This course examines the influence of religion on the origins and development of the pan-ethnic civil rights movement in the U.S. from the 1950's to the 1970's by focusing on the African American, Mexican American/Chicano, and American Indian Movement (AIM) struggles.

Offered as needed.

Credit/no credit only.

### 351 Women, Sexuality, and Buddhist Traditions.

Fall (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.

### 358 Psychology and Religion.

Spring (4).

Investigates the intersections of psychological theories, religious commitment and coping, differing views of human wholeness, cross-cultural approaches to healing and mental health, psyche/soma connection, spiritual process and addiction, peak experiences and the nature of consciousness. Explores the diversity of transpersonal psychologies found in the major world religions.

### 411 Masterpieces of Asian Literature.

Spring (4).

Classics from Asian literature that 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.

Offered as needed.

### 450 Jameson Center Colloquia.

Fall (2), Spring (2).

Students 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 participation, including negotiation of a contract for each student's responses to the colloquia. May be repeated for degree credit for a maximum of 8 credits.

Credit/no credit 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 or by permission.

**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 or by permission.

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## **SOCIOLOGY AND ANTHROPOLOGY**

### **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 earn a bachelor of arts degree in sociology and anthropology. They are encouraged to cultivate an area of focus in consultation with their major advisor. At minimum 12 courses (46-48 credits) are required to complete the major. At least seven of the major courses must be at the 300-400 level. A maximum of one 100-level course and four 200 level courses may be counted toward the major.

No more than four of the major courses may be taken at other schools. To transfer courses from other schools or study abroad programs, permission must be obtained from the department chair.

Learning outcomes for this program may be found at: [www.redlands.edu/BA-SOAN/learning-outcomes](http://www.redlands.edu/BA-SOAN/learning-outcomes).

### **LEARNING OUTCOME COURSES**

Students must take courses from the Border Crossing (BC); Individual,

Culture, and Society (ICS); and Spirit of Inquiry (SI) learning outcome categories: at least one course each from BC and ICS, and two courses from SI (one methods and one theory).

**BORDER CROSSING (One course)**

BC Learning outcome: SOAN students will critically examine multiple perspectives on the experiential or conceptual crossing of social, cultural, or physical borders marked by unequal access to power.

The following list is a sample of courses that may be taken to satisfy this requirement:

- 205 Social Issues
- 222 Development and Change in Latin America
- 255 Peoples of the American Southwest
- 256 Japanese Society and Culture
- 257 Latin American Societies and Cultures
- 260 Masculinity Inside Out
- 322 The Border and Beyond
- 326 Charity and Helping Others
- 331 Consuming Paris
- 340 Sustainable Alternatives to Capitalism
- 342 Gender and Sexuality
- 345 American Gun Culture
- 348 Economic Justice and Migration in Mexico
- 349 Living in/with Democracy
- 350 Archeological Field School

**INDIVIDUAL, CULTURE AND SOCIETY (One course)**

ICS learning outcome: SOAN students will critically analyze the complex interplay between individual, culture and social structure to reach a nuanced understanding of sociocultural processes and inequalities.

The following list is a sample of courses that may be taken to satisfy this requirement:

- 206 Popular Culture
- 221 Rethinking Politics
- 230 Bodies and Society
- 232 Saints, Sects, and Society
- 310 American Gun Culture
- 320 Self and Society
- 321 Gender and Emotion
- 324 Hunger and Homelessness in America

- 327 Culture and Food
- 336 Consumers and Consumption
- 337 Ethnicity and Ethnic Conflict
- 338 Children and Youth
- 342 Gender and Sexuality
- 345 Interrogating Masculinity
- 347 Visual Ethnography
- 352 Who Owns the Past?

SPIRIT OF INQUIRY (Two courses total, one methods and one theory)  
SI Learning Outcome: SOAN students will assess the merits of some of the key theories and methods in Sociology and Anthropology, and apply them productively in intellectual and practical puzzle solving.

The following list is a sample of courses that may be taken to satisfy this requirement:

- One 300-level methods course (SOAN 300–306)
- One 300-level theory course (SOAN 390–392)

#### SENIOR CAPSTONE

In their senior year, students will complete a culminating experience by taking a 400-level senior seminar OR pursuing departmental honors.

#### SENIOR SEMINAR OPTION (One course-SOAN 405-451)

Students must have attained senior standing for a 400-level seminar to count as their Senior Capstone. Juniors may take these courses if they choose to, but will need to take an additional 400-level course their senior year as a capstone. Prerequisites for 400-level seminars are two principles courses AND three 300-level courses, one of which must be either a theory or methods course, OR by instructor permission.

#### HONORS THESIS OPTION (SOAN 499)

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 during their junior year, including developing a research proposal in their methods course. 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 may enroll in SOAN 499 Honors Independent Research in both fall and spring of the senior year, during which they complete a significant independent research project under the guidance of their faculty chair. 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 the honors committee.

## SUGGESTED SEQUENCE OF REQUIRED COURSES

### FRESHMAN/SOPHOMORE YEAR

Two of the three “principles” courses—SOAN 200, SOAN 202, and SOAN 204—are taken before the end of the sophomore year.

### JUNIOR YEAR

Take the SI theory and SI methods courses by the spring semester of the junior year to prepare for upper-division coursework, and senior seminar or honors thesis work in senior year. Students interested in pursuing honors in their senior year should begin planning their project this year, including developing a research proposal in their methods course in consultation with their professor.

### SENIOR YEAR

Students take a senior seminar as capstone either fall or spring semester; if pursuing honors, students enroll in honors independent research (SOAN 499) fall and spring semesters.

### ELECTIVES

Students must take at least five courses in addition to the above-designated requirements to bring the total number of courses completed to 12, for a total of 46-48 units. When selecting electives, students should recall that at least seven of the major courses must be at the 300-400 level. A maximum of one 100-level course and four 200 level courses may be counted toward the major. Elective courses should be selected in consultation with the major advisor.

Courses taken with departmental faculty through interdisciplinary programs such as the 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 three credits or more totaling a minimum of 21 credits, are required for a minor in sociology and anthropology.

### ELECTIVES

In addition to the required courses, students must take five additional

SOAN courses, selected in consultation with departmental faculty. One may be at the 100 level; at least three must be at the 300–400-level.

No more than three of these courses may be taken at other schools. Courses taken with departmental faculty through the Johnston Center may be counted toward these requirements with the permission of that faculty member or the department chair.

#### EXPERIENTIAL LEARNING

The department strongly encourages students to engage in the exploration of many kinds of differences along cultural, racial/ethnic, and class lines. Experiential learning about the “borders” that mark these differences provides a more comprehensive understanding of society and human experience. Majors are urged to participate in one of the university’s off-campus study programs. Opportunities are also available in the department. Faculty offer May Term travel courses to Mexico and France, as well as courses where students travel to the U.S. – Mexico border, examine refugee experiences, study with a local Jewish congregation and with youth incarcerated in juvenile hall.

#### 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.

#### 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 three credits or more, may be used to fulfill the major or minor requirements.

#### DIRECTED STUDY

This provides students the opportunity to gain experience with learning on a one-to-one basis with a member of the SOAN faculty.

Internships and Directed Study require an Individualized Study Application contract, to be completed and submitted in the Registrar’s Office. These forms are available in the Registrar’s Office and the SOAN office.

#### 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 sociohistorical forces on groups 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.

105 Human Origins.

Fall (4), Spring (4)

Who are we? Where do we come from? Why do we look and act the way we do? We will review human evolution from our earliest hominoid ancestors some 6 million years ago until the emergence of anatomically modern humans.

131 Anthropology through Fiction.

Fall (4).

This course explores the common ground between humanistic anthropology and literature, through careful reading of culturally grounded works of fiction from around the world, written by anthropologists and novelists, cultural insiders and outside observers alike. Concept of culture, ethnography, cross-cultural communication, colonialism and storytelling conventions are among topics.

Offered as needed.

Numeric and Evaluation grade only.

160 Topics in Sociology.

260 Topics in Sociology.

360 Topics in Sociology.

460 Topics in Sociology.

Fall (2–4), Spring (2–4).

Topics of current interest such as collective behavior, religion and social conflicts, sociology of medicine, sociology of disabilities, or sociology of sport.

Prerequisite: by 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 Topics in Anthropology.

265 Topics in Anthropology.

365 Topics in Anthropology.

465 Topics in Anthropology.

Fall (4), Spring (4), May (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.

205 Social Issues.

Fall (4).

Examination of important contemporary social issues in the United States. Focus on the interrelationship of social structures, institutions, and individuals in the production and management of these issues, as well as their individual and social consequences.

Offered as needed.

206 Popular Culture.

Fall (4).

Introduction to the analysis of popular culture; how the cultural products of post-industrial society shape and police the subjectivity of individuals; how people use, abuse, and subvert these cultural products to create their own meanings in efforts of self-determination.

Offered as needed.

221 Rethinking Politics.

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, national, state, 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.

Offered in alternate years.

### 222 Development and Change in the Americas.

Fall (4).

Explores the processes of development and social change in the Americas, in the historical context of capitalist transformation from colonialism to contemporary conditions of globalization. Strategizes ways to challenge existing patterns of global inequality by creating alternative forms of development and consciousness.

Prerequisite: SOAN 100 or SOAN 102 or LAST 101.

Offered as needed.

### 230 Bodies and Society.

Fall (4), Spring (4).

This course is an introduction to sociological thought about human bodies and their relationships to culture and society. We will place bodies at the center of our analysis, exploring their crucial sociocultural dimensions and critically examining the notion that the only disciplines fit to study bodies are biology and medicine.

### 232 Saints, Sects, and Society.

Fall (4), Spring (4).

Religion plays a central role in all societies —and sociology helps us understand its role in the contemporary world. Why do certain types of people embrace religions, while others avoid them? Why has religion recently invaded politics? How is religion changing today? This course will explore these and other topics.

Offered alternate years.

### 233 Jewish Culture, Cooking and Community.

May Term (3).

This course delves into Jewish culture, community, and cuisine, highlighting diversity and essential underpinnings of this ethnic minority. Interaction with the Jewish community, complemented by readings, films, cooking, and field trips, teaches students fundamentals of history, beliefs, and cultural practice.

### 255 Peoples of the American Southwest

Fall (4), 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.

Offered as needed.

Numeric and evaluation grade options.

#### 256 Japanese Society and Culture.

Fall (4), 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: one or more SOAN or AST (excluding language) course or by permission.

Offered as needed.

#### 257 Latin American Societies and Cultures.

Fall (4), Spring (4).

A 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.

Offered as needed.

#### 259 The Middle East.

Fall (4), 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.

Offered as needed.

#### 261 How We Know What We Know.

Fall (4), Spring (4).

This course explores the difference between scientific and non-scientific ways of knowing about the world. We will explore how knowledge is produced and evaluated with a focus on paranormal and pseudoscience phenomena such as ghosts, psychics, and alternative medicine treatments.

262 Native American Ceramics.

Fall (4), Spring (4), May Term (3).

This class combines hands-on training in Native American pottery techniques with an introduction to archeological ceramic analysis. In the course of replicating prehistoric Southwestern Native American pottery, students will learn traditional hand-building pottery skills while gaining insights into the social significance of pottery.

269 Travel/Study in Sociology and Anthropology.

369 Travel/Study in Sociology and Anthropology.

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: by permission. May be repeated for degree credit, for a maximum of 6 credits given a different destination.

Offered as needed.

281 Middle East Women Speak: Perspectives through Film and Text.

Fall (4), Spring (4), May Term (3).

Exploration of the lives of Middle East women through film and text. We will look at issues that they view as meaningful to their identity, culture, and shaping of their worlds. A variety of key questions will be raised in regards to gender, religion, family, politics, history, and social relations. Offered as needed.

300 Research Methods and Design.

Fall (4), 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, or SOAN 102, or SOAN 104; and junior standing plus two SOAN courses at the 200 level or above; or by permission.

301 Fieldwork and Ethnographic Methods.

Fall (4), 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.

Prerequisites: SOAN 100, or SOAN 102, or SOAN 104; and two SOAN courses at the 200 level or above; or by permission.

Offered as needed.

### 303 World Ethnographies.

Fall (4), 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, SOAN 102, or SOAN 104; and two SOAN courses at the 200 level or above; or by permission.

Offered as needed.

### 305 Mapping People Mapping Place.

Fall (4), Spring (4).

The structure of the places we inhabit affects how we experience the world in profound ways: how we move around, how we interact with other people, even the way we conceptualize the world. We'll use geographic information systems (GIS) to explore the "science of space."

Prerequisites: SOAN 100, or SOAN 102, or SOAN 104; plus two SOAN courses at the 200 level; or by permission.

### 306 Research Methods: Interviewing.

Fall (4), Spring (4).

Discussion of interviewing as a tool for social research. Students learn various interviewing practices and then engage the methods through collecting, analyzing and writing their research. Special attention to interviewing as an interaction, the way social diversity in communication influences outcomes, and ethics of interview protocols.

Prerequisites: SOAN 100, or SOAN 102, or SOAN 104; plus, two SOAN courses at or above the 200-level, plus junior-level standing or by permission.

Offered as needed.

Numeric and Evaluation grade only.

### 310 American Gun Culture.

Fall (4), Spring (4).

This course explores gun culture and masculinity in the United States. It examines the social meaning of guns and how these meanings circulate, how guns have been linked to manhood and masculine identities, and how they facilitate the development of violent nationalisms.



### 314 Dancing Around the World.

Fall (4), Spring (4).

In this course we will experience a variety of dance styles from different cultures and societies around the world. We will examine which, when, where, how, and why people dance in society. Topics explored include gender, politics, religion, class, race, and individual expression. Dance experience is not required.

\$150 course fee.

Credit/no credit only.

### 320 Self in Society.

Fall (4), 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 SOAN 102, or by permission.

Offered as needed.

### 321 Gender and Emotion.

Fall (4), Spring (4).

Explores how ideas of gender and ideas of emotions co-construct existing inequalities and stereotypes in society. Focus is on the social definitions, constraints, displays and uses of emotions and how these articulate gendered identities.

Prerequisites: SOAN 100 or SOAN 102 and SOAN 320, or by permission.

### 322 The Border and Beyond.

May (3).

This course explores the idea of border – not just those that exist physically, but also the cultural, racial, ethnic, and other borders we live with daily. Several trips exploring the immediate area of Southern California provide the basis of our examination of how borders are created, crossed, breached, transformed and enforced.

Prerequisites: SOAN 100, or SOAN 102, or SOAN 104.

### 324 Hunger and Homelessness in America.

Fall (4).

This course explores the social, economic, and political causes of homelessness and hunger in the United States, mainly as a consequence of severe poverty. It combines classroom study with field experiences and community service work in outside agencies dedicated to

addressing this social problem.

Prerequisite: SOAN 100 or SOAN 102, or by permission.

Recommended: junior or senior standing and at least one SOAN course 200 level or above, or by permission.

Offered in alternate years.

### 325 Class and Inequality.

Fall (4), 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 SOAN 102 or by permission.

Offered as needed.

### 326 Charity and Helping Others: Humanitarian Assistance.

Fall (4), Spring (4).

Explores the history, animating ideals, and contemporary paradoxes of humanitarian action. Analyzes humanitarianism in the context of globalization, assessing its limits and possibilities with particular interest in its social and cultural relations: sovereignty, the ethics of giving care and bearing witness, the "aid business," and the role of the media.

Prerequisite: an SE or CC LAF or by permission.

### 327 Culture and Food.

Fall (4), Spring (4).

This course examines food and food-related practices as related to various aspects of culture by examining definitions of culture and how they may be applied to food and food behavior. Two sources of inspiration are readings and self-reflection; thus connecting works of others with our own thought and behavior.

Prerequisite: SOAN 100, or SOAN 102, or SOAN 104 plus two courses at the 200-level; or by permission.

Offered as needed.

### 329 Anthropology of Mothering.

Fall (4), Spring (4).

This course will examine concepts of motherhood and how practices of mothering are culturally created, upheld, and naturalized in various societies. Topics addressed include breastfeeding, mothering and sexuality, single mothering, adoption, medical technologies, surrogate

mothers, lesbian mothers, trans-racial mothers, teen mothers, and more.

Prerequisite: SOAN 100, or SOAN 102, or SOAN 104; and junior standing plus two SOAN courses at the 200 level or above; or by permission.

Offered as needed.

### 331 Consuming Paris.

May Term (3).

In this course, we engage in the ethnographic method of participant observation to explore urban life in Paris. We study consumption as integral to our engagement with public space; the health of our environment; and diverse forms of citizenship, social belonging, and social inequality.

Offered in alternate years.

### 336 Consumers and Consumption.

Fall (4), Spring (4).

Explores consumption as a central dimension of social life that shapes and is shaped by the actions of consumers and has both constraining and enabling qualities. Examines links between consumption, social inequality, and environmental sustainability in the context of globalization.

Prerequisites: SOAN 100 or SOAN 102.

Offered in alternate years.

### 337 Ethnicity and Ethnic Conflict.

Fall (4), 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, or SOAN 102, or by 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, or SOAN 102, and one 200-level SOAN course, or by permission.

Offered in alternate years.

### 340 Sustainable Alternatives to Capitalism.

Fall (4), Spring (4).

How can we create a socially just, environmentally sustainable society? Study communities building alternatives to capitalism, including sustainable economies, free software and net neutrality. Field trips explore local businesses, community supported agriculture, and more. Experiential exercises encourage reflection on implications of consumption practices, daily routines and relationships for sustainability.

Prerequisite: SOAN 100.

Offered as needed.

### 342 Gender and Sexuality.

Fall (4), 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.

Prerequisite: SOAN 100, or SOAN 102, or by permission.

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.

Prerequisite: SOAN 102 or by permission.

Offered as needed.

### 345 Interrogating Masculinity.

Fall (4).

Exploration of Western thought about masculinities. Examines the relationship between masculinities and femininities, power, class, race, disability, sexual orientation, and popular culture. Issues under consideration include the negotiation of gender and sexual identity, work/family conflicts, violence and dating.

Prerequisite: SOAN 100, or SOAN 102, one 200-level SOAN course, or by permission.

346 Norms, Liberation, and Danger.

Fall (4), Spring (4).

Explores the dynamic relationship between individuals and society through theory and practice. Engage in “desocialization exploriments” to probe connections between society and self. Analysis of a range of theoretical perspectives, highlights the prospects for danger, liberation and environmental sustainability involved with accomplishing and resisting social norms.

Prerequisite: SOAN 100.

Offered as needed.

347 Visual Ethnography.

May Term (3).

Explores the use of visual media in ethnographic research, including past and current trends in ethnographic photography and film. Examines anthropology’s history of cultural and aesthetic analysis. Includes ethnographic field trips to local sites, digital lab work, and an ethnographic project using still photography. Students will improve their camera skills.

Prerequisite: SOAN 102, or MVC 101, or by permission.

Offered as needed.

348 Economic Justice and Migration in Mexico.

May Term (3).

Explores economic justice by visiting projects that prioritize human needs over profit-making. Studies connections between economic justice and migration by meeting with migrants, refugees, and nongovernmental organizations. Cultural and linguistic immersion includes living in an international peace community in Mexico City.

Offered as needed.

349 Living in/with 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.

Numeric grade only.

Prerequisites: SOAN 102, or IR 200.

Offered in alternate years.

### 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, or SOAN 251, or by permission.

Offered as needed.

### 352 Who Owns the Past?

Spring (4).

Discussion of political issues involved in the practice of archaeology. Topics include the 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.

### 354 Jewish Identity.

Fall (4), Spring (4).

Topics raised will include: Jewish religious and communal life; Jewish immigration, patterns of acculturation and assimilation; forms of anti-Semitism; religion and homo/sexuality; biracial identities and questions of cultural survival. Also incorporated: Jewish history, anti-Semitism, perspectives on Israel, and the Holocaust in an ongoing articulation of American Jewish identities.

Prerequisite: SOAN 100, or SOAN 102, or SOAN 104; and junior standing plus two SOAN courses at the 200 level or above; or by permission.

Offered as needed.

### 356 Public Writing in Sociology and Anthropology.

Spring (4).

This course focuses on the writings by scholars in sociology, anthropology and related fields intended for the public audience. Students will consider the significance of communicating social-scientific thoughts in the language accessible to the educated public and engage in their own public writing projects.

Prerequisites: SOAN 100, or SOAN 102, or SOAN 104, and at least two 200-level SOAN courses, or by permission; Junior standing required for

WB.

Offered as needed.

### 390 Classical Social Theory.

Fall (4), Spring (4).

Analysis of the basic assumptions, concepts, and modes of thinking of Marx, Weber, Durkheim, and the other founders of social science.

Prerequisites: SOAN 100, or SOAN 102, or SOAN 104; and two SOAN courses at the 200 level or above; or by permission.

Offered in alternate years.

### 391 Contemporary Social Theory.

Fall (4), Spring (4).

Examination of important twentieth-century developments in social theory, including critical, neo-Marxist, Foucauldian, symbolic interactionist, ethnomethodological, queer, and black feminist theories.

Prerequisites: SOAN 100, or SOAN 102, or SOAN 104; and two SOAN courses at the 200 level or above; or by permission.

Offered in alternate years.

### 392 Anthropological Theories.

Fall (4), Spring (4).

An in-depth examination of selected classical and contemporary theories in anthropology with particular attention to the concept of culture.

Prerequisites: SOAN 100, or SOAN 102, or SOAN 104 and two SOAN courses at the 200 level or above, or by permission.

Offered as needed.

### 405 The Israeli-Palestinian Conflict.

Fall (4); Spring (4).

This course will study the Israeli-Palestinian conflict from its inception to its contemporary contexts. We will explore the background of the conflict, including the role of Western powers in creating the conditions of instability in the region after WWII, also connecting this history to current 21st-century conditions.

Prerequisite: SOAN 100, or SOAN 102, or SOAN 104; and two SOAN courses at the 200 level or above; two 300 or 400 level SOAN courses, and senior standing; or by permission.

### 406 Why Societies Change.

Fall (4).

Change is a persistent quality of human existence. But, what is social

change, and how do we identify, explain, and interpret social change over time? We'll explore factors that encourage the expansion of human societies and contribute to their collapse, including the environment, religion, disease, and war.

#### 418 Death and Dying.

Fall (4), Spring (4).

The objective of this course is to examine societal and personal issues regarding the process of dying and death. A major emphasis will be on increasing the depth and dimensions of self-reflection in the face of conflicting ideas, sentiments, values, and "facts" of death.

Prerequisite: SOAN 100, or SOAN 102, or SOAN 104; two SOAN courses at the 200 level or above; two 300 or 400 level SOAN courses, and senior standing; or by permission.

Offered as needed.

#### 430 Power, Marginality, and Exclusion.

Fall (4), Spring (4).

Study of the social process of identifying and attributing meaning to significant differences among individuals. Particular focus on: consequences of marginalization and exclusion, how social perceptions of differences change over time, individual and group responses to being labeled deviant, social isolation and potential creativity of being positioned on the social margin, and how power is distributed and exercised in these processes.

Prerequisites: SOAN 100, or SOAN 102, and SOAN 205, or SOAN 320, or by permission.

Offered as needed.

#### 431 "Drug Wars" in the Americas.

Fall (4), Spring (4).

Exploration of social control of drug use, both formal and informal within the Americas. Focus on historical and contemporary development of drug laws, international cooperation, and policies for controlled substances. Examines how drugs, drug distribution, and consumption are molded by culture practices and how they construct our cultural vision.

Prerequisites: LAST 101, or SOAN 100, or SOAN 102, or POLI 11, or POLI 123.

Offered as needed.

Not open to students who have received credit for LAST 431.

#### 451 Reading Sociology and Anthropology.



Fall (4), Spring (4).

A cooperative seminar for senior SOAN majors, devoted to reading and discussing serious books on various aspects of sociology and anthropology.

Prerequisites: SOAN 100 and SOAN 102, plus three SOAN courses at 300 or 400 level, or by permission.

460 Topics in Sociology.

Fall (4), Spring (4), May Term (3).

Exploration of an advanced topic in sociology through intensive reading and discussion. In all seminars, students will critically analyze the complex interplay between individual, culture and social structure to reach a nuanced understanding of sociocultural processes and inequalities.

Prerequisites: SOAN 100, or SOAN 102, or SOAN 104; and two 200-level SOAN courses, two 300- or 400-level SOAN courses, and senior standing; or by permission.

465 Topics in Anthropology.

Fall (4), Spring (4).

Exploration of an advanced topic in anthropology through intensive reading and discussion. In all seminars, students will critically analyze the complex interplay between individual, culture and social structure to reach a nuanced understanding of sociocultural processes and inequalities. May repeat for credit, given a different topic.

Prerequisites: SOAN 100, or SOAN 102, or SOAN 104; and two 200-level SOAN courses, two 300- or 400-level SOAN courses, and senior standing; or by permission.

475 Independent Research.

Fall (2-4), Spring (2-4).

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.

Prerequisites: SOAN 100, or SOAN 102, or SOAN 104; and by permission.

Offered as needed.

485 Sociology and Anthropology Internship.

Fall (2-12), Spring (2-12), May Term (2-12).

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. May be repeated for degree credit.

Prerequisites: SOAN 100, or SOAN 102, or SOAN 104 and by permission.

Offered as needed.

Credit/no credit only.

499 Sociology and Anthropology Honors Independent Research.

Fall (2–4), Spring (2–4).

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. May be repeated for degree credit for a maximum of 8 credits or by permission.

Prerequisites: SOAN 100, or SOAN 102, or SOAN 104 and by permission.

Offered as needed.

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## **SPANISH**

### THE FACULTY

Ivonne Gordon Vailakis

Liesder Mayea

Esther Domenech

### THE MAJOR

The major in Spanish consists of 44 credits beyond SPAN 201 and SPAN 202.

Spanish majors may choose an emphasis in Latin American or Spanish literature, culture, and civilization. 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. Students must obtain at least a 2.3 GPA in the major to graduate.

Learning outcomes for this program may be found at: [www.redlands.edu/BA-SPAN/learning-outcomes](http://www.redlands.edu/BA-SPAN/learning-outcomes).

### BACHELOR OF ARTS

11 courses/ 44 credits

### REQUIRED COURSES:

-- SPAN 301 Third-Year Spanish (4)

-- SPAN 302 Third-Year Spanish (4) Students who place at the 400 level or take and pass a course at the 400 level are exempt from taking courses at the 300 level. Students beginning the major at the 300 level must obtain a minimum GPA of 2.0 in both SPAN 301, and SPAN 302 in order

to continue with the major.

-- SPAN 424 Introduction to Hispanic Literature (4)

TAKE ONE GROUP:

-- SPAN 426 Survey of Spanish-American Literature (4)

-- SPAN 427 Survey of Spanish-American Literature (4)

OR

-- SPAN 436 Survey of Spanish Literature (4)

-- SPAN 437 Survey of Spanish Literature (4)

ADDITIONAL COURSES

-- SPAN 425 Spanish-American Civilization (4) or SPAN 435 Spanish Civilization and Culture (4)

-- SPAN 458 Senior Seminar: Reading Component (4)

-- SPAN 459 Senior Seminar: Writing Component (4)

-- Three additional 400-level Spanish courses (12)

Students who plan to major in Spanish should discuss their programs of study with faculty advisors as early as possible.

THE MINOR

The minor in Spanish consists of 24 credits beyond SPAN 202.

Required courses:

-- SPAN 301 and SPAN 302 Third-Year Spanish (8) or equivalent, except for students who start at the fourth year level\*

-- Four additional courses at the 400-level

At least 12 of these credits must be earned at the University of Redlands.

\*Students placed at 400-level must complete six courses at the 400-level.

PLACEMENT IN SPANISH

Students with previous experience in Spanish must take the Spanish placement exam before enrolling in a Spanish language course.

COURSE SEQUENCING

Courses must be taken in the correct sequence, i.e., SPAN 101, SPAN 102, SPAN 201, SPAN 202, SPAN 301, SPAN 302. While a student might enter the sequence at a level beyond SPAN 101, no student subsequently can receive credit for a course lower in the sequence than the highest numbered course already completed.

TRANSFER AND FOURTH-YEAR LEVEL STUDENTS

Students who begin at the fourth-year level are exempt from 8 credits

of the major program requirements. These exempted credits apply only to the major and do not apply to the credits required for the minor or toward graduation. Students who place at the 400 level, or take a course at the 400 level, may subsequently take any course at the 400 level.

#### ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE

Spanish Language: Students receiving a score of three on the Advanced Placement Test or a score of five or six in an International Baccalaureate higher-level course (Lang-B) will receive 4 credits; those who score four or five on the Advanced Placement Test or seven in an International Baccalaureate higher-level course (Lang-B) will receive 8 credits toward the major or 8 credits for graduation.

Spanish Literature: Students with scores of four or five on the Advanced Placement test or seven in an International Baccalaureate higher-level course (Lang-B) will receive 8 credits toward the major or 8 credits for graduation.

#### STUDY ABROAD

May Term in Ecuador. Students will spend May Term in Ecuador. They will live with Ecuadorian families and experience the culture firsthand. 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 must discuss their program of study with the Spanish faculty before departure or will not receive credit in Spanish.

#### 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 First-Year Spanish.

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.

Prerequisite for SPAN 101: placement exam only if student has previous experience in language.

Prerequisite for SPAN 102: SPAN 101 or by permission.

201 Second-Year Spanish.

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. Very little English spoken.

Prerequisite for SPAN 201: SPAN 102, placement exam, or by permission.

Prerequisite for SPAN 202: SPAN 201, or by permission.

301 Third-Year Spanish.

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. Taught completely in Spanish.

Prerequisite for SPAN 301: SPAN 202, placement exam, or by permission.

Prerequisite for SPAN 302: SPAN 301 or by permission.

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, placement exam, or by permission.

Offered as needed.

412 Advanced Grammar and Writing.

Fall (4).

This course is designed to explore the structure of the Spanish language. It is designed to strengthen grammatical and writing competence. The course will provide practice in advanced stylistic devices, as well as compositional strategies.

Prerequisite: SPAN 302, placement exam, or by permission.

Offered as needed.

424 Introduction to Hispanic Literature.

Fall (4), 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. This course is intended to introduce students to in-depth understanding of literature and writing.

Prerequisite: SPAN 302, placement exam, or by permission.

425 Spanish-American Civilization.

Fall (4), Spring (4).

Geography, history, art, literature, and society of Spanish-American lands. Class discussion and oral and written reports required.

Prerequisite: SPAN 302, placement exam, or by permission.

Offered in alternate years.

426 Survey of Spanish-American Literature.

427 Survey of Spanish-American Literature.

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.

Prerequisite: SPAN 302, placement exam, or by permission.

Offered in alternate years.

435 Spanish Civilization and Culture.

Fall (4), Spring (4).

Survey of the geography, history, art, literature, and society of Spain. History of Spanish language. Class discussion. Oral and written reports required.

Prerequisite: SPAN 302, placement exam, or by permission.

Offered in alternate years.

436 Survey of Spanish Literature.

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.

Prerequisite: SPAN 302, placement exam, or by permission.

Offered in alternate years.

440 Spanish-American Narrative.

Fall (4), Spring (4).

Contemporary novelists from early beginnings to present day. Addresses principal political and social Latin American problems.

Prerequisite: SPAN 302, placement exam, or by permission.

Offered in alternate years.

441 Hispanic Women Novelists.

Fall (4), 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.

Prerequisite: SPAN 302, placement exam, or by permission.

Offered as needed.

442 Latin American Literature of the 20th

Spring (4).

This upper division class, taught completely in Spanish, is an overview of Latin American literature of the 20th Century. In addition to reading works that have traditionally been considered canonical masterpieces, we will also analyze non-canonical works. In this course, we will analyze a series of topics and concepts from four different genres (short story, poetry, theater and novel) that are relevant for the understanding of Latin American literature.

Offered as needed.

450 Hispanic Poetry: Genres.

Fall (4), Spring (4), May Term (3).

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.

Prerequisite: SPAN 302, placement exam, or by permission.

Offered as needed.



452 Hispanic Theatre.

Fall (4), 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.

Prerequisite: SPAN 302, placement exam, or by permission.

Offered as needed.

454 Spanish Golden Age Literature.

Fall (4), 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: SPAN 302, placement exam, or by permission.

Offered as needed.

455 The Generation of '98.

Fall (4), Spring (4).

Representative writers, including Galdós, Unamuno, Azorín, Baroja, Valle Inclán, Maeztu, and Machado. Primarily prose. Political and social problems of Spain as reflected in literary works.

Prerequisite: SPAN 302, placement exam, or by permission.

Offered as needed.

456 Panorama of the Contemporary Spanish Novel.

Fall (4), Spring (4).

Major contemporary novelists. The main aspects of the Spanish Civil War and its influence in contemporary Spain are addressed in these novels.

Prerequisite: SPAN 302, placement exam, or by permission.

Offered as needed.

458 Senior Seminar: Reading Component.

Fall (4).

Offers the student the opportunity to read extensively and closely texts from particular author(s), genre(s), work(s), or themes 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: Spanish majors only, senior standing or by permission.

Numeric grade only.

**459 Senior Seminar.**

Spring (4).

This course deals with research of, critical approach to, and writing about literary works from the previous semester. Students do extensive research and write several drafts of their final thesis. A senior thesis that includes a comprehensive bibliography is expected (30–40 pages).

Prerequisites: Spanish majors only, SPAN 458 and senior standing, or by permission.

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## **SPATIAL STUDIES**

### THE ADVISORY COMMITTEE

Alana Belcon, Spatial Studies

Lisa Benvenuti, Center for Spatial Studies

Wes Bernardini, Sociology and Anthropology

Douglas Flewelling, Geographic Information Systems

John Glover, History

Eric Hill, Physics

Hillary Jenkins, Environmental Studies

Lillian Larsen, Religious Studies

Blodwyn McIntyre, Environmental Studies

Steven Moore, Center for Spatial Studies

Sharon Oster, English

David Smith, Center for Spatial Studies

Nathan Strout, Center for Spatial Studies

### THE FIELD OF STUDY

Spatial thinking is the use of two and three-dimensional representations of information to structure problems, find answers, and express solutions. The ability to visualize and interpret location, distance, direction, relationships, movement and change through space is fundamental to content understanding and problem-solving. Spatial literacy is a critical skill in the sciences, humanities, and social sciences; indeed, a spatial approach helps to reveal the interdisciplinary, interconnected nature of many problems. Learning to think spatially is a form of learning how to learn.

## THE MINOR

Spatial Studies is an interdisciplinary program that includes courses from a wide array of departments. Requirements include two core spatial courses and four electives chosen from a diverse range of programs at the University of Redlands.

6 courses/ 22–24 credits

Students minoring in Spatial Studies must complete six courses totaling 22–24 credits, including the following requirements:

I. Two Core courses, taken from the following ideally to be completed before the end of the sophomore year but can be taken at any point:

- SPA 100 Foundations of Spatial Thinking (4)
- SPA 110 Introduction to Spatial Analysis and GIS (4)
- SPA 210 Advanced Spatial Analysis and GIS (4)

II. Four Elective Courses, taken from at least two of the following categories:

- Physical World
- Culture and Communities
- Methods and Representations

At least two of the electives must be taken at the 200-level or higher.

## PHYSICAL WORLD ELECTIVE COURSES

BIOL 340 Conservation Biology (4)

CHEM 102 Introduction to Chemistry of the Environment (4)

CHEM 290 Environmental Chemistry Field Experience: Mile High Chemistry (3)

CHEM 312 Advanced Environmental Chemistry (4)

CHEM 311 Environmental Chemistry Field Experience: Environmental Modeling (3)

CHEM 360 Environmental Chemistry Field Experience: Environmental Modeling (3)

EVST 205 Great Environmental Disasters (4)

EVST 220 Physical Geography (4)

EVST 230 Biodiversity (4)

EVST 283 Mapping Animals (3)

EVST 250 Environmental Design Studio I (4)

EVST 350 Environmental Design Studio I (4)

EVST 283 Mapping Animals (3)

EVST 290 Environmental Geology (4)

EVST 305 Ecology for Environmental Scientists (4)

EVST 351, 451, PanaMapping: GIS in the Jungle (3)  
EVST 375 Tropical Rainforests: The Amazon, The Andes & The Inca (3)  
EVST 391 Environmental Hydrology (4)  
EVST 392 Oceanography (4)  
EVST 430 Advanced Geology Seminar (4)  
PHYS 360 Topics in Physics (4)\*

#### CULTURE AND COMMUNITIES ELECTIVE COURSES

ENGL 261 Cultures and Communities  
ENGL 334 Representing the Holocaust (4)  
HIST 251 Mapping African History (4)  
HIST 327 Modern African-American History (4)  
HIST 376 California Indian Seminar (4)  
MUS 347 History of Opera (4)  
POLI 202 Statistical Analysis and Mapping of Social Science Data (4)  
POLI 227 Political Geography (3)  
REL 125 Introduction to World Religions (4)\*  
REL 206 The 'Other' Jesus (4)  
REL 252 African-American Religion and Spirituality (4)  
REL 308 Christian Scriptures (4)  
REST 330 Race in the City (4)  
SOAN 305 Mapping People Mapping Place (4)

#### METHODS AND REPRESENTATIONS ELECTIVE COURSES

SPA 230 GIS Field Methods (3)  
SPA 260 Topics: Spatial Thinking (4)  
SPA 260 Topics in Spatial Thinking & GIS (4)  
SPA 360 Advanced Topics in Spatial Thinking & GIS (4)  
SPA 425 Remote Sensing Image Analysis (4)  
ART 132 2D Design (4)  
ART 145 Introduction to Sculpture (4)  
ART 252 Introduction to Graphic Design (4)  
MATH 221 Calculus III (4)  
MATH 222 Calculus IV, Vector Calculus. (3)  
MATH 231 Introduction to Modeling (4)\*  
MATH 241 Linear Algebra (4)  
MATH 251 College Geometry (4)  
PHYS 232 General Physics II (4)  
PHYS 332 Electricity and Magnetism (4)

\* assuming spatial content

#### NEGOTIABLE ELECTIVES

Appropriate additional courses from a variety of departments may be

counted toward the SPA minor. To be eligible, a course must include significant attention to spatial studies in an explicit, rather than implicit, fashion. Students should discuss the potential of a course counting toward the minor with the instructor as early as possible (ideally, before the course has begun) and negotiate special assignments or projects in consultation with the instructor and the Spatial Studies Advisory Committee. Negotiable courses must be approved by the Advisory Committee for credit toward the minor.

### STUDENT PORTFOLIOS

Students will submit a portfolio of course work featuring spatial analysis in the spring semester of their senior year. The portfolio will be evaluated by members of the Spatial Studies Advisory Committee.

### COURSE DESCRIPTIONS (SPA)

100 Foundations of Spatial Thinking.

Fall (4), Spring (4), May Term (3).

Everything is related to everything else, but near things are more related than far things. How does this “First Law of Geography” affect you? In this class, we will study our world—from the global to the local—in spatial or geographic terms. We will become better spatial thinkers as we learn to recognize patterns and the processes that generate them.

110 Introduction to Spatial Analysis and GIS.

Fall (4), Spring (4).

Introduction to concepts of spatial analysis and geographic information systems (GIS). Emphasis on spatial reasoning and analysis. Topics include the 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.

210 Advanced Spatial Analysis and GIS.

Fall (4), Spring (4).

This course is directed at developing more advanced geospatial skills in students who have already been initiated in the basic concepts of geographical information systems. Students will use advanced GIS tools as well as be introduced to raster data processing in both ArcGIS Pro and ERDAS Imagine.

Prerequisite: SPA 110.

230 GIS Field Methods.

May Term (3).

This course focuses on developing the technical skills used for GIS data

collection and analysis in the field. Each week we will go out into the field and learn field techniques, such as drones, ArcGIS apps, GPS units, etc.

Prerequisite: SPA 110.

Offered as needed.

Course fee applies.

260 Topics in Spatial Thinking & GIS.

Fall (2), Spring (2).

Topics of current interest in Geographic Information Sciences, Spatial Thinking, and Applied Spatial Analysis. May be repeated for degree credit.

Offered as needed.

350 Geo-Design Studio.

Spring (4).

This course is an introduction to Geodesign techniques and system thinking strategies for planning and designing at different geographical scales.

Prerequisites: SPA 110.

Offered as needed.

Numeric grade only.

360 Advanced Topics in Spatial Thinking & GIS.

Fall (2), Spring (2).

Advanced topics in Geographic Information Science, Spatial Thinking, and Applied Spatial Analysis. May be repeated for degree credit.

Offered as needed.

425 Remote Sensing Image Analysis.

Fall (4).

This course discusses the theoretical foundation of remote sensing and applied skills in image understanding and image interpretation that students can apply in their respective disciplines. Utilizing image analysis software, students work on a progression of tasks and assignments focusing on image data format, image display, image data collection, and image analysis and classification.

Prerequisites: MATH 118-119 or higher, or permission of the instructor.

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## **THEATRE ARTS**

### **FACULTY**

Chris Beach

Victoria Lewis

### **ADMINISTRATION**

Trevor Norton, Director of Production

Keldon Sorvig, Technical Director

### **BACHELOR OF ARTS IN THEATRE**

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.

Learning outcomes for this program may be found at:  
[www.redlands.edu/BA-THA/Learning-Outcomes](http://www.redlands.edu/BA-THA/Learning-Outcomes).

### **THE MAJOR**

The theatre degree requires a minimum of 44 approved theatre credits.

11 courses/ 44 credits

**FOUNDATION CLASSES: 32 credits**

-- THA 105/THA 205/ THA 305 Production Credit (1-4) (4 sections)  
(four different experiences required for a minimum of 4 credits)

-- THA 125 Stage Design Fundamentals (4)



- THA 130 Introduction to Theatre Technology (4)
- THA 140 Acting Fundamentals (4)
- THA 251 Changing Stages: Theatre History Part I (4)
- THA 252 Changing Stages: Theatre History Part II (4)
- THA 300 Play Analysis: Page to Stage (4)
- THA 425 Theatre Arts Senior Seminar (4)

**ELECTIVES: 12 credits**

In addition to the foundation classes, theatre majors must choose 12 credits of theatre electives, 4 of which must be at the 300 level. Choose from the following:

- THA 200 Voice and Movement for Performers (4)
- THA 210 Playwriting (4)
- THA 225 Set Design Techniques (4)
- THA 226 Costume Design Techniques (4)
- THA 227 Lighting Design Techniques (4)
- THA 230 Theatre Management (4)
- THA 240 Acting Techniques (4)
- THA 260 Theatre Topics (3-4)
- THA 310 Directing for the Stage (4)
- THA 325 Advanced Design Workshop (4)
- THA 340 Advanced Acting (4)
- THA 350 Dramaturgy (4)

**THEATRE ARTS CAPSTONE REQUIREMENT**

All theatre majors must complete a capstone project that provides a culminating experience to their studies, and represents their efforts toward best practices in the field. Theatre arts capstone projects are defined individually and must be approved by faculty. Projects can include: a significant role in a realized production, a portfolio of work in professional presentation, a theoretical design project, an acting project, a research paper/ presentation. Students design their capstone projects so that they will demonstrate: competence in core theatre arts skills; the ability to integrate disciplinary knowledge; application of theory to practice; and understanding of how their work is situated in the expectations of the discipline and in light of their personal goals. All capstone projects must include a writing component that demonstrates critical capacity and a formal presentation appropriate to the student's target audience.

**BACHELOR OF ARTS IN THEATRE BUSINESS**

**THE MAJOR**

The Theatre Business major emphasizes theatre arts theory and practice as well as entrepreneurial skills from the department of business. Majors are trained in both theatre arts and business practices. A minimum of 48 credits is required for completion of the major. Classes listed as “or” are intended to be self-directed toward the area of study of the student with guidance of his or her advisor.

Learning outcomes for this program may be found at: [www.redlands.edu/BA-THAB/learning-outcomes](http://www.redlands.edu/BA-THAB/learning-outcomes).

**CORE COURSES IN THEATRE ARTS: 24 credits**

- THA 105/THA 205/THA 305 Production Credit (1-4) (2 sections)  
(two different experiences for a minimum of 2 credits)
- THA 105 Production Credit: Actor's Lab (2)
- THA 125 Stage Design Fundamentals (4) or THA 130 Introduction to Theatre Technology (4)
- THA 140 Acting Fundamentals (4)
- THA 230 Theatre Management (4)
- THA 251 Changing Stages: Theatre History Part 1 (4)
- THA 252 Changing Stages: Theatre History Part 2 (4)
- THA 381 Theatre Internship (0-4)

**CORE COURSES IN BUSINESS: 20 credits**

- ECON 101 Principles of Economics (4)
- BUS 136 Principles of Global Marketing (4)
- ACCT 210 Principles of Financial Accounting and Reporting (4)
- BUS 310 Principles of Management and Organization Behavior (4) or BUS 430 Human Resource Management (4)
- BUS 304 Non-Profit Management (4) or BUS 369 (a topics course approved by the department) (4)

**INTERNSHIP REQUIREMENT: 0-4 credits**

Each student will complete an internship with a professional theatre company or will create an internship involving a University sponsored event. Internships must be completed in junior year or in the fall of senior year. Students' internship experience will be connected with their written capstone experience.

**CAPSTONE EXPERIENCE: 4 credits**

- THA 425 Theatre Arts Senior Seminar (4)

Capstone requirement will include a specific business element based on the specifics of each student's capstone with at least one committee

member from the theatre faculty and one from the business administration faculty.

#### THE MINOR

The minor in Theatre Arts 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.

STUDENTS ARE REQUIRED TO COMPLETE THE FOLLOWING COURSES FOR A TOTAL OF 18 CREDITS:

- THA 105/205/305 Production Credit (2 sections)
- THA 125 Stage Design Fundamentals (4)
- THA 130 Introduction to Theatre Technology (4)
- THA 140 Acting Fundamentals (4)
- THA 251 Changing Stages: Theatre History Part I (4) and/or THA 252 Changing Stages: Theatre History Part II (4)

#### ELECTIVES (12 CREDITS MINIMUM)

Students choose three additional courses from Theatre department electives and/or from courses approved for cross-listing toward degree credit.

COURSES CONSIDERED FOR CROSS-LISTING TOWARD DEGREE CREDIT INCLUDE:

Media and Visual Culture Studies, Studio Art, Dance, Dramatic Literature/Shakespeare, Voice.

#### DEPARTMENT FACILITIES

The University's Center for the Arts includes three fully equipped theatre spaces—the Glenn Wallichs Theatre, a 326-seat, low-fly proscenium stage; the Loewe Theatre, a flexible Black Box space with seating for up to 140; and Rabbit Hole, a 50-seat student performance space equipped with lighting and sound systems. The Wallichs Theatre serves a range of performance styles appropriate to the proscenium format. The Loewe Theatre offers state-of-the-art technical systems in an intimate, experimental environment. In addition, the Theatre Department boasts specialized classroom spaces for performance and design, suitable for the wide range of course offerings and instruction in a theatre curriculum that integrates theory and practice at all levels, from classroom exercises to fully mounted productions. Theatre operates fully equipped costume and scenic shops, staffed by professionals and students.

## DEPARTMENT ACTIVITIES

The department produces an average of four theatrical works annually, in a range of styles that includes classic plays, contemporary plays, musicals, and original student work. These productions are directed and designed by faculty and/or professional guest artists and/or advanced students. Students are involved in all aspects of these productions. In addition, the Theatre Department hosts annual dance concerts, jazz concerts and special events, including residencies with theatre artists and ensemble companies. The Theatre Odyssey Program provides hands-on, in-depth encounters with artists and organizations that reflect the (1) cultural diversity, (2) theatrical innovation, and (3) professional expertise unique to Southern California and that contribute to the students' engagement with best practices in the field. Activities include play attendance, seminars, guest artists/lecturers, 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, the Santa Fe Opera Company, South Coast Repertory, and the Oregon Shakespeare Festival.

## Course Descriptions (THA)

### 105 Production Credit.

Fall (1–4), Spring (1–4), May Term (1–3).

Introductory level participation in faculty-supervised department productions. Possible assignments include all aspects of performance, design, technical theatre, and management as determined by departmental audition or interview. Instructor permission is required. May be repeated for credit. Theatre majors: a total of four Production Credit experiences required.

### 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 used to bring the designer's concept to the stage is 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), Spring (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.

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.

205 Intermediate Production Credit.

Fall (1-4), Spring (1-4), May Term (1-3).

Intermediate-level participation in faculty-supervised department productions. Possible assignments include all aspects of performance, design, technical theatre, and management as determined by departmental audition or interview. Instructor permission is required. May be repeated for credit. Theatre majors: a total of four Production Credit experiences required.

210 Playwriting.

Fall (4), Spring (4).

Through writing and performance etudes, the composition of formal scene assignments, and participation in playwrights' workshops, students will explore the components of the playwright's craft (character, plot, action, dialogue, structure, idea, theatricality) culminating in the completion of a short original play. May be repeated for degree credit with instructor approval.

### 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. May be repeated once for degree credit with department chair approval.

Prerequisites: THA 125 or by permission of the instructor.

Offered in alternate years.

### 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. May be repeated once for degree credit with department chair approval.

Prerequisites: THA 125 or ART 131, or by permission of the instructor.

Offered in alternate years.

### 227 Lighting Design Techniques.

Fall (4), Spring (4).

Studio class focused on tools and strategies used to design lighting for the entertainment industry. Design techniques presented include approaches to text analysis, design research methods, use of technical tools required to accomplish a lighting design, visual communication skills of sketching light, drafting, and using a light lab. Emphasis on collaborative aspects of design. May be repeated once for degree credit with department chair approval.

Prerequisites: THA 125 or by permission of the instructor.

Offered in alternate years.

### 230 Theatre Management.

Spring (4).

Practical introduction to the theories and applications of management techniques for the theatre and other live performances including: scheduling, budgeting, time management, script analysis, personnel management, communication; the structures and processes of all stages of auditions and rehearsals; the design, creation, and use of the prompt book; methods and practices of calling and maintaining performances.

Prerequisite: THA 130.

**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. May be repeated for degree credit.

Prerequisite: THA 140 or by permission.

**251 Changing Stages: Theatre History Part I.**

Fall (4), Spring (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.

Offered in alternate years.

**252 Changing Stages: Theatre History Part II.**

Fall (4), 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 1800's 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 disability theatre.

Offered in alternate years.

**254 Performing Civil Rights-documentary-verbatim plays.**

Fall (4).

This course explores social history through documentary-verbatim plays that emerged at crises in social justice struggles in the late 20th and early 21st centuries. The course will combine research and study of these civil right movements with reader's theatre in the form of an ensemble preparing and performing staged readings.

May be repeated up to 8 credits.

Offered as needed.

Numeric and evaluation grade only.

**255 Diversity on the American Stage: Plays and Players**

Spring (4).

Examination of diversity on the American stage, including the social

construction of difference in plays and producing practices that have embedded discrimination and prejudice in the dominant culture of the performing arts. Course focuses on multiple strategies of resistance created by playwrights, directors and actors to re-imagine the American stage.

May repeat for degree credit by instructor's permission, for up to 4 credits.

Numeric and evaluation grade only.

### 260 Theatre Topics.

Fall (1–4), Spring (1–4), May Term (1–3).

In-depth study of selected topics from the various theatre disciplines. Topics may include Performance Project, Dance, Mask Making, Acting for the Camera, Latino Theatre Workshop, Images of Disability in Theatre, Theatre for Social Change, Women in Theatre. May be repeated for degree credit for a maximum of 16 credits.

Offered as needed.

### 300 Play Analysis.

Spring (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: THA 251 or THA 252.

### 305 Advanced Production Credit.

Fall (1–4), Spring (1–4), May Term (1–3).

Advanced-level participation in faculty-supervised department productions. Possible assignments include all aspects of performance, design, technical theatre, and management as determined by departmental audition or interview. May be repeated for credit. Theatre majors: a total of four Production Credit experiences required.

Prerequisite: Instructor permission is required.

### 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: by permission.

### 325 Advanced Design Workshop.

Fall (4), Spring (4).

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.

Prerequisites: THA 225, or THA 226, or THA 227. May be repeated for degree credit with permission.

Offered as needed.

### 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.

Prerequisites: THA 140 and THA 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 with approval of department chair.

Prerequisites: THA 251 or THA 252 or by permission.

Offered as needed.

### 381 Theatre Internship.

Fall (0–4), Spring (0–4).

Internship in professional theatrical or other entertainment company. Students work with faculty or administrator to establish an appropriate internship. Students complete a report analyzing the experience.

Prerequisite: THA 230.

### 425 Theatre Arts Senior Seminar.

**Spring (4).**

Under faculty supervision, students work independently on a culminating capstone project in one or more areas of concentration—performance, design, dramaturgy, technical production, producing, and/or directing. The seminar format provides guidance to the capstone projects, as well as furthering students' transition to professional practices, creating a structure for discussion of current readings pertinent to student projects, and the practice of collaborative methods and peer critique.

Prerequisites: THA 105, and THA 125, and THA 130, and THA 140, and THA 251 or by permission.

Numeric grade only.

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## **WOMEN, GENDER, AND SEXUALITY STUDIES**

### **THE DIRECTOR**

Jennifer Nelson

### **THE FACULTY COMMITTEE**

Jessie Hewitt, History

Shana Higgins, Armacost Library

Dorene Isenberg, Economics

Priya Jha, English

Kimberly Welch, Women, Gender, and Sexuality Studies

### **FRIENDS OF WOMEN, GENDER, AND SEXUALITY STUDIES**

There are also diverse faculty and administrators who work with Women, Gender, and Sexuality Studies by offering cross-listed courses, sponsoring internships or directed studies, and advising the program on projects.

### **THE PROGRAM**

Women, Gender, and Sexuality Studies is an interdisciplinary program that brings together diverse sources of research, analysis, insight, and experience to examine women's concerns and gender issues related to gender and sexuality. 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, Gender, and Sexuality Studies is multiracial and multicultural. Our courses may explore specific or wide-ranging areas, as well as historical background and controversial topics.

A Women, Gender, and Sexuality 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, Gender, and Sexuality Studies is grounded in valuing knowledge from both analysis and experience. Our courses embody a commitment to shared approaches to learning.

Learning outcomes for this program may be found at: [www.redlands.edu/BA-WGS/learning-outcomes](http://www.redlands.edu/BA-WGS/learning-outcomes).

### THE MAJOR

Women, Gender, and Sexuality Studies is an interdisciplinary program offering courses carrying the WGS designation and cross-listed courses from many departments.

### BACHELOR OF ARTS

Requirements for the Major (48 credits)

#### I. FOUNDATION: 1 course/ 4 credits

Introductory courses include:

- WGS 145 Gender, Sexuality and Power (4)
- WGS 150 Introduction to Women, Gender, and Sexuality Studies (4)
- WGS 153 Queer Cultures and Identities in the Twentieth Century (4)
- Select First-Year Seminars taught by WGS faculty
- Other courses approved by the Director

#### II. THEORY & ACTIVISM: 2 courses/ 8 credits

At least one theory course and one activism course required.

Theory courses include:

- WGS 340 Film Feminisms (4)
- WGS 341 Gender and Nation (4)
- WGS 359 Queer Theories (4)
- ECON 240 Economics of Race, Class, and Gender (4)
- ENGL 351 Postcolonial and Global Lit/Crit (4)
- ENGL 403 Contemporary Literary Criticism and Theory (4)
- POLI 317 Feminist Political Theory (4)
- PHIL 310 Philosophy of Sex and Gender (4)
- PSYC 320 Psychology of Gender (4)

- SOAN 320 Self in Society (4)
- SOAN 321 Gender and Emotion (4)
- SOAN 329 Anthropology of Mothering (4)
- SOAN 342 Gender and Sexuality (4)
- SOAN 345 Interrogating Masculinity (4)
- Other courses approved by the director

Activism courses include:

- WGS 230 Feminist Community Engagement (4)
- WGS 240 Feminist and Social Justice Activism (4)
- WGS 427 Women in Collective Action (4)
- WGS 180, WGS 280 Exploratory Internships (2-4)
- WGS 380, WGS 480 Specialized Internships (2-4)
- BUS 410 Organizational Consulting (4)
- Other courses approved by the director

### III. METHODS: 1 Course/ 4 credits

At least one 4-credit course must be a WGS methods course or other methods course appropriate to the focus of the major, chosen in consultation with the student's WGS advisor.

### IV. ELECTIVES: 24 credits

Electives will be selected from WGS and WGS cross-listed courses in consultation with a majoring student's WGS advisor. Electives will help EGS majors explore their own learning goals and map out a course of study toward those goals. Majoring students will work closely with their advisors to develop an individualized plan reflective of their particular interdisciplinary interests.

### V. CAPSTONE: 8 credits

WGS 459 Senior Seminar: All majors enroll in the fall of their senior year for 4 credits. WGS Senior Project: All majors complete an Independent Senior Project (WGS 470) or Honors Research Project (WGS 499) in the spring of their senior year for 4 credits.

### THE MINOR

The minor consists of 24 credits. Students are required to take a 100-level WGS course 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,

Gender, and Sexuality Studies Program provides a current list of WGS and cross-listed courses for the coming term. Because the Women, Gender, and Sexuality 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 WGS 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, Gender, and Sexuality Studies bulletin board next to Larsen 220.

#### DIRECTED STUDY AND INTERNSHIPS

Students can design a course of directed study, WGS 170, WGS 270, WGS 370, and WGS 470, with the director or with other WGS faculty members in consultation with the director, whose signature is required on the Individualized Study form. Internships—both exploratory (WGS 180, WGS 280) and specialized (WGS 380, WGS 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.

The following internships are available each Fall and Spring semester and include:

- WGS 180.01 San Bernardino Sexual Assault Services (4). Training to become a volunteer advocate for SBSAS. Credit may also be earned for volunteer work as an advocate after training.
- WGS 180.02 Battered Women's Shelter (2–4). Training to become a volunteer for Option House Shelter for battered women and their children
- WGS 180.03 Gender Justice Center (2–4). Specific focus negotiated with student facilitators of the Gender Justice Center and the Director of the Center.
- WGS 180.04 Pride Center (2–4). Specific focus negotiated with student facilitators of the Pride Center and the Director of the Center.
- WGS 180.05 Planned Parenthood (2-4). Volunteer services will be negotiated with Planned Parenthood. Application to Planned Parenthood must be approved by the organization.
- WGS 180.06–09 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, Gender, and Sexuality Studies and may be counted automatically toward the major or the

minor. These courses concentrate entirely or significantly on women's gender issues associated with sexuality and sexual identity:

- ECON 240 Economics of Race, Class, and Gender (4)
- ENGL 114 War in Literature and Film (4)
- ENGL 119 World Literature (4)
- ENGL 215 Children's Literature (3-4)
- ENGL 217 Images of Women in Literature (4)
- ENGL 223 Shakespeare in Adaptation (4)
- ENGL 239 Chicana/ o Literature (4)
- ENGL 250 Theories of Popular Culture (4)
- ENGL 256 Native American Literature (4)
- ENGL 317 Women's Literature (4)
- ENGL 322 The Eighteenth Century (4)
- ENGL 325 Modernism (4)
- ENGL 333 Topics in African Diasporic Literature (4)
- ENGL 351 Postcolonial and Global Lit/Crit (4)
- ENGL 403 Contemporary Literary Criticism and Theory (4)
- ENGL 362 Single Author Seminar (4)
- HIST 224 History of Sports in the U.S. (4)
- HIST 229 U.S. History on Film (4)
- HIST 324 Cold War America (4)
- HIST 326 Primary Witness in Women's History (4)
- HIST 328 Gender, Media, and U.S. Culture (4)
- JNST Feminist Film Activism
- JNST Forbidden Love: Literatures of Lesbian Desire
- JNST Gay, Lesbian, and Queer Cinemas
- JNST Odd Characters in Literature
- JNST Transgender Dialectic
- JNST Intersectionality
- PHIL 310 Philosophy of Sex and Gender (4)
- PSYC 320 Psychology of Gender (4)
- PSYC 352 Human Sexuality (4)
- REL 131 Religions of America (4)
- REL 199 Cults and Sects: the History (4)
- REL 245 Queer Religiosities (4)
- REL 251 Women, Sexuality, and Western Religion (4)
- REL 255 Gender in Islam (4)
- REL 265 The Prophet (4)
- REL 351 Women and Buddhism (4)
- REST 231 Native American Women and Gender (4)
- REST 232 Representing Race and Ethnicity in Film (4)

- REST 235 Hip Hop and Racial Politics (4)
- REST 335 Race, Gender, and Public Policy (4)
- SOAN 205 Social Issues (4)
- SOAN 230 Bodies and Society (4)
- SOAN 231 Gunning for Manhood (4)
- SOAN 281 Middle Eastern Women Speak (3-4)
- SOAN 320 Self in Society (4)
- SOAN 321 Gender and Emotion (4)
- SOAN 338 Children & Youth (4)
- SOAN 342 Gender and Sexuality (4)
- SOAN 345 Interrogating Masculinity (4)

#### NEGOTIABLE COURSES

Occasionally, additional courses and individualized studies from other departments also may be counted as Women, Gender, and Sexuality Studies courses. Such a course would include significant attention to women's and/or gender issues and/or issues associated with sexuality or sexual identity 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, Gender, and Sexuality Studies issues. Negotiable courses must be approved by the director of Women, Gender, and Sexuality Studies for credit toward the WGS major or minor.

#### COURSE DESCRIPTIONS (WGS)

145 Gender, Sexuality, and Power in Global Contexts.  
Spring (4).

This course introduces students to the discipline of Women's and Gender Studies by providing an overview of prominent societal issues faced by women and others in marginalized identity groups. We will be primarily concerned with the complex interactions between gender and other social divisions such as race, class, ability, and sexual orientation.

150 Introduction to Women, Gender, and Sexuality Studies.  
Fall (4), Spring (4).

This course takes an interdisciplinary approach to introduce students to the interdisciplinary field of Women, Gender, and Sexuality Studies by providing an overview of prominent societal issues faced by women and



others in marginalized identity groups. We will be primarily concerned with the complex interactions between gender and other social divisions such as race, class, ability, and sexual orientation.

### 153 Queer Culture and Identity in the 20th Century.

Fall (4).

The course features several distinct units, each of which will focus on a different part of the 20th-century gay experience. The course will address the historical development of the LGBTI identities as well as the future of distinctly queer sensibilities in an era typified by assimilation of LGBTI individuals into mainstream social structures such as marriage and parenthood.

### 165, 265, 365 Special Topics in Women, Gender, and Sexuality Studies.

Fall (2–4), Spring (2–4).

Topics of current interest in Women, Gender, and Sexuality Studies. May be repeated for a maximum of 8-degree credits, given a different topic.

Offered as needed.

### 220 Comparative Feminisms.

Fall (4).

Focuses on feminisms from a transnational perspective, including indigenous feminisms, women's rights, and LGBT rights movements. Students will consider the relationship between grassroots activism and public policy and governmental change in transnational contexts. They will consider if a global movement for women's rights exists and if women's rights should be placed in the context of human rights.

Not open to students who have completed PLCY 220.

### 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.

### 232 History of Sexuality in the United States.

Spring (4).

Explores the understandings of sexuality from the colonial period to the

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.

#### 234 History of Women in the United States: 19th Century.

Fall (4).

Explores important historical factors that shaped gender roles and women's particular experiences in America during the nineteenth century. By placing women at the center of historical interpretation, this course examines how class, ethnicity and race influenced American women's economic, social and cultural contributions in the making of 19th century America.

#### 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 of the household, reform movements, immigration, sexuality, and feminism.

Offered in alternate years.

#### 236 Sex, Race, and Class in Popular Culture.

Spring (4).

This class explores how films, music, and other forms of popular culture have represented gender, race, and class as they intersect with nationalism and sexualities, and how these representations consequently shape and influence our understanding of people in the real world.

Not open to students who have completed REST 236.

Offered as needed.

#### 240 Feminist and Social Justice Activism.

Spring (4).

Students will begin the course focusing on the theoretical underpinnings of campus activism, including an analysis of initiatives with a feminist and social justice twist. With that background in place, students will put theory into practice by developing individual or group activist projects.

#### 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.

#### 249 Women Filmmakers.

Fall (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.

Offered as needed.

#### 253 I'm not a Feminist but...21st Century Women's Movements.

Fall (4).

Students will read broadly from the writings of the contemporary feminist movements, including "Third Wave Feminism," "Power Feminism," "Do-me Feminism," and "Third World/Transnational Feminism." They will also discuss the historical origins of these movements. Theoretical material, media (films and TV shows), and personal testimony of feminist action will be included.

Offered as needed.

#### 255 Sex, Lies, and Urban Life.

Spring (4).

This course explores the historical and literary discourse associated with the cultural and socioeconomic aspects of urban migration and settlement for women to and within American cities. Examines how issues of sexuality, work, gender, inequality, domesticity, race and ethnicity shape the metropolitan experience of women in the United States.

Offered as needed.

#### 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.

#### 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.

Numeric grade only.

Prerequisite: sophomore status or above.

Offered in alternate years.

333 Pregnancy & Power: Reproductive Politics and Policies.

Fall (4).

Women's knowledge of their bodies, especially 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.

337 Working Sex: Interdisciplinary Studies.

Spring (4).

We will examine feminist methodology and epistemology by closely examining one topic: sex work—the experiences of women with sex work and the political policies and cultural beliefs that shape those experiences. We will also look at the subject of sex work from multiple feminist methodological perspectives with a focus on how different authors utilize interdisciplinary methods to engage in feminist scholarship.

Prerequisite: second-year status.

Offered in alternate years.

340 Film Feminisms.

Spring (4).

Introduction to theoretical frameworks developed around women, gender, feminism, and film studies, using both canonical and non-canonical films and using these films to discuss pressing issues in feminist and gender theory. You will also interrogate the role of the spectator in the production of meaning in film.

Offered in alternate years.

341 Gender and Nation.

Fall (4), Spring (4).

This course explores the ways gender informs our understanding of nationalism, and how nationalist discourses imagine and construct

identities in specifically gendered, class, race, community, and caste terms in various locales. We will read a variety of different works by feminist scholars, political scientists, literary critics, and historians.

359 Queer Theories.

Fall (4), Spring (4).

This course focuses on a range of queer theories with an emphasis on intersecting marginalizations. Theoretical approaches draw links between disability, performativity and subjectivity; queer temporalities; urban space and gentrification; native, queer settler colonial, and neocolonial epistemologies; and transnational labor and migration.

427 Women in Collective Action.

Fall (4), 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.

Prerequisite: WGS 150 or by permission.

Offered as needed.

459 Senior Seminar.

Fall (4).

Students synthesize and reflect on their interdisciplinary Women, Gender, and Sexuality Studies learning. All students design and develop a research paper or project. Those who are Women, Gender, and Sexuality Studies majors do so in consultation with their advisor and plan for a Directed Study to complete their paper or project in spring.

Prerequisites: WGS 150, two 200-level courses (WGS or Cross-listed), one 300- or 400-level course (WGS or Cross-listed), and senior standing, or by permission.

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## **INTEGRATED PROGRAMS OF STUDY**

### **PRELAW**

The Program Advisors

Jack Osborn, Business Administration

Arthur G. Svenson, Political Science

### **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: business, economics, global business, political science, history, English, philosophy, public policy, 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 (4)
- ACCT 220 Principles of Managerial Accounting (4)
- BUS 226 The Rise of American Capitalism 1860–1932 (4)
- GLB 228 Globalization (4)
- BUS 240 Business Law (4)
- BUS 310 Principles of Management and Organizational Behavior (4)
- BUS 353 Financial Management (4)
- ECON 101 Principles of Economics (4)
- ECON 350 Microeconomic Theory (4)
- ENGL 126 Literary Inquiries (4)

- ENGL 130 Literature of the Americas (4)
- ENGL 161 Studies in Literature (4)
- ENGL 230 American Jewish Literature (4)
- ENGL 233 African American Literature (4)
- ENGL 237 Immigrant Literature (4)
- ENGL 256 Native American Literature (4)
- ENGL 309 Writing in the Public Sphere(4)
- POLI 208 California Politics (4)
- POLI 111 Introduction to American Politics (4)
- POLI 212 Classical Political Thought (4)
- POLI 306 Constitutional Law: National and State Powers (4)
- POLI 307 Constitutional Law: Liberty and Authority (4)
- HIST 121 American History to 1877 (4)
- HIST 122 American History since 1877 (4)
- PHIL 110 Contemporary Moral Issues (4)
- PHIL 151 Reasoning and Logic (4)
- PHIL 320 Ethics and Law (4)
- SPCH 110 Fundamentals of Speech (4)
- SPCH 111 Contemporary Oral Argumentation (4)

#### 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 354 Investments (4)
- GLB 336 International Business (4)
- BUS 421 Corporate Finance (4)
- GLB 450 The European Union (4)
- ECON 452 Industrial Organization and Public Policy (4)
- ECON 254 Economics of the Public Sector (4)
- ECON 455 Environmental and Resource Economics (4)
- ENGL 210 Poetry (4)
- ENGL 216 Poetry East-West (4)
- ENGL 221 Shakespeare to 1600(4)
- ENGL 222 Shakespeare after 1600 (4)
- ENGL 233 African American Literature (4)
- ENGL 251 South Asian Literary Cultures (4)
- POLI 123 Introduction to World Politics (4)
- POLI 214 Modern Political Thought (4)
- POLI 220 European Politics and Development (4)
- POLI 244 International Security (4)

- POLI 304 Congress (4)
- POLI 308 U.S. Presidency (4)
- POLI 318 American Political Thought and Practice (4)
- HIST 111 Early Modern Europe (4)
- HIST 112 Modern Europe (4)
- PSYC 100 Introduction to Psychology (4)
- SOAN 100 Introduction to Sociology (4)
- SOAN 102 Introduction to Cultural Anthropology (4)
- SOAN 205 Social Issues (4)

## PREMED/PREHEALTH PROFESSIONS

### The Program Advisors

Please contact the biology department to be assigned a health professions advisor.

## 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 200 Principles of Biology: Unity and Diversity (4)
- BIOL 201 Principles of Biology II: Molecular/Cellular Biology and Genetics (4)
- CHEM 131 General Chemistry (4)
- CHEM 132 General Chemistry (4)
- CHEM 231 Organic Chemistry (4)
- CHEM 232 Organic Chemistry (4)
- ENGL-6 to 8 credits, including composition\*
- PHYS 220 Fundamentals of Physics I (4)
- PHYS 221 Fundamentals of Physics II (4)
- PSYC 100 Introduction to Psychology (4)

\* In most cases, fulfilling the WA and WB requirements will suffice, for the LAI and LAF.

### 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 (4)
- BIOL 334 Comparative Physiology (4) or BIOL 344 Human



### Physiology (4)

- BIOL 341 ER Observations (4)
- CHEM 320 Biochemistry (4)
- MATH 121 (4) or MATH 118 (4), and 119 (4), or Statistics (4)
- PHIL 216 Bioethics: Technology and Justice (4)
- SOAN 100 Introduction to Sociology (4)

† To see the MCAT's official list of topics examined, go to <https://www.aamc.org/students/download/85566/data/bstopics.pdf>.

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 recommendation. 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  
Kathleen Feeley, History

### REQUIREMENTS

The Proudian Program is designed for up to 15 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/project 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 and Liberal Arts Inquiry requirements for graduation. These proposals must be approved by a faculty member who teaches in the relevant Foundation category, project and by the director. These changes also require, of course, successful completion of the full program, including senior thesis/project.

Admission to the program is competitive and based on highly selective criteria (transcripts, GPA, writing samples, faculty interviews, a scholar-led workshop). 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 (2-4).

Introduces interdisciplinary theory and method, as well as seminar learning skills. Requires completion of several papers/projects and includes experiential learning. Culminates in an academic symposium where students present their work to a University-wide audience.

Prerequisite: admission to program.

##### 366 Sophomore Seminar II.

May Term (3).

Interdisciplinary seminar that requires completion of several papers/projects and includes group and experiential learning.

Offered every year.

##### 380 Junior-Year Exploratory Internship.

Fall (2-3), Spring (2-3).

##### 465 Senior Seminar.

Fall (2-4).

Advanced interdisciplinary topics are addressed and selected by faculty, in consultation with students. This seminar includes discussion/development of senior projects/honors theses.

##### 495 Senior Thesis.

Fall (1-4), Spring (1-4).

## ENGINEERING 3-2 COMBINED DEGREE

(see the course catalog and program site, [www.redlands.edu/engineering3-2](http://www.redlands.edu/engineering3-2) for details)

The Program Advisor and Liaison

Eric Hill, Physics

### Program Description

In partnership with Columbia University in New York City, and Washington University at St. Louis, the University of Redlands provides the opportunity to earn both a B.A. from Redlands and a B.S. from either Columbia University's Fu Foundation School of Engineering and Applied Science or Washington's School of Engineering and Applied Science. This program combines the strengths of a liberal arts education in a small college setting with professional preparation at highly regarded schools of engineering. It is preparation for a career in industry or graduate work in engineering, mathematics, or the physical sciences.

Through junior year, students study at the University of Redlands and complete the general education requirements appropriate for a B.S. student, their major, and pre-engineering requirements. Early second semester of their junior year, they apply for admission to either Washington University's or Columbia University's School of Engineering—admission to Columbia is guaranteed, provided they fulfill the requirements outlined below. For the next two years, students study at one of these schools of engineering. Upon successful completion of the program at the end of five years, students are awarded a double degree—one from Redlands and the other from either Columbia University's or Washington University's School of Engineering and Applied Science. Students are free to pair any University of Redlands undergraduate major with any engineering or applied science major, however, the pre-engineering requirements are most compatible with the Physics B.A. or individualized Johnston emphases. See appropriate sections of this Catalog for more information on the Physics and Johnston programs.

Students interested in this program must work closely with the Program Advisor to develop a suitable plan of study. Regardless of whether a student participates in this Combined Degree program the pre-engineering courses, in combination with a science or math undergraduate degree, are good preparation for enrolling in an Engineering graduate program.

## COLUMBIA UNIVERSITY

Requirements for Guaranteed Admission to Columbia's Fu Foundation School of Engineering and Applied Science

1. Full-time enrollment at the University of Redlands or another affiliated school for at least the two years prior to applying.
2. An overall and pre-engineering GPA of 3.3 or higher as calculated by Columbia. Additionally, the minimum grade for each pre-engineering science or math course must be a B (3.0) or greater on the first attempt.
3. Three favorable recommendations: one each from the Program liaison, a math professor, and a science professor.
4. Completion (before entering Columbia) of your Redlands major and general education requirements.
5. Completion (by the end of the semester in which you are applying) of the specific prerequisite courses for your intended major—see below, and consult with the Program Advisor.

### Pre-Engineering Courses

#### I. Foundational

The following pre-engineering courses are required for pursuing all engineering majors at Columbia:

- MATH 121 Calculus I (4) (or MATH 118 & MATH 119)
- MATH 122 Calculus II (4)
- MATH 221 Calculus III (4)
- PHYS 231 General Physics I (4)
- PHYS 232 General Physics II (4)
- PHYS 233 General Physics III (4)
- CHEM 131 General Chemistry I (4)
- CS 110 Introduction to Programming (4)
- ECON 101 Principles of Economics (4)

#### II. Major-specific

In addition to the Foundational Pre-Engineering Courses, students must take courses specific to their engineering major of choice. Possible Columbia majors and numbers of courses required are listed below; consult with the Program Advisor for details.

- Applied Math or Applied Physics (1 course)
- Biomedical Engineering (3 to 4 courses)
- Chemical Engineering (3 courses)
- Civil Engineering (3 to 4 courses)
- Computer Engineering (3 to 4 courses)
- Computer Science (2 courses)
- Earth and Environmental Engineering (6 to 7 courses)

- Electrical Engineering (2 to 3 courses)
- Engineering Management Systems (4 to 5 courses)
- Industrial Engineering / Operations Research (4 to 5 courses)
- Engineering Mechanics (1 to 2 courses)
- Material Science and Engineering (2 courses)
- Mechanical Engineering (3 to 4 courses)

## WASHINGTON UNIVERSITY AT ST. LOUIS

Requirements for Application to Washington University's School of Engineering and Applied Science

1. An overall and pre-engineering GPA of 3.25 or higher.
2. Completion (before entering Washington) of your Redlands major and general education requirements.
3. Completion (by the end of the semester in which you are applying) of the specific prerequisite courses for your intended engineering major—see below and consult with the Program Advisor.

### Pre-Engineering Courses

#### I. Foundational

The following pre-engineering courses are required for pursuing all engineering majors at Washington:

- MATH 121 Calculus I (4) (or MATH 118 & MATH 119)
- MATH 122 Calculus II (4)
- MATH 221 Calculus III (4)
- MATH 235 Differential Equations (4)
- PHYS 231 General Physics I (4)
- PHYS 232 General Physics II (4)
- PHYS 233 General Physics III (4)
- CS 110 Introduction to Programming (4)

#### II. Major-specific

In addition to the Foundational Pre-Engineering Courses, students must take courses specific to their engineering major of choice. Possible Washington majors and numbers of courses required are listed below; consult with the Program Advisor for details.

- Biomedical Engineering (3 courses)
- Chemical Engineering (3-4 courses)
- Computer Science & Computer Engineering (1 course)
- Electrical Engineering (0 additional courses)
- Mechanical Engineering (0 additional courses)
- Systems Science & Engineering (0 additional courses)

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## **ADDITIONAL COURSE OFFERINGS**

### **ARABIC (ARAB)**

#### **101 First-Year Arabic.**Fall (4), Spring (4)

Beginning level Modern Standard Arabic language or students with no previous background. Introduction to the alphabet, basic spoken communication, grammar, and culture of Arabic-speaking societies.

#### **102 First-Year Arabic.**

Fall (4), Spring (4).

Beginning level Modern Standard Arabic language for students with no previous background. Introduction to the alphabet, basic spoken communication, grammar, and culture of Arabic-speaking societies. Continues ARAB 101 Beginning Arabic I.

Prerequisite: ARAB 101, placement exam or by permission.

#### **201 Second-Year Arabic.**

Fall (4), Spring (4).

Review of grammar, with emphasis on conversation and Modern Standard Fos'ha speaking societies. Expansion of vocabulary and introduction of complex grammatical structures. Further development of oral, listening, reading and written skills in Modern Standard Arabic language.

Prerequisite: ARAB 102, placement exam or by permission.

#### **202 Second-Year Arabic.**

Fall (4), Spring (4).

Review of grammar, with emphasis on conversation and Modern

Standard Fos'ha speaking societies. Expansion of vocabulary and introduction of complex grammatical structures. Further development of oral, listening, reading and written skills in Modern Standard Arabic language.

Prerequisite: ARAB 102, placement exam or by permission.

#### AMERICAN SIGN LANGUAGE (ASL)

101 First-Year American Sign Language.

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.

102 First-Year American Sign Language.

Spring (4).

This course continues building linguistic and cultural knowledge of American Sign Language (ASL) and Deaf Culture. Learning advanced elements of the language including grammar and conversational strategies will enable students to carry on casual conversations with classmates and members of the Deaf Community using expressive and receptive skills of ASL.

Prerequisite: ASL 101 or by permission.

201 Second-Year American Sign Language.

Fall (4).

This course in American Sign Language (ASL) is designed to enhance comprehension, grammar, syntax, and fingerspelling to ensure students can participate in various complex conversations including the exchange of personal information, describing places and objects, discussing abstract ideas, and discussing events in the past, present, and future tense.

Prerequisite: ASL 101 and 102 or instructor permission.

Offered as needed.

#### COMMUNITY SERVICE ACTIVITY

All students are required to successfully complete an approved community engagement (see the Graduation Requirements section of this catalog for more information.) All Community Service Activities Courses (CSAC) meet this requirement.

The following CSAC course descriptions outline the general focus of

each course. Students should visit the Community Service Learning (CSL) office in Hunsaker Center, second floor, to investigate all service possibilities including summer options. Students may also view the CSL website @ <https://www.redlands.edu/student-affairs/community-service-learning/>.

#### COURSE DESCRIPTIONS (CSAC)

300A Community Service Activity. Fall (3). Spring (3). May Term (3).

A 3-credit, 80-hour service activity with individual placement contracts where students independently select and contract their own narrative curriculum to serve a non-profit agency. Reflective components include journals, evaluations, timesheet, final paper and group verbal reflection.

300B Community Service Activity. Fall (0 or 3). Spring (0 or 3). May Term (0 or 3).

Designed for service-oriented internships, previous service (including U of R courses not cross-listed), or public service outside the University. Formal documentation of hours and a final reflective paper are required. Zero credit options are offered to avoid overloading and to recognize past and/or paid service.

301A Service Learning: Tie-in Initiative.

Fall (1–2), Spring (1–2).

In negotiation with CSL, students may earn 1 or 2 credits beyond the departmental course credits by tying service into the course experience (1 credit equals 30 hours of service and reflection; 2 credits doubles those number). Reflective components include journals, evaluations, timesheet, final paper, and group verbal reflection.

Prerequisite: Individual meeting with a CSL administrator prior to contract development and approval.

302B America Reads. Fall (0), Spring (0).

Work-study students placed as America Reads tutors in local schools and after-school programs may enroll in this section to fulfill their graduation requirement. Students work in K through 5th grades and focus on developing and improving literacy skills.

303A Gardeners in Residence. Fall (3), Spring (3).

303B Gardeners in Residence. Fall (0), Spring (0).

Gardeners in Residence (GIRs) perform general tasks such as planting, pruning, irrigation, weeding, harvesting, and basic garden upkeep while planning and creating new garden areas and projects needed in the sustainable University of Redlands Farm and elsewhere. Reflective



components include journals, evaluations, timesheet, final paper, and group verbal reflection.

304A Big Buddies Mentoring. Fall (3), Spring (3).

304B Big Buddies Mentoring. Fall (0), Spring (0).

An on-campus, child-centered mentoring program that provides positive college role models for elementary and middle school students. The program meets one night weekly and is a year-long commitment with an application process to become a mentor. Reflective components include journals, evaluations, timesheet, final paper, and group reflection.

Prerequisite: must complete interview process and be accepted as a mentor as well as meet with a CSL administrator for approval and permission prior to enrollment.

305A Totally Kids Outreach. Fall (3), Spring (3).

305B Totally Kids Outreach. Fall (0), Spring (0).

TKO provides service to Totally Kids Rehabilitation Hospital. Students serve medically fragile children who are residents at the hospital, helping facilitate recreation and sensory activities. This is a semester commitment with an orientation process. Reflection components include journals, evaluations, timesheet, final paper, and group verbal reflection.

Prerequisite: Requires an individual meeting with a CSL administrator for contract development and approval.

306A APO Service. Fall (3), Spring (3).

306B APO Service. Fall (3), Spring (3).

Alpha Phi Omega (APO) is a national service organization. Local members must complete 40 hours of group projects and 40 hours of individual service at one agency for CASC requirement. Reflective components include journals, evaluations, timesheet, final paper, and group evaluation.

Prerequisite: Must be a member of the APO organization.

307B Non-Profit Work-Study. Fall (0), Spring (0).

The University of Redlands partners with nonprofit agencies and schools, allowing students to work as assistant case managers, volunteer coordinators, tutors, or program assistants for nonprofit agencies, schools, or hospitals where they may fulfill their CSAC requirement.

Prerequisite: students must be eligible to receive a work-study award through the University of Redlands.

310A CHAMPS Mentoring. Fall (3), Spring (3).

310B CHAMPS Mentoring. Fall (0), Spring (0).

College High School Alliance Program and Service (CHAMPS) provides high school students role models, helping them achieve goals prior to and after graduation. CHAMPS meets one night weekly with a year-long commitment with an application process. Reflective components include journals, evaluations, timesheet, final paper, and group reflection.

Prerequisite: Must complete interview process and be accepted as a mentor as well as meet with a CSL administrator for approval and permission prior to enrollment.

313A University Humor Outreach Program (UHOP). Fall (3), Spring (3)

313B University Humor Outreach Program (UHOP). Fall (0), Spring (0)

University Humor Outreach Program (UHOP) uses the art of improv to build community within children's groups. UHOP meets weekly throughout the year for practice and provides workshops at child-centered community sites. Reflective components include journals, evaluations, timesheet, final paper and group verbal reflection.

Prerequisite: must complete interview process and be accepted as a mentor as well as meet with a CSL administrator for approval and permission prior to enrollment.

314A Jasper's Corner Tutoring. Fall (3), Spring (3).

314B Jasper's Corner Tutoring. Fall (0), Spring (0).

Jasper's Corner tutors provide K-12 students with free homework assistance and tutoring at on-and off-campus locations. Jasper's Corner operates Monday through Thursday from 3:00 p.m. to 7:00 p.m. Reflective components include journals, evaluations, timesheet, final paper, and group verbal reflection.

315A ASUR Clubs and Organizations. Fall (3), Spring (3).

315B ASUR Clubs and Organizations. Fall (0), Spring (0).

Members of an on-campus club or organization may fulfill CSAC with 40 hours completed with 10% of the organization participating at one agency. Additional 40 hours are completed independently with organizations of the student's choice. Reflective components include journals, evaluations, timesheet, final paper and group verbal reflection.

316A Roots and Shoots.

Fall (3), Spring (3).

A course that provides environmental programs for youth at local school buildings on the vision of Dr. Jane Goodall. The program meets weekly

and requires a semester/yearlong commitment with a membership application. Student Directors provide transportation. Reflective components include journals, evaluations, timesheet, final paper, and group reflection. Prerequisite: must complete interview process and be accepted as a mentor as well as meeting with a CSL administrator for approval and permission prior to enrollment.

**316B Roots and Shoots. Fall (0), Spring (0).**

A course that provides environmental programs for youth at local schools, building on the vision of Dr. Jane Goodall. The program meets weekly and requires a semester/yearlong commitment with a membership application. Student Directors provide transportation. Reflective components include hours verification and reflective paper. Prerequisite: must complete interview process and be accepted as a mentor as well as meeting with a CSL administrator for approval and permission prior to enrollment.

**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 preservice preparation, timesheet, journal, final paper, and group verbal reflection are required. Various faculty—see Schedule of Classes.

**360A Into the Streets. May Term (3-4).**

Students serve a variety of non-profit agencies which may include service at shelters, animal rescue sanctuaries, trail clean-ups, schools and food drives. The course schedule varies, depending on service needs. Groups may be participating evenings and weekends. Students must have a flexible schedule. Requires a meeting with a CSL administrator for approval.

**361A Ropes Course Leadership. May Term (3).**

This course trains U of R students to facilitate trust and team building exercises through low ropes activities to groups visiting campus. Typically meets Monday-Friday from 9 a.m. to noon with some evenings and weekends.

**363A Community and Urban Gardens. May Term (3).**

Students will explore the benefits and challenges of farming and landscaping in city environments. Duties will include planting, weeding, harvesting, composting, irrigation systems, vermiculture, and watering.

All requisite training will be provided on-site, either by the garden coordinator or student employees. Students will also participate in off-campus outreach events.

**364A Community Coaching Skills. May Term. (3)**

Community Coaching Skills provides students with the opportunity to practice coaching techniques with local youth in the community, work in a fun and dynamic group setting, and begin to develop and mold individual coaching styles. Course typically meets Monday through Friday in the afternoons.

**365B Spring Break Plunge. May Term. (0)**

This in-country travel course takes place during spring break. It is a seven-day service outreach trip, typically focused in serving in a disaster zone or areas with a critical need. Pre- and post-trip meetings are required.

Prerequisite: Meeting with a CSL administrator for approval and travel course paperwork.

**366B Bulldogs Football in Service. May Term. (0)**

This course is for members of the football team who attend an intensive service outreach trip during May break.

Prerequisite: Must be a member of the University of Redlands Bulldogs football team.

**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 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 an approved placement contract, a reflective component, journal, evaluations, time sheets, final paper, and verbal reflection. This option may be appropriate for travel courses and study abroad programs. (Approval from CSL director and Study Abroad if travel course.)

Prerequisite: by permission.

**383 Service Learning: Outreach. (0).**

Designed for service-oriented work-study placements, previous service

(including University of Redlands courses), or extensive service outside the University. Formal documentation of hours and a final reflective paper must accompany the CSL 383 Request. See CSL about registration requirements.

## LIBRARY

### COURSE DESCRIPTION (LIB)

#### 201 Information Studies for Social Justice

Fall (4), Spring (4).

In this class, we will explore various media, technologies used to access information, and information artifacts surrounding social justice movements. Through writing assignments and class discussions we will discover how information is produced to inform, (mis)inform, persuade, agitate, and ultimately, is leveraged to effect change.

Offered as needed.

Numeric grading only.

#### 301 Advanced Library Research Skills: Peer Tutor Training. (1).

Library Reference Assistants (LRA) will participate in ongoing training in library resources and will provide peer reference/research assistance in the Library, as well as selected campus locations outside the Library. Training offers the opportunity to develop advanced information and interpersonal skills, as well as an opportunity to shape and provide training in future LRA programs.

## SPEECH

The Faculty

William Southworth

The College of Arts and Sciences offers service courses in public speaking. Speech courses have been designed for students pursuing careers in business (Business Speech) and for students who seek to develop their skills in public speaking and debate (Fundamentals of Speech and Contemporary Oral Argumentation). Most courses are offered without prerequisites and can be found on the list of recommended courses outside the major in many departments.

### COURSE DESCRIPTIONS (SPCH)

#### 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.

### 111 Contemporary Oral Argumentation.

Fall (4), 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.

### 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.

### 260 Topics in Speech.

May Term (3).

Seminar includes a rhetorical analysis of contemporary social issues and movements.

Prerequisite: by permission.

## STUDENT SERVICES

### COURSE DESCRIPTIONS (SSRV)

#### 100 College Success Skills.

Fall (1).

This course will provide an introduction to university life. Topics will include the challenges of balancing life and school, academic success strategies, dealing with financial aid, and diversity and inclusion. In addition, we will read and discuss some of the latest research on the experiences of first-year college students.

#### 101 Residence Life 101.

Fall (0–2), May Term (0–2).

This course focuses on the tenets of community building and communication for the incoming Community Assistant. Students will develop an understanding of community building, programming, communication skills and policies, and emergency protocol. Through active discussion, creative projects, and guest speakers, students will build an understanding of creating successful communities and

supporting students. Credit/No credit only.

Prerequisite: by permission.

112 D.U.D.E.S.: Understanding and Supporting College Men's Journey.

Fall (1), Spring (1).

This course will explore Edwards' Man Mask from a theoretical and practical lens. Historical and societal norms of masculinity will also be interrogated. Special topics such as healthy relationships, race sexual identity, drug/alcohol use, and gender roles will be discussed. A safe space to talk about issues will be provided. May be repeated, maximum 4 credits. Credit/No credit only.

113 D.U.D.E.S.: College Men Journey Put Into Action

Fall (2), Spring (2).

This course will create a space for students to discuss issues facing men in and beyond college, create programming around campus for awareness of issues related to Men and Masculinity and enhance leadership qualities through development of the curriculum for a DUDES retreat, discussions, workshops and recreational activities. May be repeated, maximum 4 credits. Credit/No credit only.

140 Campus Activism.

Spring (1)

This class focuses on the practical aspects of "doing activism" on a university campus. In order to carry out this work, a thorough knowledge of activist movements, successes, and failures, is necessary. Each class will combine discussion of readings and projects that students are working on currently or planning to undertake in the near future.

150 Real World 101: Life after College.

May Term (3).

Designed to prepare students for life after college while challenging them to develop a solid post-graduate plan. This is accomplished through self-assessment, exploration of career possibilities, graduate school and job search planning, and preparation and development of a variety of real-world survival skills.

Prerequisite: juniors only.

154 College Success Strategies.

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 toward achievement.

156 STEP Peer Mentoring.

Fall (0 or 2).

Students Together Empowering Peers (STEP) will provide technical skills, introductions to campus resources, clubs, and experts that can help facilitate academic success and nurture a network of support to ease the transition to college. Through mentoring, STEP offers a comprehensive program that will enhance students' overall educational experience at the University.

157 Global Ambassadors Mentor Preparation.

Spring (0 or 2).

This course is designed for students who are interested in becoming Global Ambassadors for incoming international students. Students will investigate the theoretical construction of culture, design and present culturally-based programs, and learn to mentor international students as they transition to the United States and the University of Redlands.

201 Community Leadership.

May Term (0–2).

This course focuses on leadership in our residential communities. Students will develop an understanding of leadership, professionalism, community development, and management. The class will combine guided study activities and regular group meetings to build an understanding of their role in creating successful residence hall communities and developing student staff. Prerequisite: by permission. Credit/No credit only.

256 STEP Peer Mentoring.

Fall (0 or 2).

This class allows mentees to move into the role of mentors within the Students Together Empowering Peers (STEP) Program. Students will design and present educational programs, develop mentoring skills to effectively engage their mentees in weekly meetings and ensure a readiness to live successfully beyond graduation.

Prerequisite: SSRV 156.

257 STEP Mentoring.

Spring (0 or 2).

This course serves as an introduction to first generation student



mentoring. Over the course of the semester, students will read and discuss theories related to mentoring under-served populations. Students will develop their own understanding of mentoring while simultaneously using this knowledge to develop curriculum for Summer Bridge and the following semester's STEP program.

#### UNIVERSITY ACTIVITY (UACT)

The University offers credit for such activities as work with the student newspaper or with productions in Glenn Wallich's Theatre. Students should check with the appropriate project sponsors for enrollment information.

#### 125 Principles of Journalism.

Spring (2).

This introduction to journalism provides an overview of the profession and its most essential skills: information gathering, interviewing, writing, and rewriting. Topics include the evolving systems of news, the myth of neutrality, and meaning of "fair and balanced," and how journalism is distinct from other forms of new media.

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## **SCHOOL OF BUSINESS**

### THE DEAN

Thomas A. Horan

### THE FACULTY

Bing Bai

Peter Bergevin

Angelo Carlo Carrascoso

Kimberly Cass

Charng Yi Chen

Hamid Falatoonzadeh

Allison Fraiberg

Kamala Gollakota

Neena Gopalan

Gerald M. Groshek

Mehrdad Koohikamali

Denise MacNeil

Michael MacQueen

Johannes Moenius

Monica L. Perry

James B. Pick

Hindupur V. Ramakrishna

G. Keith Roberts

Avijit Sarkar

James C. Spee

Riaz Tejani

Satish Thosar

Joseph Vavrus  
Xin Zhao

## MISSION STATEMENT

Empowering professionals to create opportunities that positively impact business and society.

## INTRODUCTION

The School of Business designs programs for professionals that provide a high-quality education with real-world relevance. 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) plan 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.

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, 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.

## INFORMATIONAL MEETINGS

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.

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## **SCHOOL OF BUSINESS ADMISSIONS**

### **UNDERGRADUATE ADMISSION**

The School of Business offers a Bachelor of Science in Business and a Bachelor of Science in Management.

All applicants must complete a formal application and include:

- Official transcripts from every college or university attended (in any country) since high school must be submitted. Only transcripts sent to the Registrar's Office or to Graduate and Professional Enrollment 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. Applicants must have all international coursework evaluated by International Education Research Foundation (IERF) and must request an official "detail report."
- Forty-semester credits of accepted transfer and assessment credit are required for admission. Courses taken in the University of Redlands School of Business core program cannot be applied to the 40-credit minimum.
- A minimum grade point average of 2.00 (C) on a 4.0 scale is required in all college courses acceptable to the University of Redlands.

### **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 must demonstrate both the motivation and the capability to manage effectively.

A complete application will include:

- A completed application form, including essays
- Official transcripts reflecting undergraduate degree from a regionally accredited institution. Only transcripts sent to the Registrar's Office or to Graduate and Professional Enrollment from the registrar of each institution attended will be accepted as official. Applicants must have all international coursework evaluated by International Education Research Foundation (IERF) and must request an official "detail report."
- 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. Students who have recently completed an undergraduate degree in business or related field within the last seven (7) years with a reasonable cumulative GPA may be permitted to be admitted into the MBA program and enrolled in either the twenty-four month or eighteen-month curricular track.

#### INTERNATIONAL APPLICANTS SUPPLEMENTAL DOCUMENTATION

International applicants are required to submit all documentation and information necessary to adequately assess their eligibility to be admitted to School of Business academic programs and the I-20 issuing process, including but not limited to:

- Official transcript reflecting an undergraduate degree from a regionally-accredited institution. Only transcripts sent to the Registrar's Office or to Graduate and Professional Enrollment from the registrar of each institution attended will be accepted. Applicants must have international coursework evaluated by International Research Foundation (IERF) and must request a "detailed report".
- Certificate of finances, which is required by the federal government to ensure international applicants have sufficient resources to pay for school expenses.
- Scan of passport.
- International supplemental information requested on the online application.
- TOEFL requirement
  - o Undergraduate International applicants 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.

o Graduate International students whose primary language is not English must present a TOEFL score of 550 (or 213 for the computer-based test or 80 for the Internet-based test) or higher.

#### 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 Graduate and Professional Enrollment.

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.

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## **SCHOOL OF BUSINESS ACADEMIC STANDARDS**

Standards listed below provide additional information relevant to the School of Business. For policies that apply University-wide, please see “University Academic Standards” section of this Catalog.

### **PUBLIC INFORMATION**

The University of Redlands maintains student records in compliance with the Family Educational Rights and Privacy Act of 1974 (as amended) (FERPA), which assures students and parents of their right to privacy of information. 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.

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. See “Academic Records” section of this Catalog for more information.

### **UNDERGRADUATE ACADEMIC STANDING**

#### **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 below 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, because 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 is in question. A student is placed on academic probation when his/her cumulative or semester 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 and semester GPA are restored to 2.0 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 the following documentation:

- 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;

- a letter of support from the student's Student Services Manager or Program Director Indicating a plan for restoration to satisfactory academic standing;
- supporting documents from qualified professionals for students who have experienced medical difficulties or other unusual circumstances;
- 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 ARB. 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

Please see "Graduate Academic Standing" section of this catalog, for information pertaining to graduate standing in all graduate programs.

#### ATTENDANCE

Students are expected to attend all scheduled meetings of the courses for which they are registered. 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 two consecutive class meetings may be administratively dropped from the course by the professor. Professors will notify Student Services of those students who miss the first two consecutive class meetings and have not communicated with their professor.

#### 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 using the last date the student attended class.

#### ADMINISTRATIVE DISMISSAL FOR FINANCIAL OBLIGATION

Students who fail to meet their financial obligations to the University will be dismissed and will be accountable for tuition and fees accrued

through the dismissal date. Students dismissed for any reason must stop attending class as they are no longer registered.

### EXAMINATIONS

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.

### INCOMPLETE GRADES (I)

See the Academic Standards section “Incomplete Grades (I)” section of this Catalog for more information regarding incomplete grades. For School of Business students, the deadline is established by the instructor, but the instructor must submit a grade change to the Registrar by the end of the eighth week following completion of the course. School of Business students cross-registered in the College of Arts and Sciences courses must meet the College of Arts and Sciences deadlines.

### CONCURRENT COURSEWORK

A matriculated school of Business student may take the regular course(s) in the student’s Schedule of Instruction concurrently with one elective. If this limit is to be exceeded, the student must obtain approval.

### INDEPENDENT STUDY

In exceptional cases, independent study provides alternatives not available through regular course offerings or because of scheduling limitations. No more than 12 credits can be counted toward the degree.

Students desiring an independent study course must first consult with their Student Services Manager and complete a petition. Second, the Associate Dean must approve the independent study and assign the faculty member. Third, the student must work with the assigned faculty member to develop an independent study contract. 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 member. 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. An independent study fee must be paid upon petition

approval and prior to issuance of a contract. (See “Tuition, Fees, and Expenses” section of this Catalog.)

## TRANSFER CREDIT

### UNDERGRADUATE

A maximum of 66 lower-division semester credits may be transferred from regionally accredited, two- and four-year colleges. Grades of 2.0 (C) or higher are required. Of the 66 lower-division credits, a maximum of 24 may come through the College Level Examination Program (CLEP), DANTES, DSST, or any combination thereof. 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. 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 (C) or higher. All registration at the other institutions must be approved 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.

### GRADUATE

Graduate students may transfer a maximum of 8 credits, grade 3.0 (B) required, from regionally accredited institutions to waive program requirements. Transfer credit acceptability is usually 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.

### WITHDRAWAL OR LEAVE OF ABSENCE

A student who needs or desires to take a Withdrawal (WDL) or take a Leave of Absence (LOA) from the University of Redlands must schedule

an appointment with their Student Services Manager and complete an exit interview. A WDL or LOA is considered official once the student submits a written request of their intent and the request has been completed and submitted to their Student Services Manager. The request will state the intentions of the student to discontinue the course(s) in which they are registered and the effective date the WDL or LOA will be implemented, which is then recorded by the Registrar's Office.

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 selection of this Catalog. The student will receive a grade of "W" on their transcript.

The University may administratively withdraw students from courses or programs for non-attendance, final non-payment, or academic actions. The student is responsible for obtaining refunds of tuition and/or charges, which are calculated in accordance with the tuition refund schedule located in the appropriate Tuition and Fees section of this Catalog. The student will receive a grade of "W" on their transcript. If a student is dropped from two courses in a sequence, or three courses within a twelve-month period of matriculation, they may be administratively withdrawn from the program.

During a student's leave of absence, the University maintains all of their 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.

#### READMISSION FOR RETURNING STUDENTS

Students who have withdrawn and seek readmission must contact their Student Services Manager and submit a Readmission Application. A student's account must be current at the time of application or re-enrollment will be denied. Readmitted students must meet the graduation requirements in effect at the time of re-enrollment. 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. Students re-enrolling after withdrawal from the University will be charged the current tuition rates and fees based on the start date of new registration.

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## **SCHOOL OF BUSINESS ACADEMIC CALENDAR 2019-2020**

Fall 2019

**August 5 to August 23**

Registration opens for Fall 2019

**Friday, August 23**

Final day to add courses for Fall 2019

**Monday, September 2**

Classes begin/ Start of First 8 week period

**Friday, September 13**

Drop deadline for Fall 2019

**October 7 to October 18**

Second Entry Registration for Fall 2019 (New Starts Only)

**Sunday, October 27**

End of first 8 week period

**Monday, October 28**

Classes begin/ Start of Second 8 week period

**Friday, November 8**

Second Entry Drop Deadline for Fall 2019 (New Starts Only)

**November 28 to November 29**

Thanksgiving Break/ University Closed

**December 2 to December 13**

Registration opens for Spring 2020

**Sunday, December 22**

Last day of classes/ End of Second 8 week period

**December 24 to January 5**

Winter Break

**December 24 to January 1**

University Closed

Spring 2020

**December 2 to December 13**

Registration opens for Spring 2020

**Friday, December 13**

Final day to add courses for Spring 2020

**Monday, January 6**

Classes begin/ Start of First 8 week period

**Friday, January 17**

Drop Deadline for Spring 2020

**February 10 to February 21**

Second Entry Registration for Spring 2020 (New Starts Only)

**Sunday, March 1**

End of first 8 week period

**Monday, March 2**

Classes begin/ Start of Second 8 week period

**Friday, March 13**

Second Entry Drop Deadline for Spring 2020 (New Starts Only)

**March 30 to April 10**

Registration opens for Summer 2020

**Saturday, April 18**

Commencement

**Sunday, April 26**

Last day of classes/ End of Second 8 week period

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Summer 2020

**March 30 to April 10**

Registration opens for Summer 2020

**Friday, April 10**

Final day to add courses for Summer 2020

**Monday, April 27**

Classes begin/ Start of First 8 week period

**Friday, May 8**

Drop Deadline for Summer 2020

**Monday, May 25**

Memorial Day Holiday/ University Closed

**June 1 to June 12**

Second Entry Registration for Summer 2020 (New Starts Only)

**Sunday, June 21**

End of first 8 week period

**Monday, June 22**

Classes begin/ Start of Second 8 week period

**Thursday, July 2**

Second Entry Drop Deadline for Summer 2020 (New Starts Only)

**Friday, July 3**

Independence Day Holiday/ University Closed

**August 3 to August 14**

Registration opens for Fall 2020

**Sunday, August 16**

Last day of classes/ End of Second 8 week period

**August 17 to August 30**

Summer Break



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## **SCHOOL OF BUSINESS STUDENT FINANCIAL SERVICES**

### **GENERAL INFORMATION**

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

### **APPLICATION PROCEDURES AND DEADLINES**

Students must complete the Free Application for Financial Aid (FAFSA)\* each year to receive financial aid. Undergraduate California residents who wish to apply for a Cal grant must complete the FAFSA\* and submit a GPA verification to the California Student Aid Commission (CSAC) by March 2 prior to the academic year of anticipated entrance.

\*May be submitted online at [fafsa.ed.gov](http://fafsa.ed.gov).

### **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:

COA Cost of Attendance

DL Direct Lending

EFC Expected Family Contribution

FAFSA Free Application for Federal Student Aid

GPA Grade Point Average

IRS Internal Revenue Service

FSEOG Federal Supplemental Educational Opportunity Grant

SAR Student Aid Report

## ELIGIBILITY

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

- The applicant must be a United States citizen, or eligible non-citizen.
- The applicant must have demonstrated financial need according to the current need analysis procedure.
- 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.
- The applicant must be fully admitted and making progress toward an eligible degree or certificate program.
- The applicant must certify non-participation in the unlawful manufacturing, dispensation, possession, or use of a controlled substance.

## OUTSIDE FUNDING SOURCES

### MILITARY AND VETERAN BENEFITS

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 GI Bill® (MGIB)—Active Duty
- Chapter 31, Veterans and Vocational Training and Rehabilitation Act (VR&E) [Public Laws 894 and 97-815]
- Chapter 32, VEAP
- Chapter 33, Post 9-11 GI Bill® and Yellow Ribbon GI Education Enhancement Program
- Chapter 34, Vietnam Era Education Program
- Chapter 35, Dependents Educational Assistance Program (DEA)
- Chapter 1606, Montgomery GI Bill®—Select Reserve (MGIB-SR)
- Chapter 1607, Reserve Educational Assistance Program (REAP)

The University is approved as a Yellow Ribbon School with the U.S. Department of Veterans Affairs. For more information about VA benefit eligibility, contact the U.S. Department of Veterans Affairs at 1 (888) 442-4551 or visit [gibill.va.gov](http://gibill.va.gov).

The University is authorized for the use of Tuition Assistance for qualified Active Duty, Reservist, or National Guard members. Members should contact their units' educational office for more information on eligibility and applying for Tuition Assistance benefits.

For more information on utilizing military or veteran benefits, contact the University of Redlands Military and Veteran Services at (909)748-8478, [military@redlands.edu](mailto:military@redlands.edu), or visit [www.redlands.edu/military](http://www.redlands.edu/military).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

## LOANS

### FEDERAL DIRECT SUBSIDIZED STUDENT LOAN (UNDERGRADUATE STUDENTS)

No interest is charged nor is repayment required while the borrower is enrolled at least half-time. For loans disbursed after July 1, 2018, the interest rate is 5.05%. Students will be eligible for this loan if they demonstrate financial need using standards established by the U.S. Secretary of Education. For more information, visit [www.redlands.edu/sfs/directs](http://www.redlands.edu/sfs/directs).

**Eligibility.** Full-time and half-time undergraduate 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.\* Maximum aggregate Direct Loan amounts for a dependent undergraduate student is \$31,000 (up to \$23,000 may be subsidized); for an independent undergraduate student, \$57,500 (up to \$23,000 may be subsidized). Repayment of principal and interest begins six months after leaving school or if enrollment is less than half-time, with up to ten years using standard repayment. Students are not required to begin making payments until the 6-month grace period ends; however, during the grace period, interest will accrue on subsidized and unsubsidized loans. If interest is not paid during the grace period, it will be capitalized. All loans are assessed a loan origination fee on the amount of the loan.

### FEDERAL DIRECT UNSUBSIDIZED STUDENT LOAN

This long-term loan is available from the Department of Education. The interest rate on this loan for disbursements made after July 1, 2018 is 5.05% for undergraduate students. The interest rate on this loan for disbursements made after July 1, 2018 is 6.6% for graduate students. The Unsubsidized Loan is similar in terms and conditions to the Subsidized Loan, however, interest begins to accrue on the Unsubsidized Loan as soon as the funds are disbursed and during all eligible periods of deferment and the 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 begins repayment.)

**Eligibility.** Full-time and half-time students are eligible to apply.\* Eligibility is documented via the FAFSA form. This loan is available to students who do not demonstrate the financial need necessary to qualify for a subsidized loan.

**Loan Limits.** Full-time and half-time graduate students may borrow up to \$20,500 per academic year. Undergraduate students may borrow up to \$12,500 per academic year in total Direct Loan funds. Maximum aggregate loan limits are: for a dependent undergraduate student, \$31,000; for an independent undergraduate student (or a dependent undergraduate student whose parent does not qualify for the PLUS Loan), \$57,500; for a graduate or professional student, \$138,500. \*See "Classification of Students" section of this catalog for definition of full and half time.

### FEDERAL DIRECT PARENT PLUS LOAN FOR UNDERGRADUATE STUDENTS

This loan is available to creditworthy parents of undergraduate students, regardless of income. This loan program allows parents to borrow the difference between the cost of education and the financial assistance the student is scheduled to receive. The interest rate is fixed at 7.6%. When borrowing through this loan program, please remember that the federal government will deduct 4.248% in fees before funds are disbursed to the University. (For example, if you need to receive a \$5,000 credit on your student account for the year, you should plan to borrow \$5,223 to cover loan fees.) Further, we always recommend that the amount you request

be for the entire year. Fees associated with this loan may be reviewed online at [www.redlands.edu/sfs/plus](http://www.redlands.edu/sfs/plus).

#### FEDERAL DIRECT GRAD PLUS LOAN

The Grad PLUS Loan (GPLUS) is available to creditworthy students enrolled at least halftime in a graduate or professional program. The loan program is not dependent on income and assets and allows students to borrow the difference between the cost of education and the financial assistance they are scheduled to receive. The interest rate for this loan is fixed at 7.6%. It is recommended that students maximize their Direct Loan eligibility before borrowing from this program. For more information, visit [www.redlands.edu/cdgradplus](http://www.redlands.edu/cdgradplus).

#### NEED-BASED GRANTS

##### FEDERAL PELL GRANTS (UNDERGRADUATE STUDENTS)

This federal grant ranges from \$650 to \$6,195 for undergraduate students. 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 is limited to a total of twelve semesters during the pursuit of the first baccalaureate degree.

Eligibility. 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 by filling out a FAFSA and a GPA verification form by March 2. Forms are available online at [www.csac.ca.gov](http://www.csac.ca.gov). Cal Grant eligibility is contingent on students and/or parents meeting income and asset requirements.

##### FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG) (UNDERGRADUATE STUDENTS)

This federal grant is intended to assist students who demonstrate a substantial financial need; it is administered by Student Financial Services. Grants can be awarded up to \$300 per academic year. A student must qualify for the maximum Pell Grant to receive a FSEOG.

#### PAYMENT OF FINANCIAL AID AWARDS

All financial aid awards are credited directly to a student's account at the beginning of each term. If the amount of your aid exceeds the costs billed to your account, a refund will be issued to the recipient in accordance with federal financial aid regulations within fourteen days of when the credit occurs, unless written authorization from the borrower authorizing the credit to remain on the account is received by Student Financial Services.

#### 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 (SAP) 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 when progress is checked after each term.

#### PACE

All students must maintain a completion percentage 67% or above for their active academic program.

#### GPA

Undergraduate students—minimum cumulative GPA of 2.0.

Graduate students—minimum cumulative GPA of 3.0.

#### TIME FRAME FOR COMPLETION

The maximum time frame for completion of a program is 150% of the actual program. As an example, the two-year undergraduate degree completion program must be completed in no more than three years. For students who attend less than full-time, the maximum time frame will be prorated accordingly, based on their attendance.

#### REVIEW INTERVALS

Student Financial Services will review all students receiving financial aid for Satisfactory Academic Progress (SAP) after each term. Students who do not meet the above requirements during any SAP review will be placed on warning for one term. At the end of the warning term, SAP will be reviewed again. Students who are still not meeting the minimum standards will be placed on Financial Aid Suspension. If a student feels

they have a reason to appeal for reinstatement, they can submit an appeal and if approved, will be placed on probation for one term.

### APPEAL PROCESS

Students placed on Financial Aid Suspension who wish to receive financial aid during their term of suspension must return the SAP appeal form along with all supporting documentation within the current payment period to the SAP Review Board in Student Financial Services.

### 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 financial need was determined.
- How much of financial need has been met.
- What resources were considered in the calculation of 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 a student has been treated unfairly.
- What portion of 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 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.
- How the University determines satisfactory progress has been met, and what happens if it is not met.
- What happens if a student withdraws or drops 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 Student Financial Services if you drop below full-time status.
- You must provide all additional documentation, verification, corrections, and/or new information requested by either Student Financial Services 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 Student Financial Services 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 Direct Student Loan or a Federal Direct Loan from Student Financial Services, 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 Student Financial Services. Receipt of additional funds frequently requires an adjustment to the existing financial aid award to avoid an “over-award” as defined by federal and state regulations.

#### FEDERAL REFUND POLICY

Students who withdraw or take a leave of absence from the University during an academic term may receive prorated aid and tuition based on their federally required withdrawal calculation. The withdrawal calculation reevaluates aid eligibility at the time of withdrawal by accounting for “earned” versus “unearned” aid based on the amount of time that has elapsed during the term. There are three steps that the University of Redlands must complete to comply with the federal policy:

1. Determine the withdrawal date.



2. Determine the amount of earned federal aid.
3. Return unearned federal funds to the appropriate program(s).

The withdrawal date is the date the student gives official notification of his or her intent to withdraw. For the withdrawal to be considered official, the student must provide written notification to the Registrar's Office after consultation with his or her Student Services Manager. If the student fails to withdraw officially, the applicable date will become the midpoint of the term, unless the University can document a later date. In certain circumstances, if a later date of last academic activity is substantiated, this date can be used in lieu of the midpoint of the term.

Students who withdraw before completing at least 60 percent of the term will "earn" funds in direct proportion to the time they were enrolled. The percentage of earned aid is determined by dividing the total number of calendar days enrolled by the total number of days in the term. Students who complete at least 60 percent of the term are eligible for 100 percent of their federal financial aid.

Unearned aid must be returned to the appropriate programs in accordance with the calculations schedule approved by the U.S. Secretary of Education. Refunds to specific Title IV programs will be made according to current regulations.

#### REPAYMENT POLICY

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.

#### ALLOCATION OF FEDERAL PORTION OF REFUNDS AFTER WITHDRAWAL

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. Federal Direct Student Loan
2. Federal Direct PLUS Loan (includes grad Direct PLUS)
3. Federal Pell Grant
4. Federal SEOG
5. Other Title IV Assistance

#### APPEAL PROCESS

Any student wishing to appeal a financial aid decision must do so in writing to the University of Redlands, Student Financial Services.

#### 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 that occurred during a period of enrollment for which a student was receiving Title IV aid.

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 of Education and such a program includes two unannounced drug tests; or
- the conviction is reversed, set aside, or otherwise removed from the student's record.

#### INFORMATION AND ASSISTANCE

For further information about financial aid or for assistance in completing any of the application forms, write: Student Financial Services, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999; or call Monday through Friday, 8:00 a.m. to 5:00 p.m., at (909) 748-8047 or contact them at [sfs@redlands.edu](mailto:sfs@redlands.edu).

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## **SCHOOL OF BUSINESS STUDENT TUITION AND FEES**

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2019-2020 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 2019-2020 academic year will be published during summer 2019.

Numbers in columns indicate dollar amounts.

### **TUITION, PER CREDIT**

B.S., Business \$692

B.S., Management 692

M.A., Management 847

M.B.A. 847

M.S., Information Technology 847

M.S., Organizational Leadership 847

Certificate Programs 847

Electives for Business (undergraduate), per credit 692

Electives for Business (graduate), per credit 847

### **AUDIT, per credit**

Audited courses are billed at the current per-credit rate for the degree program in which the course resides.

### **INDEPENDENT STUDY FEE \$275**

The independent study fee must be prepaid and is non-refundable. Independent study courses are billed at the current per-credit rate for the degree program in which the course resides.

### INTERNATIONAL ADMISSIONS DEPOSIT \$350

Each international School of Business or School of Education student admitted to the University must pay a \$350 admissions deposit. For the student who enrolls and begins classes, the deposit will be credited towards the student's entering tuition. For students who do not enroll, the admissions deposit will be non-refundable.

### INTERNATIONAL STUDENTS

International Program fee\* \$300

\*One-time fee for incoming School of Business International Students.

### INTERNATIONAL PROGRAM HOUSING

University-approved housing rates will apply by housing selected.

### 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.

### OTHER FEES

#### TEXTBOOKS

Students purchase textbooks at market price at the time of purchase.

STUDENT SERVICES FEE (per course) \$35

TRANSCRIPTS OF RECORDS (each copy) \$10

Transcripts are now requested online at: [www.getmytranscript.com](http://www.getmytranscript.com) for a fee that includes an additional vendor fee of \$2.25 per transcript for standard mail delivery option.

### CROSS-REGISTRATION WITH ARTS AND 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 Student Services Manager, 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 Student Services Manager and the Registrar. Part-time students are subject to the same regulations applicable to full-time students.

### OTHER SPECIAL COSTS

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.

DUPLICATE 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.

MATRICULATION FEE (non-refundable) \$150

Encompasses costs incurred by the University for maintenance of students' permanent records.

#### PAYMENT POLICY

Tuition and fees are billed by term with payment due 30 days from the invoice date. All charges must be paid in full prior to the tuition due date. All remittances should be made payable to the University of Redlands.

Students with a 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 Student Financial Services section of this Catalog.

#### POLICY ON REFUNDS

Refund policies at the University of Redlands are established in compliance with the 2008 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. 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 OR LEAVE OF ABSENCE

A student who needs or desires to take a Withdrawal (WDL) or take a Leave of Absence (LOA) from the University of Redlands must schedule an appointment with their Student Services Manager and complete an exit interview. A WDL or LOA is considered official once the student submits a written request of their intent and the request has been completed and submitted to their Student Services Manager. The request will state the intentions of the student to discontinue the course(s) in which they are registered and the effective date the WDL or LOA will be implemented, which is then recorded by the Registrar's Office.

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 selection of this Catalog. The student will receive a grade of "W" on their transcript.

The University may administratively withdraw students from courses or programs for non-attendance, final non-payment, or academic actions. The student is responsible for obtaining refunds of tuition and/or charges, which are calculated in accordance with the tuition refund schedule located in the appropriate Tuition and Fees section of this Catalog. The student will receive a grade of "W" on their transcript. If a student is dropped from two courses in a sequence, or three courses within a twelve-month period of matriculation, they may be administratively withdrawn from the program.

During a student's leave of absence, the University maintains all of their 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.

#### 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 Registrar's Office stating the student's intention to withdraw.

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## **SCHOOL OF BUSINESS GRADUATION REQUIREMENTS**

### **UNDERGRADUATE PROGRAMS**

#### **CATALOG REQUIREMENT**

Students must complete the graduation requirements as stated in this 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 permitted to select graduation requirements from more than one catalog.

#### **PREREQUISITE COURSES**

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

#### **QUANTITY AND QUALITY OF WORK**

To graduate, students must complete all of the requirements of their degree programs and earn at least 120 credits 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:

- Completion of 120-semester credits of study, of which at least 32



credits must be earned or certified at the University of Redlands.

- Completion of the major program to which the student was admitted. The specific requirements are outlined in this Catalog.
- Satisfaction of General Education requirements consisting of a minimum of 42-semester credits, as listed under general education requirements.
- A minimum cumulative GPA of 2.00 earned for all college-level work taken at the University of Redlands.
- Readmitted students must meet the graduation requirements in effect 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 a variety of theoretical concepts and the diversity of methodologies employed in the pursuit of knowledge.

The degree comprises 120 credits divided 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. 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. Students may apply a maximum of 4 Physical Education (PE) activity credits (not required) towards a School of Business undergraduate degree. No individual course can fulfill more than one category requirement.

Students, with the assistance of their Student Services Manager, 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.

**Arts 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 3-credit college-level mathematics course. At least one (minimum 1-credit) natural science course (biology, chemistry, physics, geology, physical geography, astronomy, oceanography and physical anthropology) is required. Students may take one course in computer science or another science.

**Writing/Communication (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, including the University of Redlands College of Arts and Sciences and School of Continuing Studies; or
- successful completion of the appropriate Electives for Business courses; or
- successful evaluation of work through Registrar's Office Assessed Learning, including work certified through the American Council on Education, NSSRS or the University of Redlands; or
- successful completion of CLEP, DANTES, or DSST exams; or
- Advanced Placement.

#### BACHELOR OF SCIENCE IN BUSINESS

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.

##### Writing/Communication (WC)

-- BUSB 301 Critical Analysis: Written and Oral Communication (4)

##### Social Science (SS)

-- BUSB 230 Economics for Business (4)

-- BUSB 300 Ethical and Legal Environment of Business (4)

##### Mathematics/Science (MS)

-- BUSB 145 Mathematical Foundations for Business (4)

-- BUSB 232 Business Statistics (4)

-- BUSB 260 Financial and Managerial Accounting (4)

-- BUSB 333 Business Information Systems (4)

#### BACHELOR OF SCIENCE IN MANAGEMENT

The following courses in the Bachelor of Science in Management

schedule of instruction qualify as General Education courses and partially fulfill General Education graduation requirements.

Writing/Communication (WC)

-- BUSB 301 Critical Analysis: Written and Oral Communication (4)

Social Science (SS)

-- BUSB 230 Economics for Business (4)

-- BUSB 300 Ethical and Legal Environment of Business (4)

Arts and Humanities (AH)

-- BAMG 401 Critical Perspectives for Management (4)

Mathematics/Science (MS)

-- BUSB 145 Mathematical Foundations for Business (4)

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.

GRADUATION REQUIREMENTS

Students must fulfill three basic requirements before receiving a graduate degree:

- Completion of the program to which the student was admitted. The specific requirements are outlined in this Catalog.
- A minimum grade of 2.0 in all graduate courses and a minimum cumulative GPA of 3.0 earned for all graduate-level coursework taken at the University of Redlands.
- Readmitted students must meet the graduation requirements in effect at the time of re-enrollment.

THE FOLLOWING APPLIES TO BOTH UNDERGRADUATE AND GRADUATE PROGRAMS:

MINIMUM CREDIT AND CURRICULUM REQUIREMENTS

The minimum number of credits required varies according to the program. See individual listings for this information. Curricula for School of Business graduate degree programs may be subject to change each year.

## COMMENCEMENT

The School of Business enrolls students throughout the year and has students completing degree requirements at various points during the year. Students may commence in the academic year in which they complete their degree requirements if all degree requirements are completed by August 31 of the same year. An application to participate in commencement must be completed and postmarked by the current year's deadline.

Commencement is a voluntary ceremonious event for eligible students to recognize their academic accomplishments. Students may participate in commencement providing they meet the following eligibility requirements:

Undergraduate students may commence in the calendar year in which they complete their degree requirements provided they meet the following eligibility requirements:

- they are officially scheduled to complete all required core courses by August 31st of the same year (courses not scheduled must be planned in Self-Service (Student Planning) by application deadline.)
- have eight (8) or fewer non-core credits remaining
- have submitted a detailed plan to complete remaining non-core credits by August 31st
- have a minimum cumulative GPA of 2.0

Graduate students may commence in the calendar year in which they complete their degree program if the following criteria have been met:

- officially scheduled to complete all required courses by August 31st of the same year (courses not scheduled must be planned in Self-Service (Student Planning) by application deadline.)
- have a minimum cumulative GPA of 3.0

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## **SCHOOL OF BUSINESS AWARDS AND HONORS**

### **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 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 who demonstrate a commitment to their communities through philanthropic, volunteer, and/or service activities.

### **Alice Mozley Endowed Business Scholarship Award**

This award recognizes an outstanding undergraduate or graduate student enrolled in the School of Business.

### **Williamina Davidson, Evelyn Reamer Match '51 and Catherine Match '49 Endowed Scholarship Award**

This award recognizes an undergraduate or graduate student from Riverside or San Bernardino counties enrolled in the School of Business.

### **Kathie J. Rawding Endowed Scholarship Award**

Recipients are female undergraduate or graduate students of color enrolled in the School of Business who possess high potential for

success, have demonstrated financial need, and are not receiving tuition remission from an employer.

#### Lee Steven Bertrand Military Recognition Award

This award recognizes active-duty and veteran students (including Reservists and National Guard) who demonstrate the qualities that characterized Lee Bertrand's life and work: determination, resilience, ethical integrity, intellectual rigor, and responsibility to family and community. This award is open to all undergraduate and graduate students enrolled in the School of Business who are currently serving in, or have served in, any branch of the U.S. Armed Forces.

#### 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 are identified as High Distinction on the transcripts and diplomas of students who have maintained a GPA of 3.96 or higher. 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.

#### Delta Mu Delta

Delta Mu Delta is an international honor society that recognizes academic excellence in Baccalaureate, Master's, and Doctorate degree business programs at Accreditation Council for Business Schools and Programs-accredited schools. Outstanding School of Business undergraduate students in a baccalaureate degree program who have completed three quarters or more of the work required for the degree, with at least a cumulative grade point average of 3.5 and who are in the top 10 percent of their college class are considered for election to Delta

Mu Delta. Outstanding graduate students in a master's degree program who have completed three quarters or more of the work required for the master's degree with at least a cumulative grade point average of 3.75 and who are in the top 10 percent of their college class are considered for election to Delta Mu Delta.

#### Banta Research Fellowships

Twice each academic year, the Banta Center for Ethical and Purposeful Leadership appoints up to three School of Business students to assist the faculty with research projects related to business ethics and corporate responsibility. Recipients receive tuition remission.

#### Banta Community Service Award

The Banta Center for Ethical and Purposeful Leadership offers students tuition remission for their commitment to their communities through philanthropic, volunteer, and other service activities outside the classroom.

#### Walker Ethics Award

The Banta Center for Ethical and Purposeful Leadership offers students tuition remission for demonstrating an understanding of the importance of ethics and corporate responsibility by submitting a written essay, research paper, or case study addressing an ethical problem, issue or accomplishment within a business or industry. Submissions are solicited each academic year.

#### Banta Center for Ethical and Purposeful Leadership

The School of Business is home to the Banta Center for Ethical and Purposeful Leadership, originally endowed in 2006 by distinguished alumnus David Banta ('63). It promotes the examination and practice of ethical and purposeful leadership as the keynote of excellence in business and society through co-curricular lectures and seminars, as well as student awards and fellowships. Its faculty also oversee the development and evaluation of the School of Business' ethics curriculum, including the business ethics courses that are required in every degree program.

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## **SCHOOL OF BUSINESS PROGRAMS OF STUDY**

### **UNDERGRADUATE PROGRAMS**

The School of Business faculty works continuously to improve its undergraduate degree programs in response to feedback from students, stakeholders, and business leaders concerning the current subject needs for high-quality business education. Curriculum can and does change over time in order to ensure business relevance and to offer innovative features that make the programs more valuable to students. Consult with admissions for the most up-to-date version of our programs.

### **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. Curriculum can and does change over time in order to ensure business relevance and to offer innovative features that make the programs more valuable to students. Consult with admissions for the most up-to-date version of our graduate programs.



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## **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 concepts from various business disciplines. 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 program culminates in the development and presentation of a capstone paper. Assessments will be conducted at the onset and prior to completion of the program.

### **LEARNING OUTCOMES**

Learning outcomes for this program may be found at: [www.redlands.edu/BS-BSB/learning-outcomes](http://www.redlands.edu/BS-BSB/learning-outcomes).

### **REQUIREMENTS**

The major program consists of fifteen required core courses totaling 60-semester credits. Course descriptions are found in the section of this Catalog titled Course Descriptions.

### **CORE COURSES**

15 courses/60 credits

- 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 and 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) or INTB 470, International Area Studies (4)
- BUSB 361 Financial Management (4)
- BUSB 370 Managing Quality and Operations (4)
- BUSB 433 GIS for Business (4)
- BUSB 481 Strategic Management (4)
- BUSB 485 Capstone: Analysis and Integration in Business and Management (4) or BUAD 495 Business Consultancy Capstone (4) or INTB 495 Global Business Consultancy Capstone (4) or INTB 470, International Area Studies (4)

#### OPTIONAL CONCENTRATIONS

Students in the Bachelor of Science in Business and the Bachelor of Science in Management programs may add an optional concentration to their degrees. Six concentrations are available: Accounting, Human Resources Management, Marketing, Organizational Leadership, Professional Financial Planning, or Purchasing, Logistics, and Supply Chain Management.

#### CONCENTRATION REQUIREMENTS

##### ACCOUNTING (26 credits)

- ACCTCS 210 Principles of Financial Accounting and Reporting (4)
- ACCTCS 220 Principles of Managerial Accounting (4)
- ACCTCS 310 Intermediate Accounting I (4)
- ACCTCS 320 Intermediate Accounting II (4)
- ACCTCS 410 Auditing (4)
- ACCTCS 415 Tax Accounting (4)
- ACCTCS 421 Governmental and Not-for-Profit Accounting (2)

##### HUMAN RESOURCES MANAGEMENT (18 credits)

- HRCS 310 Human Resources Management (4)
- HRCS 311 Legal Aspects of Human Resources Management (3)
- HRCS 312 Employee Recruitment and Selection (3)
- HRCS 313 Compensation and Benefits Administration (3)
- HRCS 314 Performance Management (3)

Complete two of the following courses:

- HRCS 316 Ethics in Human Resources Management (1)
- HRCS 317 Risk Management and Workers Compensation Administration (1)
- HRCS 318 Training and Development (1)

**MARKETING (19 credits)**

- BUSCS 340 Principles of Marketing (4)
- BUSCS 341 Marketing Research (3)
- BUSCS 342 Customer Experience Management (3)
- BUSCS 343 Internet and Social Media Marketing (3)
- BUSCS 344 Integrated Marketing Communication (3)
- BUSCS 345 Marketing Analytics (3)

**ORGANIZATIONAL LEADERSHIP (12 credits)**

- BUSCS 320 Managing Individual Performance (3)
- BUSCS 322 Leading and Managing Teams (3)
- BUSCS 323 Managing and Resolving Conflict (2)
- BUSCS 324 Organizational Change Management (2)
- BUSCS 325 Organizational Leadership Principles and Practice (2)

**PROFESSIONAL FINANCIAL PLANNING (21 credits)**

- BUSCS 350 Financial Planning, Principles, and Practice (3)
- BUSCS 351 Insurance Planning and Risk Management (3)
- BUSCS 352 Investment Planning (3)
- BUSCS 353 Income Tax Planning (3)
- BUSCS 354 Employee Benefits and Retirement Planning (3)
- BUSCS 355 Estate Planning (3)
- BUSCS 356 Financial Plan Development (3)

**PURCHASING, LOGISTICS, AND SUPPLY CHAIN MANAGEMENT (12 credits)**

- BUSCS 310 Supply Chain Management Principles and Practices (3)
- BUSCS 311 Supply Chain Management Logistics (3)
- BUSCS 312 Supply Chain Management Procurement (3)
- BUSCS 313 Supply Chain Management Practicum (3)

**THE ASSESSMENT OF PRIOR AND EXPERIENTIAL LEARNING**

School of Business undergraduate students have the opportunity to earn certified credit toward graduation requirements through assessed learning, which is the review of college-level learning acquired in some courses, as well as outside the environment of an academic institution.

Credits earned through the Registrar's Office Assessed Learning process

may be used to meet General Education category requirements and general graduation requirements. A maximum of 30 credits may be certified through faculty assessment of prior and experiential learning, including assessed prior learning credits from other institutions. The services of the Registrar's Office Assessed Learning are available only to students in the School of Business undergraduate programs. Assessed Learning credits will be published on a student's academic transcript. However, the transferability of those credits is dependent upon the institution receiving them.

#### STUDY ABROAD PROGRAMS

Students may choose from a growing number of study abroad programs. INTB 470, International Area Studies, may include programs in Asia, Europe and other regions of the world. This course can replace BUSB 342 International Business, or BUSB 485 Capstone: Analysis and Integration in Business and Management or can serve as an elective course. These programs are tailored to the schedules of working adults, concentrating the travel portion of the course over two weeks.

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## **THE BACHELOR OF SCIENCE IN MANAGEMENT**

The Bachelor of Science in Management offers students a well-rounded educational experience that focuses on the development of management and leadership skills. The program is of particular interest to those who need to complete their baccalaureate education to move up the organizational hierarchy and want to supplement their current skills with specific business functions (such as finance, budgeting, operations, information systems, etc.) with specialized knowledge of leadership and organizational behavior. The core of the Management program provides students with a conceptual foundation on managing and leading people and organizations; it also emphasizes demonstrable communication skills that help students evolve as managers and leaders in the future. Students have the opportunity to relate the classroom experience to their current jobs and apply their new knowledge. Assessments will be conducted at the onset and prior to completion of the program.

### **LEARNING OUTCOMES**

Learning outcomes for this program may be found at: [www.redlands.edu/BS-MGMT/learning-outcomes](http://www.redlands.edu/BS-MGMT/learning-outcomes).

### **REQUIREMENTS**

The major program consists of fifteen required core courses totaling 60-semester credits. Course descriptions are found in the section of this Catalog entitled Course Descriptions.

### **CORE COURSES**

### 15 courses/60 credits

- BUSB 300 Ethical and Legal Environment of Business (4)
- BUSB 230 Economics for Business (4)
- BUSB 301 Critical Analysis: Written and Oral Communication (4)
- BUSB 145 Mathematical Foundations for Business (4)
- BUSB 330 Managing and Leading Organizations (4)
- BAMG 232 Data Analysis and Decision Making for Managers (4)
- BAMG 401 Critical Perspectives for Management (4)
- BAMG 356 Human Resources Management (4)
- BAMG 334 Understanding Informational Contexts (4)
- BAMG 365 Accounting and Finance for Managers (4)
- BAMG 430 Advanced Topics in Organizational Behavior and Human Resources Management (4)
- BUSB 342 International Business (4) or INTB 470, International Area Studies (4)
- BUSB 340 Principles of Marketing (4)
- BUSB 481 Strategic Management (4)
- BUSB 485 Capstone: Analysis and Integration in Business and Management (4) or BUAD 495 Business Consultancy Capstone (4) or INTB 495 Global Business Consultancy Capstone (4) or INTB 470, International Area Studies (4)

### ELECTIVES

The School of Business and the School of Continuing Studies offer electives 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. For further information please contact your Student Services Manager.

### OPTIONAL CONCENTRATIONS

Students in the Bachelor of Science in Business and the Bachelor of Science in Management programs may add an optional concentration to their degrees. Six concentrations are available: Accounting, Human Resources Management, Marketing, Organizational Leadership, Professional Financial Planning, or Purchasing, Logistics, and Supply Chain Management.

### CONCENTRATION REQUIREMENTS

**ACCOUNTING (26 credits)**

- ACCTCS 210 Principles of Financial Accounting and Reporting (4)
- ACCTCS 220 Principles of Managerial Accounting (4)
- ACCTCS 310 Intermediate Accounting I (4)
- ACCTCS 320 Intermediate Accounting II (4)
- ACCTCS 410 Auditing (4)
- ACCTCS 415 Tax Accounting (4)
- ACCTCS 421 Governmental and Not-for-Profit Accounting (2)

**HUMAN RESOURCES MANAGEMENT (18 credits)**

- HRCS 310 Human Resources Management (4)
- HRCS 311 Legal Aspects of Human Resources Management (3)
- HRCS 312 Employee Recruitment and Selection (3)
- HRCS 313 Compensation and Benefits Administration (3)
- HRCS 314 Performance Management (3)

Complete two of the following courses:

- HRCS 316 Ethics in Human Resources Management (1)
- HRCS 317 Risk Management and Workers Compensation Administration (1)
- HRCS 318 Training and Development (1)

**MARKETING (19 credits)**

- BUSCS 340 Principles of Marketing (4)
- BUSCS 341 Marketing Research (3)
- BUSCS 342 Customer Experience Management (3)
- BUSCS 343 Internet and Social Media Marketing (3)
- BUSCS 344 Integrated Marketing Communication (3)
- BUSCS 345 Marketing Analytics (3)

**ORGANIZATIONAL LEADERSHIP (12 credits)**

- BUSCS 320 Managing Individual Performance (3)
- BUSCS 322 Leading and Managing Teams (3)
- BUSCS 323 Managing and Resolving Conflict (2)
- BUSCS 324 Organizational Change Management (2)
- BUSCS 325 Organizational Leadership Principles and Practice (2)

**PROFESSIONAL FINANCIAL PLANNING (21 credits)**

- BUSCS 350 Financial Planning, Principles, and Practice (3)
- BUSCS 351 Insurance Planning and Risk Management (3)
- BUSCS 352 Investment Planning (3)
- BUSCS 353 Income Tax Planning (3)
- BUSCS 354 Employee Benefits and Retirement Planning (3)

- BUSCS 355 Estate Planning (3)
- BUSCS 356 Financial Plan Development (3)

#### PURCHASING, LOGISTICS, AND SUPPLY CHAIN MANAGEMENT (12 credits)

- BUSCS 310 Supply Chain Management Principles and Practices (3)
- BUSCS 311 Supply Chain Management Logistics (3)
- BUSCS 312 Supply Chain Management Procurement (3)
- BUSCS 313 Supply Chain Management Practicum (3)

#### THE ASSESSMENT OF PRIOR AND EXPERIENTIAL LEARNING

School of Business undergraduate students have the opportunity to earn certified credit toward graduation requirements through assessed learning, which is the review of college-level learning acquired in some courses, as well as outside the environment of an academic institution.

Credits earned through the Registrar's Office Assessed Learning process may be used to meet General Education category requirements and general graduation requirements. A maximum of 30 credits may be certified through faculty assessment of prior and experiential learning, including assessed prior learning credits from other institutions. The services of the Registrar's Office Assessed Learning are available only to students in the School of Business undergraduate programs. Assessed Learning credits will be published on a student's academic transcript. However, the transferability of those credits is dependent upon the institution receiving them.

#### STUDY ABROAD PROGRAMS

Students may choose from a growing number of study abroad programs. INTB 470, International Area Studies, may include programs in Asia, Europe and other regions of the world. This course can replace BUSB 342 International Business, or BUSB 485 Capstone: Analysis and Integration in Business and Management or can serve as an elective course. These programs are tailored to the schedules of working adults, concentrating the travel portion of the course over two weeks.



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## **THE MASTER OF BUSINESS ADMINISTRATION**

The Master of Business Administration (MBA) provides a foundation in the core functions of business and the development of leadership and integrity, enhanced through a firm grounding in the University of Redlands' rich liberal arts tradition. Successful leaders need attributes drawn from a liberal 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 combination of conceptual knowledge, critical thinking, and practical application in the fundamental disciplines of business and management.

The program begins with three foundational courses that fill the gaps in knowledge a student may have in the field of business. Students who have completed an undergraduate degree in business or related field from a regionally-accredited university within the last seven (7) years may be admitted to the MBA program following a holistic appraisal of their academic and professional backgrounds. They begin with four graduate-level core courses to enhance their broad knowledge and skills in business in either the eighteen (18) month or ten (10) month curricular track. Students will continue learning by selecting a specialized area of study with four in-depth knowledge emphasis courses and conclude with a strategy capstone course. The capstone course allows students to apply and synthesize knowledge from prior coursework in an intensive "real life" consultancy project or a simulated setting that involves management of a business in a changing and competitive market. With such experiential learning, students perfect their problem-solving, critical thinking, and decision-making skills and refine business

communication and cultural competencies. Assessments will be conducted at the onset and prior to completion of the program.

The MBA is offered both totally online and in a classroom environment. The classroom 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. Concentration courses in the classroom environment are delivered in a web-enhanced format that combines in-class sessions with online activities.

#### LEARNING OUTCOMES

Learning outcomes for this program may be found at: [www.redlands.edu/MBA-BSAD/learning-outcomes](http://www.redlands.edu/MBA-BSAD/learning-outcomes).

#### REQUIREMENTS

Business Foundation Knowledge, 3 courses/12 credits

- BUAD 658 Accounting and Finance for Managers (4)
- BUAD 631 Data-Driven Decision-Making (4)
- BUAD 632 Introduction to Managerial Economics (4)

General Business Knowledge, 4 courses/16 credits

- MGMT 667 Business, Ethics, and Society (4)
- MGMT 631 Management and Organizational Behavior (4)
- BUAD 683 Information and Knowledge Management (4)
- MGMT 651 Analytics for Managerial Decision-Making (4)

Specialized Area In-Depth Knowledge, 4 courses/16 credits

Students choose an emphasis, or complete the following:

Non-emphasis General MBA Specialized Area Course Sequence

- INTB 655 Global Environment for Business (4)
- BUAD 660 Managerial Finance (4)
- MGMT 680 Marketing Management (4)
- MGMT 674 Human Resources Management (4)

Interdisciplinary Integrating Capstone, 1 course/4 credits

- BUAD 696 Strategy Capstone (4)

All MBA students are required to complete BUAD 696 Strategy Capstone (4). In addition, students may opt to choose BUAD 695 Business Consultancy Capstone (4), INTB 695 Global Business Consultancy Capstone (4) in lieu of BUAD 696 or INTB 670.

#### MBA CONCENTRATION

Students may add an optional concentration to their MBA degree. A concentration consists of four courses in a focused area. These specialized courses are substituted for selected core courses in the MBA program and do not add to the overall length of the program. Four areas of specialization are available: Marketing, Finance, Global Business, or Location Analytics.

#### MARKETING CONCENTRATION

Marketing has proven to be more and more a crucial functional area for businesses to succeed in today's competitive environment. The Marketing Concentration covers in-depth disciplinary knowledge, including concepts, theories, tools, and cases that are essential in pursuing career opportunities in marketing. Students approach the subject from both a theoretical as well as a practical perspective that will allow them to make strategic decisions.

The School of Business MBA's Marketing Concentration provides an alternative for students to substitute core MBA courses with offerings that focus on

- analyzing business problems from the marketing perspective
- exploring marketing concepts in the global marketplace
- applying marketing analytics to drive strategic decision making
- integrating marketing and other functional areas to provide orientation for organizations

#### Marketing Concentration Course Sequence

- MGMT 680 Marketing Management (4)
- INTB 694 Global Marketing (4)
- MGMT 683 Marketing Analytics (4)
- MGMT 693 Marketing Strategy (4)

#### FINANCE CONCENTRATION

Finance is a field with great potential for a rewarding career. The finance concentration curriculum provides training, knowledge, and tools in corporate finance and international financial management—skills essential to the success of nearly any organization.

A finance concentration allows a career-motivated MBA graduate to pursue a wide range of job opportunities in financial institutions and financial markets that demand in-depth financial knowledge. These career opportunities are available in commercial banks, investment banking firms, mutual fund companies, mortgage banking, life

insurance companies, pension fund management, property and casualty insurance companies, credit rating agencies, and health insurance firms.

The School of Business MBA's Finance Concentration provides an alternative for students to substitute core MBA courses with offerings that focus on

- theories, models, and practical applications on the efficient and effective management of corporate finance to accomplish the objectives of the firm
- planning, raising, controlling, and administering of funds for the business
- operating characteristics of financial institutions of financial markets
- financial analysis and analytical techniques in evaluation managerial decisions vs. economic value-added and market value-added for the firm
- investment analysis, asset allocation strategies, and security selection decisions that effectively and efficiently manage investment risk and/or transfer risk
- corporate approaches to global financial markets and multinational financial management

Finance Concentration Course Sequence

- FINC 661 Financial Markets and Institutions (4)
- BUAD 660 Managerial Finance (4)
- INTB 693 Global Finance (4)
- FINC 662 Investment Theory and Analysis (4)

#### GLOBAL BUSINESS CONCENTRATION

Trends in the international economy have made it essential for businesses—both multinational and domestic—to be responsive to challenges and opportunities originating abroad. The focus of the Global Business Concentration is to prepare the student to analyze the reasons behind the movement of goods, services, labor, capital, technology, information, and production among nations and the implications of government and business policies on these flows.

The School of Business MBA's Global Business Concentration provides an alternative for students to add to their core MBA courses with offerings that focus on

- the global environment for businesses
- international operations
- global finance

- cross-cultural marketing
- global strategic business

#### Global Business Concentration Course Sequence

- INTB 655 Global Environment for Business (4)
- INTB 694 Global Marketing (4)
- INTB 693 Global Finance (4)
- INTB 690 Global Business Operations (4)

#### LOCATION ANALYTICS CONCENTRATION

The Location Analytics Concentration focuses on producing management professionals who can analyze and resolve complex business problems utilizing spatial information and analytics. This field is rapidly growing and has a world-class industry cluster centered in Redlands, California. Students have the flexibility to develop their capabilities with locational and geographic approaches to analysis of business activities.

The School of Business MBA's Location Analytics Concentration provides students with the concepts and tools to manage and understand locational patterns and trends in order to

- manage geographic information
- apply locational knowledge for business decision making
- apply market segmentation and target marketing using GIS as a decision-making tool
- assess mapping patterns and spatial trends for entering international markets and global sourcing
- analyze and evaluate GIS opportunities related to mobile technologies, big data, social media, and locational analytics
- develop and contribute to leadership of effective strategic planning and management using geographic information and GIS
- utilize leading GIS technology tools and apply them as part of a team in developing a strategic plan for a local firm or government office

#### Location Analytics Course Sequence

- GISB 691 Introduction to Location Analytics and Marketing (4)
- GISB 692 Spatial Analysis of Global Business (4)
- GISB 694 Location Analytics and Decision Making (4)
- GISB 695 Managing and Leading the Contemporary Spatial Business (4)

#### STUDY ABROAD PROGRAMS FOR THE MBA

Students may choose from a growing number of study abroad

programs. INTB 670 International Area Studies may include programs to Asia, Europe, and other regions of the world. These programs are tailored to the schedules of working adults, concentrating the travel portion of the course over a two-week period. INTB 670, International Area Studies, may substitute for BUAD 642, INTB 655, GISB 692, INTB 693, or INTB 694, or BUAD 696.

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## **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 more and more programming 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 excel in the technology field. The program may be offered in a one- or two-year format.

The University of Redlands School of Business discusses current topics with top academia experts and conducts surveys of prominent industry leaders. Through this process, students are assured that they will learn current in-demand skill sets while gaining a broad-based education with a solid ethical foundation to enable them to grow and excel throughout their lives. Assessments will be conducted at the onset and prior to completion of the program.

Students who have completed an undergraduate degree in business or related field from a regionally-accredited university within the last seven (7) years may be admitted to the MSIT program following a holistic appraisal of their academic and professional backgrounds and enrolled in either the remaining twenty (20) month or ten (10) month curricular track.

### **LEARNING OUTCOMES**

Learning outcomes for this program may be found at: [www.redlands.edu/MS-INFT/learning-outcomes](http://www.redlands.edu/MS-INFT/learning-outcomes).

## REQUIREMENTS

The major program consists of thirteen required courses totaling 48-semester credits. Course descriptions are found in the section of this Catalog titled Course Descriptions.

13 courses/ 48 credits

- INFT 600 MSIT Program Orientation (0)
- MGMT 631 Management and Organizational Behavior (4)
- BUAD 683 Information and Knowledge Management (4)
- INFT 621 Database Management Foundations (4)
- INFT 645 Communications/Networks/Mobile (4)
- INFT 647 Business Analytics (4)
- BUAD 658 Accounting and Finance for Managers (4)
- BUAD 642 International Business and Marketing (4)
- INFT 625 Special Topics in Information Technology (4)
- INFT 640 Systems Analysis and Design (4)
- INFT 657 Change and Security Management (4)
- INFT 650 IT Project Management Capstone (4)
- INFT 697 IS/IT Strategy Capstone (4)



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## **THE MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP**

### Developing 21st Century Purposeful Leaders

The Master of Science in Organizational Leadership (MSOL) is designed to address the needs and challenges of 21st-century organizational leaders. Today's organizations have multifaceted and immersive relationships with employees, customers, suppliers, and communities. Consequently, there is a need to develop leaders with critical 21st-century business skills and with the ability to lead purposefully at the individual, group, organizational, and societal levels. Within this context, a successful leader must improve the bottom line, while responding to the needs and values of stakeholders.

The program advances leaders who will be able to:

- Integrate organizational behavior and leadership theory to effectively address issues related to talent management.
  - o Example: Develop proficiency in building a culture of trust and managing performance of diverse groups.
- Utilize principles, theories, and methods of leadership and management to address issues related to organizational effectiveness.
  - o Example: Learn the keys to successful change management and the use of data for better decision-making.
- Master written, oral, and analytical expression to communicate effectively.
  - o Example: Learn to apply strategic and persuasive communication practices to solve organizational problems.
- Assess, practice, and apply managerial and leadership skills to positively impact an organization and society.

- o Example: Become a purposeful leader who has a sustained positive impact on the organization and society.
- Integrate ethical concepts, principles, and theories in management.
- o Example: Learn the role of ethical behavior as a cornerstone to leadership effectiveness and societal contribution.

The program begins with an immersive assessment of 21st Century Leadership Skills. This one-credit course (MGMT 633, Assessment of 21st Century Leadership Skills) is taken at the beginning of the program concurrently with another course, and serves as an opportunity for students to be self-reflective regarding their current leadership skills in advance of the transformation ahead. Students then progress through leadership and management courses exploring the self, the team, the organization, and society. At the end of the program students complete a one-credit course (MGMT 639, Reflection on 21st Century Leadership Skills) to determine what skills they have developed or strengthened and in what areas they may need further development. They also create a plan to continue their growth as leaders after completion of the MSOL.

#### LEARNING OUTCOMES

Learning outcomes for this program may be found at: [www.redlands.edu/MSOL/learning-outcomes](http://www.redlands.edu/MSOL/learning-outcomes).

#### REQUIREMENTS

The major program consists of nine required courses totaling 30-semester credits. Course descriptions are found in the section of the Catalog titled Course Descriptions.

9 courses/ 30 credits

- MGMT-633: Assessment of 21st Century Leadership Skills (1 credit)
- MGMT-634: Leading Individuals and Teams (4 credits)
- MGMT-635: Analytics for Managers (4 credits)
- MGMT-636: Leadership Communication (4 units).
- MGMT-637: Strategic Leadership and Management of Change (4 units).
- MGMT-638: Purposeful Leadership (4 units)
- MGMT 667: Business Ethics & Society (4 units)
- MGMT 674: Human Resources Management (4 units)
- MGMT 639: Reflection on 21st Century Leadership Skills (1 credit)

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## Numbering System

### **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.

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## **SCHOOL OF BUSINESS COURSE DESCRIPTIONS**

### **MANAGEMENT (BAMG)**

**232 Data Analysis and Decision Making for Managers. (4).**

Introduces data interpretation and analysis for managerial decision-making from a practitioner's perspective. Application of data analysis functions and techniques in a spreadsheet framework as they relate to problems in various business functions in a dynamic environment.

**334 Understanding Informational Contexts. (4).**

Introduction to using information systems to create contexts for effective business environments. Examines how to effectively use and produce information to build dynamic organizational cultures that support creative individuals and teams.

**356 Human Resources Management. (4).**

Study of the theory and practice of the human resource/personnel function in organizations, including labor relations. Current issues in Human Resources Management will be addressed.

**365 Accounting and Finance for Managers. (4).**

Focuses on the role of financial and accounting information in managerial decision-making. This course explores how managers access capital, manage resources, budget operations, and report economic events.

**401 Critical Perspectives for Management. (4).**

Develops advanced critical analysis skills in writing, reading, and oral

presentation through considering aspects of leadership in management in its various dimensions and within diverse theoretical and disciplinary frameworks.

Prerequisite: BUSB 301.

430 Advanced Topics in Organizational Behavior and Human Resources Management. (4).

In-depth study of advanced topics in human resources management and organizational behavior that includes a review of the literature, a deeper understanding of theoretical foundations, and applications to real organizational issues.

Prerequisites: BUSB 330, BAMG 356, and BAMG 401.

## BUSINESS ADMINISTRATION (BUAD)

301 Small Business Management. (3).

Considerations for those involved in small business. Analysis of location, legal problems, staffing, financing, marketing, and other topics.

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.

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.

475 Practical Training and Internship. (0–4).

Helps students learn skills and knowledge that will have positive impact on their careers. It provides students with valuable opportunities, including the opportunity to observe and apply concepts learned in the classroom as well as the chance to “test drive” companies, industries, functions, or careers that interest them.

Credit/no credit only.

Course may be repeated for degree credit, up to 24 credits maximum.

495 Business Consultancy Capstone. (4).

Integrating prior coursework within the context of strategy formulation and implementation, student teams conduct a “live” consulting engagement with a domestic organization. Students develop the parameters of the engagement and apply appropriate theoretical

knowledge in a practical setting to prepare and present a project report. May substitute for BUSB 485.

Prerequisite: BUSB 481.

**631 Data-Driven Decision-Making. (4).**

The course focuses on descriptive and predictive analytics for decision-making from a variety of business disciplinary perspectives. Important elements include identification of data-driven decision-making contexts in business, ascertaining data needs, analyzing data, interpreting and communicating results, and ultimately the value proposition of analytics.

**632 Introduction to Managerial Economics. (4).**

Examination of economic concepts essential for managerial decision-making. Focus on applying macroeconomic fundamentals and microeconomics analysis to a wide array of business problems.

**642 International Business and Marketing. (4).**

Examination of developments within international markets and the effects on the activities of business enterprises. Introduction to the four elements of the marketing mix (product, price, promotion, and place/distribution) in a global context with application to product and service within for-profit and not-for-profit enterprises. This course can be substituted with INTB 670 International Area Studies.

**644 Business Statistics and Economics. (4).**

Introduction to statistics and economics essential for business decision-making. Focus on providing a solid background in statistical methods useful in data interpretation as well as micro- and macro-economic foundations influencing business decision-making.

**658 Accounting and Finance for Managers. (4).**

Focuses on the role of accounting and finance in managerial decision-making. This course explores how managers access capital, invest in resources, budget operations, and report economics events. Not open to students who have completed BUAD 660.

**660 Managerial Finance. (4).**

An overview of financial management tools used in analyzing and developing strategies for making business decisions. Topics include: time value of money, bond and stock valuation, risk and return, capital budgeting, capital structure and dividend policy, working capital management, options, and their applications in corporate finance.

**675 Advanced Practical Training and Internship. (0–4).**

Helps students learn skills and knowledge that will have positive impact on their careers. It provides students with valuable opportunities, including the opportunity to observe and apply concepts learned in the classroom as well as the chance to “test drive” companies, industries, functions, or careers that interest them.

Credit/no credit only.

Course may be repeated for degree credit, up to 24 credits maximum.

**683 Information and Knowledge Management. (4).**

Survey of information systems principles emphasizing the strategic role of information systems in business, and global and interactive aspects of information systems. Not open to students who have received credit for MGMT 691.

**695 Business Consultancy Capstone. (4).**

Integrating prior coursework within the context of strategy formulation and implementation, student teams conduct a “live” consulting engagement with a domestic organization. Students develop the parameters of the engagement and apply appropriate theoretical knowledge in a practical setting to prepare and present a project report. May substitute for MGMT 697, FINC 664, INTB 692W, ISYS 683W, GISB 693W, MGMT 694W, MGMT 695, or BUAD 696.

**696 Strategy Capstone. (4)**

Integrating knowledge and skills from prior coursework to analyze and solve business problems from strategic and functional perspectives. Students work in an experimental and adaptive learning environment of dynamic simulation to experience the complexity of business decision-making. The simulative decision-making focuses on teamwork and critical thinking in collaborative development and execution of strategic plans.

Prerequisites: This course may be substituted for INTB 695, BUAD 695.

**BUSINESS (BUSB)**

**095 Mathematical Fundamentals for Business. (0).**

The course includes the study of the basic laws of numbers, fractions, exponents, graphing, and radicals, as well as gaining an understanding of a variety of expressions and equations, including equalities, inequalities, polynomials, and quadratics. The development of solving of word problems will be studied extensively.

Credit/no credit only.

**145 Mathematical Foundations for Business. (4).**

Introduction of mathematical foundations with applications for decision-making in business, economics, finance, business statistics, and operations management. Focus is on mathematical concepts, including functions and their graphs, systems of equations and inequalities, linear programming, mathematics of finance, and basic probability and statistics.

Prerequisite: successful completion of the Math Assessment or BUSB 095.

**230 Economics for Business. (4).**

Introductory study of macroeconomics and microeconomics. Microeconomics studies decision-making by individual firms and consumers in regard to the allocation of scarce resources, supply and demand basics, and optimum output determination. Macroeconomics includes coverage of the national and global economy, the impact of economic aggregates, and government action.

**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.

Co-requisite: BUSB 145 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 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 is 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 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 or equivalent.

**342 International Business. (4).**

Examination of developments within international markets and the effects of the activities 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 the study-abroad programs in INTB 470.

Prerequisite: BUSB 301 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.

Prerequisites: BUSB 145 or equivalent.

Co-requisite: BUSB 260 or equivalent.

**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.

Prerequisites: BUSB 145 and BUSB 232 or equivalent.

#### 433 GIS for Business. (4).

Overview of GIS and spatial analysis applied to organizations. Focus is on geographic information, location-based decision-making, spatial data, investment in and value of GIS, ethical aspects, and GIS strategies. Students learn through case studies and lab practice with spatial data.

Prerequisite: BUSB 333 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.

Prerequisites: In the BS Management program: BUSB 330, BAMG 334, BUSB 340, and BAMG 365 or their equivalents. In the BS Business program: BUSB 330, BUSB 333, BUSB 340, and BUSB 361, or their equivalents.

Co-requisite: BUSB 342 or equivalent.

#### 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.

Prerequisites: BUSB 340 or equivalent and BUSB 342 or equivalent.

Co-requisite: BUSB 481 or equivalent.

### 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.

#### 125 Business and Professional Speaking. (3).

Theory and practice relevant to a variety of business and professional

speaking situations. Topics include listening, audience analysis, research, organization, style, and delivery.

**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. Prior completion of 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. Prior completion of BUSB 301 is recommended.

**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)**

**661 Financial Markets and Institutions. (4).**

Analysis of the role of money/capital markets and financial institutions in the allocation of capital in the economy. Depository and non-depository financial institutions are examined with special attention to the evolution and regulation of such institutions.

**662 Investment Theory and Analysis. (4).**

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.

## 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.

### 691 Introduction to Location Analytics and Marketing. (4).

Introduction to the fundamentals of location analytics including location value and spatial maturity growth across business functions. Moving from fundamentals, the course focuses on marketing applications of GIS and location analytics to enhance customer value by understanding, examining, and predicting the needs and preferences of modern customers.

### 692 Spatial Analysis of Global Business. (4).

Analysis of location aspects of global business and value chains in the context of a complex, international environment. Emphasis is on employing GIS for spatial analysis of country characteristics to gain important insights to global production and sales decisions, as businesses increasingly focus on international markets.

### 694 Location Analytics and Decision Making. (4)

Focus on decision-making spanning various stages of location value chain in businesses employing GIS and location analytics. Emphasis on illustrations of location analytics project planning, development, and implementation in businesses. Topics include spatial decision support, location analytics to examine big data, social media, mobile technologies, and their spatial components.

### 695 Managing and Leading the Contemporary Spatial Business. (4).

Culmination of Location Analytics concentration with focus on management and leadership aspects of contemporary spatial business enterprise. Emphasis on application of management principles for spatial transformation, development, prototyping of spatial strategies for competitive advantage spanning the organizational value chain.

Topics include GIS strategy, cost-benefit analysis, and ROI of spatial investments.

#### 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. (1–6).

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how each is to be reported and evaluated.

#### HUMANITIES (HUMB)

309 Theories of Human Nature. (3).

Analysis and comparison of a number of major theories of human nature. Not open to students who have received credit for MGTW 310.

396 Special Studies: Arts and Humanities. (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. May repeat for a maximum of 6 credits, given different content.

#### INFORMATION SYSTEMS (ISYS)

364 Geographical Information Systems: Managing Environmental Problems. (3).

Students, managers, and business professionals are introduced to the use and practical importance of Geographical Information Systems (GIS). Covers the design and functioning of GIS, applications to business and environmental problems, and management of GIS. Includes hands-on experience. Not open to students who have completed ISYS 365.

#### 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.

Credit/no credit only.

621 Database Management Foundations. (4).

Overview of fundamental database development concepts, including modeling, design, and implementation. The course provides a realistic context in which students can learn how database and database processing are developed in a simulated real-world setting. Focus is on how database management systems can be used to facilitate business problem-solving.

625 Special Topics in Information Technology. (4).

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.

640 Systems Analysis and Design. (4).

Examines the principles of systems analysis and design. Studies both traditional and object-oriented perspectives, methodologies, tools, and strategies.

645 Communications/Networks/Mobile. (4).

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, business applications for telecommunications, and global telecommunications.

647 Business Analytics. (4)

This course provides an overview of business analytics for data-driven decision making. Different techniques, including data and text mining and location analytics, are covered. Ethical and legal aspects of analytics are discussed. The importance of the right organizational focus, culture, people, and technology to develop business analytics success is also discussed.

650 IT Project Management. (4).

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.

657 Change and Security Management. (4).

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. In addition, technologies and management techniques necessary to create appropriately secure and effective information systems are also discussed.

697 IS/IT Strategy Capstone. (4).

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 recommendations for successful resolution to company executives.

Prerequisites: INFT 650 and pre/co-requisite INFT 657.

#### INTERNATIONAL BUSINESS (INTB)

470 International Area Studies. (4).

Students intensively study a specific country or region in the world. They evaluate the characteristics of the analyzed area's socioeconomic conditions, its policy environment, and its business activities. They then analyze how these factors jointly influence the international marketplace. Course combines lectures with overseas seminars, company/institutional visits, and cultural exposure.

May substitute for BUSB 342.

Prerequisite: BUSB 301 or by permission. May be repeated for credit given different country or region.

495 Global Business Consultancy Capstone. (4).

Integrating prior coursework within the context of strategy formulation and implementation, student teams conduct a "live" consulting engagement with an organization in a foreign country. Students develop the parameters of the engagement and apply appropriate theoretical knowledge in a practical setting to prepare and present a project report. With Undergraduate Program Director approval, may substitute for BUSB 485.

Prerequisite: BUSB 481.

655 Global Environment for Business. (4).

Exploration of the theoretical and practical concepts of geopolitical and

economic relations to evaluate the effects of globalization on business. Focus is on evaluating and formulating strategic responses to diverse political, economic, and social factors regarding the risks they present for international trade and investment, resource allocation decisions, and organizational structures. This course can be substituted with INTB 670 International Area Studies.

Prerequisites: Not open to students who have received credit for INTB 693, FINC 662, GISB 692, or INTB 670.

670 International Area Studies. (4).

Students intensively study a specific country or region in the world. They evaluate the characteristics of the analyzed area's socioeconomic conditions, its policy environment, and its business activities. They then analyze how these factors jointly influence the international marketplace. Course combines lectures with overseas seminars, company/institutional visits, and cultural exposure. Note: Students cannot repeat the same course destination from their undergraduate program. May substitute for BUAD 642, INFT 630, INTB 655, INTB 693, INTB 694, ISYS 680, GISB 692, or MGMT 690.

690 Global Business Operations. (4)

Advanced analysis of the causes that motivate businesses to establish operations on a global scale, the application of effective techniques to manage these activities and their financial consequences, and the integration of global operations decisions across business functions. This course can be substituted with INTB 670 International Area Studies.

693 Global Finance. (4).

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. This course can be substituted with INTB 670 International Area Studies.

694 Global Marketing. (4).

Exploration 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. This course can be substituted with INTB 670 International Area Studies.

695 Global Business Consultancy Capstone. (4).



Integrating prior coursework within the context of strategy formulation and implementation, student teams conduct a “live” consulting engagement with an organization in a foreign country. Students develop the parameters of the engagement and apply appropriate theoretical knowledge in a practical setting to prepare and present a project report. May substitute for MGMT 697/697W, INTB 692W, FINC 664W, GISB 693W, ISYS 683W, MGMT 694W, MGMT 695, OR BUAD 696.

#### MANAGEMENT (MGMT)

296 Special Studies: Military Science. (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.

334 Management Simulation. (1–6).

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 is on small groups and individuals rather than the organization and its environment.

387 Humor and Creative Management. (3).

Consideration of cognitive styles and exploration of theories of humor while providing exercises connecting creative intelligence and humor. Students develop framework for examining organizational humor and cognition and their relationships to innovation and creativity. Also construct models and plans for intervention to enhance humor and creative intelligence in organizations. Not open to students who have received credit for MGMT 386.

396 Special Studies: Management. (0–6).

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.

397A Special Studies: Leadership and Motivation. (1–3).

Leadership and motivation theory with personal application and development for understanding leadership in today’s diverse work

environments. Topics include merging leadership and motivational concepts such as transformational leadership, emotional intelligence, the triarchic theory of intelligence, followership, job satisfaction, power and influence, change and creativity.

397B Special Studies: Management of Human Capital. (1–3).

Study and critical analysis of both theory and practice of human capital management in modern complex organizations.

397C Special Studies: Money and Banking. (1–3).

Development of electronic money and banking into the traditional subjects of money, banking, and financial markets. The course provides an integrated coverage of domestic and international financial markets and the global economy.

398 Special Studies: Public Service Administration. (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. (4).

Students assess and develop their personal skills, interpersonal skills, group skills, and specific communication skills through self-assessment, study of theory, analysis, practice, and application. Students assess their career preferences and develop personal action plans.

610 Contexts for Contemporary Management. (4).

Critical analysis course providing students with research methods, written and oral communication strategies, and leadership skills necessary for graduate-level work. Focus on diverse historical and cultural contexts in management thought, with special attention paid to shifting perspectives on organizational life.

631 Management and Organizational Behavior. (4).

Topics include managing individual performance, team and intergroup dynamics, leadership, human resource management, organizational design, decision making and management of change.

633 Assessment of 21st Century Leadership Skills. (1).

Orientation to and assessment of 21st Century Skills including improving performance with systemic thinking, supporting change, and adding value. Includes 360-degree assessment and personal assessment of management skills, management knowledge through a standardized

test, and knowledge of business mathematics.

Numeric grade only.

634 Leading Individuals and Teams. (4).

Leading Individuals and Teams provides the foundations for understanding the behavior of individuals and teams in organizations. The course takes an application-oriented perspective on understanding individuals and groups and managing their performance.

Numeric grade only.

635 Analytics for Managers. (4).

This course provides a managerial overview of business analytics in the contemporary organization. Current/aspiring managers and consumers of analytics will learn about analytical approaches to managerial decision-making. Stages of analytical maturity and elements of analytical competitiveness will be examined to prescribe a roadmap for successfully deploying analytics in the organization.

Numeric grade only.

636 Leadership Communication. (4).

Course provides advanced analytical approaches for strategic written, presentation, and interpersonal communication in organizational contexts. Focus on practical methods that advance leaders' abilities to inform, engage, persuade, and influence professional audiences, Special attention paid to changing forms, formats, and culture in contemporary professional communication.

Numeric grade only.

637 Strategic Leadership and Management of Change. (4).

Strategic leadership and management of change provides a macro view of organizations. The course takes a big picture view of organizations and walks a student through strategic thinking about their own organization. The course takes an application-oriented perspective on organizational change, decision making, organizational design, organizational culture and power and politics.

Numeric grade only.

638 Purposeful Leadership. (4).

Purposeful Leadership provides an integrative perspective of organizational and societal responsibilities of leaders. The course covers four interwoven dimensions of purposeful leadership: personal, relational, strategic and societal. Drawing upon a wide range of concepts and applications, the primary theme of the course is an examination of

the critical role leaders play in ensuring that organizations perform in an effective, meaningful, ethical and socially redeeming manner.

Numeric grade only.

639 Reflection on 21st Century Leadership Skills. (1).

Assessment of and reflection on 21st-century skills including improving performance with systemic thinking, supporting change, and adding value. Includes 360-degree assessment and personal assessment of management skills, management knowledge through a standardized test, and knowledge of business mathematics.

Numeric grade only.

651 Analytics for Managerial Decision Making. (4).

Provides students with an understanding of the role analytics plays in the decision-making process. Topics include quantitative methods of managerial decision-making including linear programming (LP), network models, transportation, assignment, transshipment, project management (PERT/CPM), inventory management, simulation, decision theory, forecasting, and supply chain management.

661 Introduction to Analytics and Decision Making. (4).

This course provides an introduction to business analytics and applied decision-making using simple quantitative techniques. Topics include cost-revenue models, competitiveness, productivity, forecasting, project management, and linear programming as they relate to business decisions in a dynamic environment.

667 Business, Ethics, and Society. (4).

Examination of the ethical, legal, and social environment of business and its impact on managerial decision-making.

674 Human Resources Management. (4).

Study and critical analysis of theory and practice of the human resource/personnel function in modern, complex organizations. Topics such as personnel policies, workforce diversity, HR practices, employee discipline, health and safety, and collective bargaining. Addresses goals of equity, efficiency, and effectiveness in a diverse environment.

680 Marketing Management. (4)

Exploration of crucial 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. Not open to students who have received credit for INTB-694W, ISYS-681W, FINC-661W or GISB-691W.

683 Marketing Analytics (4).

Examination of the strategic planning process with emphasis on marketing resource allocation decision driven by marketing analytics. Focus on the use of quantitative and data analysis tools to define optimal marketing mix, perform effective analysis of customers and digital marketing campaigns as well as integrate spatial thinking in decision making.

686 Organization Theory. (4).

Students develop social skills and apply theories of organizational structure and design, decision-making, power, politics, culture, innovation and change to real-world case studies in order to make convincing recommendations to management.

690 Strategy. (4).

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 697W.

693 Marketing Strategy. (4).

Marketing strategy integrates marketing and other functional areas within a firm. It provides orientation to organizations on how to use resources and capabilities to maximize long-run customer value, as well as generate the greatest financial return.

695 Management Consulting Capstone. (4).

This course integrates prior coursework within the program with student teams developing the relevant parameters for a consulting engagement and applying appropriate theoretical knowledge in that setting to prepare and present a project report. Prerequisite: All other MAM courses.

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 among 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.

**460 Topics in Environmental Science. (3).**

Greater understanding of the science that underlies such environmental problems as ozone depletion and the loss of genetic diversity through explorations of the nature and scope of science relative to environmental issues. The methods of science, the limitations of scientific knowledge, and the role of science in society today are discussed. Not open to students who have received credit for EVSW 460.

**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.

**307 Gender and Work. (3).**

Examination of social-psychological, political, and historical realities affecting men and women in the workplace. Incorporates personal experience as students; examines issues such as power tokenism, support, networking, socialization, and change. Special interplay to the exchange between gender and other social factors such as race, class, and sexual orientation.

**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.

## UNDERGRADUATE CONCENTRATION COURSES

### ACCOUNTING (ACCTCS)

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

Explore financial accounting and reporting concepts and procedures used in daily business operations. Examine the use of economic resources, as well as the obligations and activities of financial entities. Learn how financial information is used to analyze the financial health and performance of an enterprise.

#### 220 Principles of Managerial Accounting. (4).

Analysis of financial and relevant non-financial information used in planning, directing, motivating and evaluating economic behavior. Concepts, terms and techniques from financial accounting, economics and behavioral sciences are applied to operational situations.

#### 310 Intermediate Accounting I. (4).

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 a business enterprise.

Prerequisite: ACCTCS 220.

#### 320 Intermediate Accounting II. (4).

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 enterprise.

Prerequisite: ACCTCS 310.

#### 410 Auditing. (4).

Examine 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, and audit standards.

Prerequisite: ACCTCS 310.

#### 415 Tax Accounting. (4).

Determine federal and state income tax liability for individuals, corporations and partnerships. Topics: calculating taxes, filing returns,

paying taxes, refunds, and legislative and judicial development of tax law.

Prerequisite: ACCTCS 210.

421 Governmental and Not-For-Profit Accounting. (2).

Learn accounting principles and practices related to state and local government agencies and not-for-profit entities, including hospitals, colleges, religious groups, and social service organizations. Topics: fund accounting and financial analysis.

Prerequisite: ACCTCS 210.

## BUSINESS (BUSCS)

310 Supply Chain Management Principles and Practices. (3).

Survey of supply chain management, including defining the scope of service, procurement, and purchasing and materiel management. Business concepts include return on investment, value chain principles, contracts and legal issues, and operations management.

311 Supply Chain Management Logistics. (3).

Examine transportation and distribution concerns, including production scheduling, third-party logistics, calculating costs of services, warehousing, materiel management, analyzing value of services, staffing and supervision, and technology.

312 Supply Chain Management Procurement. (3).

Explore procurement management and contract administration, including procurement policies and procedures, supplier selection, cost analysis, contract negotiation, strategic sourcing, bidding and requests for proposals, and overall project management.

313 Supply Chain Management Practicum. (3).

Capstone experience focusing on the application of industry best practices. Topics include aligning supply chain management operations with business practices.

Prerequisites: two of the following courses: BUSCS 310, BUSCS 311, or BUSCS 312.

320 Managing Individual Performance. (3).

Explore the roles and responsibilities of supervisors and managers in developing, monitoring, and managing performance standards. Topics include motivation, goal setting, supervisory excellence, communication skills, reward systems, vision, and values.



**322 Leading and Managing Teams. (3).**

Examine how effective teams are led and managed even when you may not have direct authority over team members. Understand hierarchies, team dynamics, managing expectations, coaching, mentoring, aligning teams with organizational goals, and communication.

**323 Managing and Resolving Conflict. (2).**

Develop effective conflict management skills. Learn how and when conflicts arise, and identify approaches to manage conflicts with subordinates, peers, and supervisors. Know how to engender good will and develop win-win conflict management tactics.

**324 Organizational Change Management. (2).**

Identify when, how, and why organizational change occurs. Create approaches to manage change by using intervention strategies, creating buy-in, communicating in a productive and positive manner, identifying the sequence of change, and managing resistance.

**325 Organizational Leadership Principles and Practice. (2).**

Explore organizational leadership roles: visionary, manager, director, change agent, supervisor, coach, and mentor. Identify how leadership styles influence the direction of the organization. Develop an appreciation for how leaders affect daily operations.

**340 Principles of Marketing. (4).**

Introduction to the concept of marketing and marketing principles, with a focus on how marketing creates value for the customer. Survey the marketing mix (product, price, promotion and place/distribution) and its application to products and services in profit and not-for-profit enterprises in a local, national, and international environment.

**341 Marketing Research. (3).**

Learn how to make effective marketing decisions using marketing research. Explore market research sources, data collection, analysis, surveys, research theories, and strategies. Evaluate quantitative and qualitative research with an emphasis on the value and limitations of various sources. Identify how to blend and manage marketing research sources.

**342 Customer Experience Management. (3).**

Develop an appreciation for the various ways customers experience products and services from brand awareness to product and service fulfillment to loyalty programs. Examine the customer and brand

experience. Identify how to create a customer experience management system. Learn to deliver exceptional customer service.

**343 Internet and Social Media Marketing. (3).**

Explore Internet marketing, including its components, structure, and technology, as well as the application of marketing concepts to social media. Learn the strategies, tools, and tactics related to Internet marketing with special attention given to the development of messaging techniques designed for specific social media tools.

**344 Integrated Marketing Communication. (3).**

Survey the integration of advertising, sales promotion, public relations, direct marketing, and the marketing mix to support marketing strategy. Learn the linkages of segmentation, targeting, positioning, buyer behavior, and branding. Explore planning, budgeting, and the execution of a comprehensive, integrated marketing communication program from message development through media selection and evaluation.

**345 Marketing Analytics. (3).**

Learn how marketing measurement relates to business return on investment using analytics. Review top view campaign performance, tactical management, and real-time campaign monitoring. Explore how to integrate results from multiple media and channels, including retail, sales, direct marketing, and online media. Covers use of analytics tools.

**350 Financial Planning, Principles, and Practice. (3).**

Learn how financial plans are developed. Topics include: establishing a client-planner relationship, gathering client data and determining client financial needs for investment, insurance, estate planning, and retirement benefits. Understand the roles and responsibilities of the financial planner, including professional ethics.

**351 Insurance Planning and Risk Management. (3).**

Develop life, health, casualty, and liability insurance planning strategies as part of a comprehensive financial plan. Topics include: assessing and managing risk, evaluating insurance products for tax and estate planning consequences, and understanding the role of insurance in retirement and businesses.

**352 Investment Planning. (3).**

Survey various investment vehicles available to meet financial planning goals. Topics include: evaluating risk tolerance, asset allocation strategies, security analysis, bond and security valuations, modern

portfolio theory, market analysis, alternative investment instruments, and special topics.

**353 Income Tax Planning. (3).**

Develop an understanding of income tax planning opportunities, issues, and challenges. Topics include income tax law, compliance, calculations, accounting, tax of business entities, trust and estate tax, tax basis, depreciation, like-kind exchange consequences, property tax, alternative minimum tax (AMT), tax reduction techniques, passive activity rules, special circumstances, and deductions.

**354 Employee Benefits and Retirement Planning. (3).**

Learn how employee benefit plans and comprehensive retirement planning help clients meet their financial goals. Topics include: retirement needs analysis, Social Security, types of retirement plans, qualified plan rules, investment considerations, distribution rules and consequences, employee benefit plans and options.

**355 Estate Planning. (3).**

Survey estate planning principles as they relate to the development of a comprehensive financial plan. Topics include: property titles and transfers, documents, including wills and trusts, gifting strategies, tax consequences and compliance, liquidating estates, charitable giving, life insurance, business transfers, fiduciaries, and special topics.

**356 Financial Plan Development. (3).**

Develop professional financial planning strategies, approaches, and techniques. Upon completing the course, each participant will have developed and presented a comprehensive financial plan based on various client concerns, life stages, and risk tolerances.

**HUMAN RESOURCES MANAGEMENT (HRCS)**

**310 Human Resources Management. (4).**

Study the theory and practice of the human resource personnel function in organizations, including labor relations. Current issues in human resources management will be addressed.

**311 Legal Aspects of Human Resources Management. (3).**

Review state and federal regulations governing human resources management, including labor law, discrimination, sexual harassment, occupational safety and health (OSHA), unions, and labor relations.

**312 Employee Recruitment and Selection. (3).**

Explore recruitment and staffing processes, including analyzing position requirements, preparing job descriptions, recruiting candidates, selecting finalists, and orienting new employees.

313 Compensation and Benefits Administration. (3).

Explore the design, development, and administration of common employee compensation and benefit programs, including pay strategies, administration of health care and retirement plans, and reward systems.

314 Performance Management. (3).

Review of best practices in measuring, analyzing and monitoring job performance. Topics include: assessing performance, preparing and delivering performance reviews, documenting disciplinary actions, and aligning job performance with organizational goals and objectives.

316 Ethics in Human Resources Management. (1).

Review ethical issues and dilemmas human resources professionals face in the workplace. Explore organizational culture, the role of human resources manager, laws and legal constraints, and rights and responsibilities of employees and employers.

317 Risk Management and Workers Compensation Administration. (1).

Explore the identification and management of risk from a human resources perspective, including workers' compensation liabilities, workplace health and safety concerns, adequate or appropriate insurance coverage, and hostile work environments.

318 Training and Development. (1).

Examine current trends and issues in workplace training and development with special attention to the design, development, and application of training programs to improve productivity, safety, and quality.

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## **SCHOOL OF EDUCATION**

### THE DEAN

Andrew Wall

### THE FACULTY

Mikela Bjork

Ann Blankenship-Knox

Janee Both Gragg

Brian Charest

Rod Goodyear

Nicol Howard

Jose Lalas

Kimiya Sohrab Maghzi

Phil Mirci

Ross Mitchell

Pauline Reynolds

Adriana Ruiz-Alvarado

Alayne Sullivan

Tamara Tribitt

James Valadez

### INTRODUCTION

Founded in 1924, the graduate and professional School of Education endeavors to transform students into innovative scholar-practitioners, guided by the ideals of equity and access, who serve their communities as leaders in PreK-12, and higher education. Through personalized, inclusive, globally-engaged teaching and scholarship, we aim to shape

and enrich educational practices that advance a more just society and impact the lives of individuals in our community and beyond.

#### MISSION

The faculty, staff, and students of the graduate and professional School of Education form a vibrant community of inquiry committed to experiential learning, diversity of ideas and people, and collaborative scholarship. Through our transformative, high-quality teaching and scholarship, we prepare leaders and professionals who enhance the learning and livelihoods of all people in increasingly complex educational contexts.

#### REGIONAL CAMPUSES

Some of our courses and programs are offered at convenient locations throughout Southern California. For more programmatic regional campus information, refer to the University of Redlands School of Education website.

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## **SCHOOL OF EDUCATION ADMISSIONS**

### **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 web site at [www.redlands.edu](http://www.redlands.edu) for School of Education admissions information. Prospective applicants receive information describing the school's degree and credential programs, course curriculum, admissions requirements, cost, and financial aid. Potential students will work with an enrollment counselor to identify a program that is best suited for his/her educational needs. University of Redlands School of Education has an appeals policy and procedure for admission decision. For more details, contact your admission counselor.

### **ADMISSION STATUS**

Official admission status must be attained before continuing into the second course or term. Students may be permitted provisional admission (with approval from the Departmental Admissions Committee).

### **PROVISIONAL ADMISSION**

Applicants who do not meet the 2.75/3.0 GPA requirement may petition to be provisionally admitted with the approval of the Departmental Admissions Committee. If approved the student is considered fully admitted but with provisions. Provisionally admitted students are eligible for financial aid. These students attend the first semester of the

program and academic progress is monitored carefully. If the student earns at least a 3.0 in each of his or her courses during the first semester, the provisions are lifted. Students who do not meet the academic requirements during the first term will be academically dismissed from the program.

#### MATRICULATION

Students will be matriculated when the Registration and Tuition agreement has been signed.

#### APPEAL DECISION

Students seeking to appeal an admission decision can contact the Office of Graduate and Professional Enrollment. Additional documentation in support of the appeal must be provided.

#### PRELIMINARY TEACHER CREDENTIAL

The School of Education offers the Multiple Sub Subject (elementary), Single Subject (secondary), and Education Specialist Teacher Credential Programs. The programs are accredited by the California Commission on Teacher Credentialing. 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 of Arts and Sciences section of this Catalog.

Credential courses are offered during evening hours to accommodate working adults. The program's early field experience will require a minimum 6 to 10 hours per course. Student teaching is a 14-week, full-time work commitment that occurs at the end of the program.

#### UNDERGRADUATE STUDENTS

Students from the College of Arts and Sciences interested in earning a teaching credential must apply to the School of Education. Undergraduate students can enroll in both Child Development (EDUG 331) and Foundations of Learning (EDUG 401) before the School of Education admission process. Students need to contact an enrollment counselor to discuss the best credential program pathway.

#### Admission Requirements for Preliminary Teacher Credential

- Completed application
- Meet basic skills requirement.
- Official transcript with evidence of an undergraduate degree from a regionally-accredited institution with a 2.75 or higher GPA sent directly to the School of Education\*
- Completion of Child Development course or equivalent



- Evidence of 50 hours of observation or work with children in a public school setting
- Proof of Certificate of Clearance (livescan)
- 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
- Two letters of recommendation from academicians or professionals who know the applicant's capacity for academic work
- Evidence of negative TB test results, within the last two years
- Admission decisions are made by the Departmental Admissions Committee

\*Students who do not have the minimum GPA must submit a GPA petition to the School of Education along with 2 additional letters of reference from different academicians/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 that follow.

Multiple Subject candidates (teaching in elementary schools) must

- Pass Multiple Subject CSET (subtest I, II, III).

Single Subject (teaching single-content areas in middle or high schools) candidates must either

- Pass state-approved examinations (CSET) in their specific subject matter area, or
- Complete a state-approved, single-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.

Additional Admission Requirements for Education Specialist Candidates

- In-person interview (Education Specialist only)
- Pass MS CSET (subtest I, II, III) or pass SS CSET in a core subject

#### MASTER OF ARTS DEGREES

The following is required of all applicants to School of Education master's degree programs. Specific programs may have additional requirements.

#### ADMISSIONS REQUIREMENTS

- Completed application
- Official transcript with evidence of an undergraduate degree from a regionally-accredited institution with a 3.0 or higher GPA sent directly to the School of Education (requirement is 2.75 GPA for the MA in Education: Learning and Teaching)\*
- Personal statement of 500 words describing personal experience and interests in relationship to the degree program (not required for MA in Education: Learning and Teaching)
- Two recommendations from professionals who know the applicant's capacity for academic work
- GRE scores (optional)
- Certification of Clearance required for candidates in Educational Administration and School Counseling
- Admission decisions are made by the Departmental Admissions Committee

\*Students who do not have the minimum GPA must submit a GPA petition to the School of Education along with 2 additional letters of reference from different academicians/professionals.

#### FOR CREDENTIAL APPLICANTS ONLY:

- California teaching or basic services credential required for Preliminary Administrative Services Credential (PASC) program and the PASC is required for the Clear Administrative Services Credential (CASC) program
- If credential applicant has pursued post-baccalaureate study:
- Official transcripts from regionally-accredited institutions reflecting all post-baccalaureate study in education (e.g., teaching credential, services credential, master's degree in an education field, etc.)
- Evidence of a 3.0 or higher GPA from most recently completed post-baccalaureate program of study
- Proof of Certificate of Clearance
- Meet the Basic Skills Requirement
- Proof of administrative position for Intern (Preliminary Administrative Internship) and CASC candidates

#### FOR PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL APPLICANTS ONLY:

In addition to the admissions requirements for School of Education

master's and credential programs, applicants to the Educational Administration program must possess a clear/life teaching or student services credential and have completed at least three years of full-time teaching or professional service (related to their credential) before beginning the program.

## DOCTORATE IN LEADERSHIP FOR EDUCATIONAL JUSTICE (Ed.D.)

### ADMISSIONS REQUIREMENTS

- Completed application
- Official transcript with evidence of a master's degree from a regionally-accredited institution with a 3.0 or higher GPA sent directly to the School of Education\*
- Writing requirement consisting of two 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.
  2. A personal statement 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?
- Two (2) letters of recommendation from professionals who know the applicant's capacity for academic work
- Interview with program faculty

\*Students who do not have the minimum GPA must submit a GPA petition to the School of Education along with 2 additional letters of reference from different professionals.

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 previously, and the two letters of recommendation from professionals who know the applicant's work. A panel of School of Education faculty will review the materials submitted by the applicant. Following an interview, the committee will render an admission decision.

**International Applicants (all programs) Requirements** Anyone who is not a citizen of the U.S. or who does not have a U.S. Permanent Resident Visa must apply using the established application process for international students. This process typically includes the regular application process, as well as some additional documents.

- Applicants whose primary language is not English are required to show proof of language proficiency by providing either:
  - Test of English as a Foreign Language (TOEFL): 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
  - International English Language Testing System (IELTS): IELTS scores of 6.5 or higher are also accepted
- Applicants who have completed an undergraduate degree(s) abroad are required to submit transcripts to one of the evaluation services listed below for official evaluation.
  - International Education Research Foundation (IERF) [detailed report]
  - World Education Services: International Credential Evaluation (WES) [must include course-by-course evaluation]
- Applicants are also required to submit additional documentation and information to assist us in the I-20 issuing process:
  - Certificate of finances, which is required by the federal government to ensure international applicants have sufficient resources to pay for school expenses
  - Scan of passport
  - International supplemental information asked on the online application

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## **SCHOOL OF EDUCATION ACADEMIC STANDARDS**

Standards listed below provide additional information relevant to the School of Education. For policies that apply University-wide, please see “University Academic Standards”.

### **ACADEMIC RECORDS**

#### **PUBLIC INFORMATION**

The University of Redlands maintains student records in compliance with the Family Educational Rights and Privacy Act of 1974 (as amended) (FERPA), which assures students and parents of their right to privacy of information. The University also complies with the California Education Code.

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; telephone number, and student-assigned e-mail; home address and telephone number; participation in special academic programs; and participation in recognized student activities.

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.

### GOOD ACADEMIC STANDING

Students are in good standing at the conclusion of any matriculated term in which they have a cumulative total GPA of 3.00 and have met program requirements.

### PREREQUISITE COURSES

For admission to a course that requires a prerequisite, a student must have satisfactorily completed a prerequisite course with a grade of 2.0 or higher unless otherwise indicated.

### MINIMUM CREDIT AND CURRICULUM REQUIREMENTS

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

### GRADUATE PROGRAM REQUIREMENTS

Requirements vary among graduate programs. Students should consult the appropriate departmental listing in this Catalog for specific requirements.

The following regulations pertain to graduate students in all programs at the University of Redlands:

### CREDIT OBSOLESCENCE AND DEGREE COMPLETION

No course that has been completed more than six years before the date of graduation for Masters' students. No course that has been completed more than six years before the time of matriculation in the program shall be counted toward a University of Redlands doctoral degree. Students who do not complete their degrees within the six-year completion limit may apply for a degree extension (subject to fees), up to a maximum of two years (total of eight years from the original matriculation date in the degree program). Students in programs that have been eliminated or drastically changed may be required to complete the degree requirements in place at the time of an approved degree extension. If the extension is approved, the Associate Dean will determine if the student must complete the program in place at the time of the approved extension. Additionally, an approved degree completion extension will extend the Credit Obsolescence the same amount of time. If the extension is approved, a Degree Completion Extension Fee is assessed and must be paid before any registration can take place and/or credit applied to the student's record.

### TRANSFER CREDIT

Transfer credit acceptability is determined after admission by School of Education faculty. Program requirements may be waived only when the course content equates to 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 University of Redlands programs. No course that has been completed more than six years before the time of matriculation in the program shall be counted toward a University of Redlands doctoral degree.

### UNDERGRADUATE

College of Arts and Sciences students who enroll in the Master of Arts in Education: Learning and Teaching (MALT) program may transfer a maximum of 18 credits of coursework spanning the EDUG 401–409 sequence. Only courses with a grade of 2.0 or higher will transfer and the student's cumulative GPA must meet the minimum requirement of 2.75 at the time of application to the MALT program.

### GRADUATE

School of Education graduate students may transfer a maximum of 6 credits, grade 3.0 or higher required, from regionally-accredited institutions to waive program requirements.

### DOCTORAL

Students can satisfy up to 6 elective credits with master's or higher-level coursework in their area of study from advanced graduate work at the University of Redlands or transferred from another accredited institution. Coursework must have been completed within 6 years before the time of matriculation in the program.

### ATTENDANCE

Students are expected to attend all scheduled meetings of the courses for which they are registered. Students who miss two consecutive class meetings or who do not abide by attendance policy outlined in the course syllabus without notifying their instructor may be administratively dropped from the course and remain financially obligated. Other consequences may arise as a result of enforcement of the requirements of financial aid programs.

### COURSE ADDS/DROPS

Students in the School of Education who wish to add/drop a course must do so before the add/drop date of the corresponding term. Please

see the School of Education academic calendar for more information. Additionally, students should discuss their schedule changes with their academic advisor.

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 their transcript.

Should a student miss the first 2 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 twelvemonth period of matriculation, he or she may be administratively withdrawn from the program. To return to the program, the student will need to apply for readmission.

#### INDEPENDENT STUDY

In exceptional cases, independent study projects provide alternatives not available through regular course offerings or because of scheduling limitations. Credit for a single independent study project ranges from 1 to 4 credits; no more than 12 independent study credits can be counted toward a degree. Independent Study is subject to an additional fee except for doctoral students fulfilling electives.

Independent Study is arranged only under the following circumstances:

- to investigate topics not offered in the catalog;
- for catalog courses not currently offered;
- 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 student develops an independent study contract with the faculty who agrees to oversee the project. The completed contract, which specifies course requirements (e.g., the number of meetings, readings, fieldwork, papers, and examinations, and evaluation) must be signed by the student and the faculty overseeing the study. Third, the contract must be reviewed and signed by the appropriate Department Chair prior to course registration or beginning any work. Fourth, the contract is signed by the Dean or Associate Dean. These four steps must occur in the specified order.

#### INCOMPLETE GRADES



See the Academic Standards chapter of this Catalog for more information regarding incomplete grades. It is incumbent upon the student to work with their instructor to complete any outstanding assignments. The deadline to make up an incomplete grade is eight weeks from the end date of the course. School of Education students cross-registered in the College of Arts and Sciences courses must meet the College of Arts and Sciences deadline.

#### OFFICIAL WITHDRAWAL OR LEAVE OF ABSENCE

A student who needs or desires to take a Withdrawal (WDPR) or take a Leave of Absence (LOA) from the University of Redlands must schedule an appointment with their Academic Advisor and complete an exit interview. A WDPR or LOA is considered official once the student gives notification of their intent and the Request Form has been submitted by the student. The Request Form will state the intentions of the student to discontinue the course(s) in which he/she is registered and the effective date the WDPR or LOA will be implemented, which is then recorded by the Registrar's Office. 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 and must comply with the current Catalog requirements.

#### FIELDWORK PRACTICUM READMISSION

Students seeking re-entry to fieldwork, practicum, or internship must meet application deadlines.

#### ADMINISTRATIVE DISMISSAL FOR FINANCIAL OBLIGATION

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

#### READMISSION

Students seeking readmission to the University after an absence of more than one year must meet the admission and program requirements at the time of readmission.

Students must apply for readmission and be approved by the

Departmental Admissions Committee. Application and deadlines for readmission can be found at [www.redlands.edu/se/student-forms](http://www.redlands.edu/se/student-forms). Readmitted students will be charged the tuition rate currently in effect. A student's account must be current at the time of readmission.

#### 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.

#### NUMBERING SYSTEM

500–599 Post-baccalaureate credential courses not otherwise offered at undergraduate or graduate level

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

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## **School of Education Academic Calendar**

FALL 2019

**July 22 to August 25**

Registration opens for Fall 2019

**Monday, August 26**

Teaching Programs Orientation

**Tuesday, August 27**

Non-teaching Master Programs Orientation

**Tuesday, September 3**

First Day of Fall

**Monday, September 16 at 5:00 pm**

Last day to Add/Drop a class

**Monday, October 21**

Second session begins

**November 26 to November 30**

Fall Break

**November 28 to November 29**

Thanksgiving Break/ University Closed

**Saturday, December 14**

Last day of Fall

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**December 25 to January 1**  
Winter Break/University Closed

SPRING 2020

**November 4 to December 15**  
Registration opens for Spring 2020

**Monday, December 9**  
Teaching Programs Orientation

**Monday, January 6**  
First day of Spring

**Monday, January 20 at 5:00 pm**  
Last day to Add/Drop a class

**Monday, February 24**  
Second session begins

**Saturday, April 11**  
Last day of Spring

SUMMER 2020

**March 23 to April 26**  
Registration opens for Summer 2020

**Thursday, April 2**  
Teaching Programs Orientation

**Monday, May 4**  
First day of Summer

**Monday, May 18 at 5:00 pm**  
Last day to Add/Drop a class

**Monday, May 25**  
Memorial Day

**Monday, June 22**  
Second session begins

**June 29 to July 4**  
Program Break

**Saturday, August 15**  
Last day of Summer

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## **SCHOOL OF EDUCATION GRADUATION REQUIREMENTS**

### **APPLICATION FOR GRADUATION**

Students who have completed all program requirements should contact their advisor to request a recommendation for their degree or credential.

### **COMMENCEMENT**

School of Education students complete program requirements at various points throughout the year. Students may apply to commence in the academic year in which they complete their program requirements as long as they do so by August 31. An application must include a reasonable plan for completing the remaining credits by August 31 and should be submitted to the student's advisor by January 31. Doctoral candidates must successfully defend their dissertation by the last day of the eleventh week of Spring Term in order to be eligible for participation in commencement.

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## **SCHOOL OF EDUCATION STUDENT FINANCIAL SERVICES**

### **GENERAL INFORMATION**

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

### **APPLICATION PROCEDURES AND DEADLINES**

Students must complete the Free Application for Financial Aid (FAFSA)\* each year to receive financial aid. Undergraduate California residents who wish to apply for a Cal grant must complete the FAFSA\* and submit a GPA verification to CSAC by March 2 prior to the academic year of anticipated entrance.

\*May be submitted online at [www.fafsa.gov](http://www.fafsa.gov).

### **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:

COA Cost of Attendance

EFC Expected Family Contribution

DL Direct Lending

FAFSA Free Application for Federal Student Aid

GPA Grade Point Average

IRS Internal Revenue Service

FSEOG Federal Supplemental Educational Opportunity Grant

SAR Student Aid Report

## ELIGIBILITY

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

- The applicant must be a United States citizen or eligible non-citizen.
- The applicant must have demonstrated financial need according to the current need-analysis procedure.
- 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.
- The applicant must be fully admitted and making progress toward an eligible degree or certificate program.
- The applicant must certify non-participation in the unlawful manufacturing, dispensation, possession, or use of a controlled substance.

## OUTSIDE FUNDING SOURCES

### MILITARY AND VETERAN BENEFITS

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 GI Bill® (MGIB)—Active Duty
- Chapter 31, Veterans and Vocational Training and Rehabilitation Act (VR&E) [Public Laws 894 and 97-815]
- Chapter 32, VEAP
- Chapter 33, Post 9-11 GI Bill® and Yellow Ribbon GI Education Enhancement Program
- Chapter 34, Vietnam Era Education Program
- Chapter 35, Dependents Educational Assistance Program (DEA)
- Chapter 1606, Montgomery GI Bill®—Select Reserve (MGIB-SR)
- Chapter 1607, Reserve Educational Assistance Program (REAP)

The University is approved as a Yellow Ribbon School with the U.S. Department of Veterans Affairs. For more information about VA benefit eligibility, contact the U.S. Department of Veterans Affairs at 1 (888) 442-4551 or visit [gibill.va.gov/](http://gibill.va.gov/).



The University is authorized for the use of Tuition Assistance for qualified Active Duty, Reservist, or National Guard members. Members should contact their units' educational office for more information on eligibility and applying for Tuition Assistance benefits.

For more information on utilizing military or veteran benefits, contact the University of Redlands Military and Veteran Services at (909) 748-8337, [military@redlands.edu](mailto:military@redlands.edu), or visit [www.redlands.edu/military](http://www.redlands.edu/military).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

## LOANS

### FEDERAL DIRECT SUBSIDIZED STUDENT LOAN

This long-term student loan is made available from the U.S. Department of Education. No interest is charged nor is repayment required while the borrower is enrolled at least halftime. For loans disbursed after July 1, 2018, the interest rate is a fixed 5.05%. For more information, visit [www.redlands.edu/sfs/directloan](http://www.redlands.edu/sfs/directloan).

**Eligibility.** Full-time and half-time students are eligible to apply. \* Students are 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.** Post-baccalaureate (teacher credential) students may borrow up to \$5,500 per academic year. The maximum aggregate Subsidized Direct Loan amount for an undergraduate or post-baccalaureate student is \$23,000. Repayment of principal and interest begins six months after leaving school or if enrollment is less than half-time, with up to ten years using standard repayment. Students are not required to begin making payments until the grace period ends; however, during the grace period, interest will accrue on subsidized and unsubsidized loans. If interest is not paid during the grace period, it will be capitalized. All loans are assessed a loan origination fee on the amount of the loan.

### FEDERAL DIRECT UNSUBSIDIZED STUDENT LOAN

This long-term loan is available from the Department of Education. The interest rate on this loan for disbursements made after July 1, 2018 is 5.05% for undergraduate students. The interest rate on this loan for disbursements made after July 1, 2018 is 6.6% for graduate students. The Unsubsidized Loan is similar in terms and conditions to the Subsidized Loan; however, interest begins to accrue on the Unsubsidized Loan as soon as the funds are disbursed and during all eligible periods of deferment and the 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 begins repayment.)

**Eligibility.** Full-time and half-time students are eligible to apply.\* Eligibility is documented via the FAFSA form. This loan is available to graduate students and students who do not otherwise demonstrate the financial need necessary to qualify for a subsidized loan.

**Loan Limits.** Full-time and half-time graduate students may borrow up to \$20,500 per academic year. Undergraduate students may borrow up to \$12,500 per academic year in total Direct Loan funds. Maximum aggregate loan limits are: for a dependent undergraduate student, \$31,000; for an independent undergraduate student (or a dependent undergraduate student whose parent does not qualify for the PLUS Loan), \$57,500; for a graduate or professional student, \$138,500.

\*see "Classification of Students" in the University Academic Standards section of the Catalog.

#### FEDERAL DIRECT GRAD PLUS LOAN

The Grad PLUS Loan (GPLUS) is available to creditworthy students enrolled at least halftime in a graduate or professional program (students enrolled in the School of Education post-baccalaureate teaching credential program are ineligible). The loan program is not dependent on income and assets and allows students to borrow the difference between the cost of education and the financial assistance they are scheduled to receive. The interest rate for this loan is fixed at 7.6%. It is recommended that students maximize their Direct Loan eligibility before borrowing from this program. For more information, visit [www.redlands.edu/sfs/dgradplus](http://www.redlands.edu/sfs/dgradplus).

## NEED-BASED GRANTS

### FEDERAL PELL GRANTS (POST-BACCALAUREATE)

This federal grant ranges from \$650 to \$6,195 for undergraduate and post-baccalaureate students. 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 is limited to a total of twelve terms during the pursuit of the first baccalaureate or post-baccalaureate degree.

**Eligibility.** Full-time and half-time undergraduate or post-baccalaureate 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 (POST-BACCALAUREATE)

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 fifth year of Cal Grant eligibility. Cal Grant eligibility is contingent on students and/or parents meeting income and asset requirements. Forms are available on the web at [www.csac.ca.gov](http://www.csac.ca.gov).

### PAYMENT OF FINANCIAL AID AWARDS

All financial aid awards are credited directly to a student's account at the beginning of each term. If the amount of your aid exceeds the costs billed to your account, a refund will be issued to the recipient in accordance with federal financial aid regulations within fourteen days of when the credit occurs, unless written authorization from the borrower is received by Student Financial Services.

### SATISFACTORY ACADEMIC PROGRESS

All students enrolled in a teacher credential program or graduate program through the School of Education must meet the Satisfactory Academic Progress (SAP) policy 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 when progress is checked after each term.

### PACE

All students must maintain a completion percentage of 67% or above for their active academic program.

### GPA

Post-baccalaureate teacher credential program—minimum cumulative GPA of 3.0. Graduate students—minimum cumulative GPA of 3.0.

### TIME FRAME FOR COMPLETION

The maximum time frame for completion of the two-year graduate program is no more than three years or 150% of the actual time. The maximum time frame for completion of the ten-month teacher credential program is no more than fifteen months or 150% of the actual time. For students who attend less than full-time, the maximum time frame will be prorated accordingly based on their attendance.

### REVIEW INTERVALS—GRADUATE PROGRAM

Student Financial Services will review all students receiving financial aid for Satisfactory Academic Progress (SAP) after each term. Students who do not meet the above requirements during any SAP review will be placed on warning for one term. At the end of the warning term, SAP will be reviewed again. Students who are still not meeting the minimum standards will be placed on Financial Aid Suspension. If a student feels they have a reason to appeal for reinstatement, they can submit an appeal and, if approved, will be placed on probation for one term.

### TEACHER CREDENTIAL PROGRAM

Post-baccalaureate students (teacher credential) will be required to meet minimum SAP requirements as stated above. Student Financial Services will review progress at the end of the pre-service core classes; just prior to the beginning of the student teaching requirement. Students who fail to meet minimum requirements will be placed on financial aid suspension for the remainder of the program and will not receive additional aid until an appeal is approved by Student Financial Services, and the student is placed on probation for one term. Students who fail to finish student teaching in the time allotted by the School of Education, and who fail to meet the probationary requirements, will be placed on financial aid suspension and will be ineligible for further aid.

### APPEAL PROCESS

Students placed on Financial Aid Suspension who wish to receive financial aid during their term of suspension must return the SAP appeal

form along with all supporting documentation within the current payment period to the SAP Review Board in Student Financial Services

#### 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 Withdrawal 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 Student Financial Services if you drop below full-time status

- You must provide all additional documentation, verification, corrections, and/or new information requested by either Student Financial Services or by any agency to which you submitted an application
- You must update information concerning name change, address change, withdrawal, or graduation as they occur. Notify Student Financial Services 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 Direct Loan from Student Financial Services, 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 Student Financial Services. Receipt of additional funds frequently requires an adjustment to the existing financial aid award to avoid an “over-award” as defined by federal and state regulations

#### FEDERAL REFUND POLICY

Students who withdraw or take a leave of absence from the University during an academic term may receive prorated tuition and aid based on their federally required withdrawal calculation. The withdrawal calculation re-evaluates aid eligibility at the time of withdrawal by accounting for “earned” versus “unearned” aid based on the amount of time that has elapsed during the term. There are three steps that the University of Redlands must complete to comply with the federal policy:

- Determine the withdrawal date
- Determine the amount of earned federal aid
- Return unearned federal funds to the appropriate program(s)

The withdrawal date is the date the student gives official notification of their intent to withdraw. For the withdrawal to be considered official, the student must provide written notification to the School of Education. If the student fails to withdraw officially, the applicable date will become

the midpoint of the term, unless the University can document a later date. In certain circumstances, if a later date of last academic activity is substantiated, this date can be used in lieu of the midpoint of the term.

Students who withdraw before completing at least 60 percent of the term will “earn” funds in direct proportion to the time they were enrolled. The percentage of earned aid is determined by dividing the total number of calendar days enrolled by the total number of days in the term. Students who complete at least 60 percent of the term are eligible for 100 percent of their federal financial aid.

Unearned aid must be returned to the appropriate programs in accordance with the calculation schedule approved by the U.S. Secretary of Education. Refunds to specific Title IV programs will be made according to current regulations.

#### REPAYMENT POLICY

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.

#### ALLOCATION OF FEDERAL PORTION OF REFUNDS AFTER WITHDRAWAL

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. Federal Direct Student Loan
2. Federal Direct PLUS Loan (includes Grad Direct PLUS)
3. Federal Pell Grant
4. Federal SEOG
5. Federal Teach Grant
6. Other Title IV Assistance

#### APPEAL PROCESS

Any student wishing to appeal a financial aid decision must do so in writing to the University of Redlands, Student Financial Services.

#### 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 that occurred during a period of enrollment for which a student was receiving Title IV aid.

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 of Education and such a program includes two unannounced drug tests; or the conviction is reversed, set aside, or otherwise removed from the student's record.

#### INFORMATION AND ASSISTANCE

For further information about financial aid or for assistance in completing any of the application forms, write: Student Financial Services, 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 e-mail [sfs@redlands.edu](mailto:sfs@redlands.edu).



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## **SCHOOL OF EDUCATION TUITION AND FEES**

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2019-2020 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 2019-2020 academic year will be published during summer 2019.

### **TUITION, FEES, AND EXPENSES**

Numbers in columns indicate dollar amounts.

#### **TUITION, PER CREDIT**

##### **EDUCATION**

Preliminary Teaching Credential \$748

M.A., Education/Credential Administration 748

Counseling 748

Clinical Mental Health 748

Curriculum and Instruction 748

Higher Education 748

Learning and Teaching 748

Education Specialist 748

##### **SERVICES CREDENTIAL PROGRAMS**

Pupil Personnel Services 748

Preliminary Administrative Services 748

Professional Administrative Services 748

#### PROFESSIONAL DEVELOPMENT, INDUCTION PROGRAMS

Master's Level 748

Non-Master's Level, per course 748

Doctorate 1,025

#### AUDIT, PER CREDIT

Audited 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

EXAMINATION FOR CREDIT IN LIEU OF COURSE (per credit) \$295

Available only to full-time students who have not previously audited or attended the course.

MATRICULATION FEE (not refundable) \$150

Encompasses costs incurred by the University for maintenance of students' permanent records.

INDEPENDENT STUDY FEE (not refundable, prepaid) \$275

Independent study courses are billed at the current per-credit rate for the degree program in which the course resides.

DISSERTATION EXTENSION FEE \$1,025

If a doctoral candidate is unable to successfully defend his or her dissertation and successful defense of the dissertation within the last trimester of the 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 Extension for each trimester required until completion of the dissertation and defense. The dissertation extension will be supervised by the candidate's dissertation faculty chair.

DUPLICATE DIPLOMA FEE \$50

TRANSCRIPTS OF RECORDS (each copy) \$10

Transcripts are now requested online at: [www.getmytranscript.com](http://www.getmytranscript.com) for a fee that includes an additional vendor fee of \$2.25 per transcript for standard mail delivery option.

#### ADMISSIONS DEPOSIT FOR INTERNATIONAL STUDENTS \$350

Each international School of Education student admitted to the University must pay a \$350 admissions deposit. For the student who enrolls and begins, the deposit will be credited towards the student's tuition. For students who do not enroll, the admissions deposit will be non-refundable.

#### LATE CHANGE OF PROGRAM PROCESSING FEE

Petition Fee \$40 – For any petition submitted for changes involving the current term (add/drop a course after open registration).

Petition Fee \$90 – For any petition submitted for changes involving a previous term (retroactive withdrawal, grade disputes, etc.)

California Teacher Performance Assessment (CALTPA) Remediation Fee \$50 – Faculty will meet with a teacher candidate and provide guidance on improvement for revision and resubmissions of the assessment.

#### CROSS-REGISTRATION WITH ARTS AND 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 (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.

#### PAYMENT POLICY

Tuition and fees are billed by term, with payment due 30 days from the invoice date. All charges must be paid in full prior to the tuition due date. All remittances should be made payable to the University of Redlands.

Students with a 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 Student Financial Services section of this Catalog.

#### POLICY ON REFUNDS

Refund policies at the University of Redlands are established in compliance with the 2008 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. 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 Registrar's Office 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 nonpayment, 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 and fees based on the start date of new registration.

### 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 Registrar's Office stating the student's intention to withdraw.

### TUITION LIABILITY AND REFUND SCHEDULE

A Program Withdrawal form or a letter of withdrawal must be sent to the Registrar's Office to withdraw officially from the program. The matriculation fee is non-refundable.

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## **SCHOOL OF EDUCATION AWARDS AND HONORS**

Outstanding student awards from every program are presented to candidates who excel in the academic requirements of the program, emerge as a leaders in their cohort group, and are deeply committed.

### **Dorothy D. Arthur Endowed Scholarship**

Established by Mildred Naslund '45 in honor of her dear friend Dorothy (Dottie) '43, this award is presented to a Preliminary Teacher Credential candidate with a strong commitment to education as a profession and the potential to become an outstanding classroom teacher. Miss Arthur had a 42-year career as an elementary teacher in her hometown of Redlands. She is thrilled to know that future generations of aspiring teachers will be supported in their educational endeavors through this award.

### **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.

### **Nelson W. Burdett Endowed Graduate Scholarship**

Presented annually to an undergraduate OR post-baccalaureate preliminary or secondary teacher credential candidate who demonstrates a strong commitment to education and the potential to become an outstanding educator.

### **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.

#### Dorothy Inghram Endowed Education Scholarship

Presented annually to a graduate student who shares Miss Inghram's passion for educational justice.

#### Lois Fair Wilson Endowed Education Scholarship

Established by Mildred Naslund '45 in honor of her dear friend Lois '45, this award is presented to a Preliminary Teacher Credential candidate with a strong commitment to education as a profession and the potential to become an outstanding classroom teacher. Mrs. Wilson had a long career as a teacher and administrator. She received a doctorate in education in 1972 and has served on the education faculty of several institutions, including the University of Redlands and Stanford University. This award serves as a tribute to Mrs. Wilson's mission of service and dedication to lifelong learning.

#### 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.

#### Cahill Family Endowed Scholarship

Presented annually to a full-time College of Arts and Sciences student of senior standing pursuing a BA degree in Liberal Studies that has been accepted into the School of Education for the Masters in Learning & Teaching program. A subsequent award is presented to a student of junior standing. Cahill Family Endowed Scholarship is awarded to students that best exemplify an aptitude to succeed in an education career.

#### Adjunct Faculty Excellence in Teaching Award (Department of Teaching & Learning, Department of Counseling and Human Services, and Department of Leadership and Higher Education)

This award is given annually to an adjunct faculty member in each department who has significantly contributed to the School of

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Education as both a highly effective teacher and a collaborative colleague.



## **SCHOOL OF EDUCATION PROGRAMS OF STUDY**

### **ACCREDITATION AND CERTIFICATION**

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).

### **MASTER OF ARTS IN EDUCATION DEGREES AND SERVICE CREDENTIALS**

The School of Education offers the following areas of study for a Master of Arts in Education degree: School Counseling, Curriculum and Instruction, Educational Administration, Higher Education, and Learning and Teaching. The requirements for specific California teaching or services credentials may be incorporated into some degree programs. In addition, master's degrees may be earned without credentials, as in School Counseling. For those already holding master's degrees, a pupil personnel services credential may be earned in a credential-only program. Some programs have multiple starts each year. Classes are scheduled in the evening to accommodate working adults and courses are taught by full-time faculty and adjunct practitioners. Students also have Internet access to course content, classmates and faculty through Moodle, a software program that facilitates online discussions and information exchange.

The master's programs, with the exception of the Master of Arts in Education Learning and Teaching, are based on a foundation of 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 multicultural perspectives. In addition to these core courses, each program has requirements specific to its discipline and tailored to meet student needs and interests.

Students in these master's programs complete an exit process tailored to their individual program (see program information for more details).

- School Counseling
- Curriculum and Instruction
- Educational Administration
- Higher Education
- Learning and Teaching

#### CREDENTIAL PROGRAMS

##### TEACHER CREDENTIAL PROGRAMS (SB 2042)

- Preliminary Multiple Subject, elementary
- Preliminary Single Subject, secondary
- Education Specialist Credential with an Emphasis in Mild/Moderate Disabilities

##### SERVICE CREDENTIAL PROGRAMS

- Pupil Personnel Services Credential
- Clear Administrative Services Credential

#### DOCTORAL PROGRAM

- Doctorate in Leadership for Educational Justice

#### REGISTRATION

Students register for classes using Student Planning. Students plan their program in consultation with their advisors during the orientation periods that precede registration day and the start of classes. Recommended pathways are available on the School of Education website. Changes in registration may be made at the beginning of each term, before the add/drop deadline. Relevant dates are listed in the academic calendar.

#### ADVISING

Upon admission students will be assigned an academic advisor. During the advising period students will work with an advisor to determine

course selection that meet both State and University requirements and are tailored to the student's interests. For specific programmatic requirements, students should refer to this catalog or [www.Redlands.edu/schoolofeducation](http://www.Redlands.edu/schoolofeducation).

#### ORIENTATION

Orientation will provide students with essential information regarding coursework, fieldwork, financial aid, and the overall functions of the university. Orientation will be held the week before classes start. Refer to the academic calendar for orientation dates. Students are strongly encouraged to attend.

## **DEPARTMENT OF TEACHING AND LEARNING**

### **THE PROGRAMS**

- Preliminary Teacher Credential for undergraduate students
  - Multiple Subject
  - Single Subject
  
- Preliminary Teaching Credential
  - Multiple Subject
  - Single Subject
  
- Education Specialist Teaching Credential
  
- Master of Arts in Education: Learning and Teaching
  - Multiple Subject
  - Single Subject
  - Education Specialist
  
- Master of Arts in Education: Curriculum and Instruction

### **PROGRAM REQUIREMENTS**

#### **PRELIMINARY TEACHER CREDENTIAL PROGRAMS**

##### **SINGLE AND MULTIPLE SUBJECT TEACHING CREDENTIALS**

The coursework and the field experience segments of the Preliminary Teacher Credential program are delivered in a 36-39 credit hour sequence accompanied by early fieldwork experience. Each semester, students take an educational foundations course and methods courses.

When candidates demonstrate the required program competencies, including all prerequisites and a 3.0 or higher cumulative grade point average in content and pedagogy coursework, they may begin their student teaching placements. Credential candidates must pass two cycles of the Teacher Performance Assessment (CalTPA), a state-mandated examination required for recommendation for a credential. Educational technology is incorporated in all courses, field experiences and CalTPA cycles, as are theory and skills needed to effectively teach English learners and diverse student populations enrolled in today's classroom.

#### LEARNING OUTCOMES

Learning outcomes for the Preliminary Teacher Credential programs are found at:

Multiple Subject— [www.redlands.edu/CTC-PMS/learning-outcomes](http://www.redlands.edu/CTC-PMS/learning-outcomes) and

Single Subject— [www.redlands.edu/CTC-PSS/learning-outcomes](http://www.redlands.edu/CTC-PSS/learning-outcomes).

#### UNDERGRADUATE STUDENTS

Students from the College of Arts and Sciences interested in earning a teaching credential must apply to the School of Education. Undergraduate students can enroll in Child Development (EDUG 331) and Foundations of Learning (EDUG 401) before the School of Education admission process. Students need to contact an enrollment counselor to discuss the best credential program pathway.

#### ADDITIONAL REQUIREMENTS FOR CREDENTIALS

To be eligible to be recommended for the Preliminary Teaching Credential or the Preliminary Education Specialist Credential, candidates must meet the U.S. Constitution credential requirement. For details on meeting this requirement, contact the School of Education. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121) in the College of Arts and Sciences, or their equivalents, satisfy the requirement. Multiple Subject and Education Specialist Credential candidates must also complete the Reading Instruction Competence Assessment® (RICA®).

#### SUBJECT MATTER COMPETENCY

All teacher credentials candidates must demonstrate competency in their specific subject matter area prior to student teaching and the teaching seminar (EDUC 552). In the state of California, this requirement can be met by successful completion of one of the alternatives described below.

- Multiple Subject- CSET subject tests 101, 102, and 103 or a state-approved undergraduate subject matter preparation program
- Single Subject- CSET single subject tests must be passed or a state-approved undergraduate subject matter preparation program

Prior to completion of the credential program, students must complete the following:

- Multiple Subject–CPR requirement, and CalTPA instructional cycles I and II passed
- Single Subject–CPR requirement, CalTPA instructional cycles I and II passed

#### UNDERGRADUATE MULTIPLE SUBJECT TEACHER CREDENTIAL REQUIRED COURSES:

- EDUG 401 Foundations of Learning (3)
- EDUG 411 Foundations of Literacies (3)
- EDUG 403 Multiple Subject Methods I: STEM Methods (3)
- EDUG 405 Multiple Subject Methods II: English Language Arts (3)
- EDUG 407 Multiple Subject Methods III: Multicultural Social Studies (3)
- EDUG 409 Multiple Subject Methods IV: Literacy and Assessment (3)
- EDUG 452 Teaching Seminar (2)
- EDUG 453A Student Teaching I (5)
- EDUG 453B Student Teaching II (5)

Undergraduate students are not eligible for internships.

#### MULTIPLE SUBJECT TEACHER CREDENTIAL REQUIRED COURSES

- EDUC 501 Foundations of Learning (3)
- EDUC 511 Foundations of Literacies (3)
- EDUC 503 Multiple Subject Methods I: STEM Methods (3)
- EDUC 505 Multiple Subject Methods II: English Language Arts (3)
- EDUC 507 Multiple Subject Methods III: Multicultural Social Studies (3)
- EDUC 509 Multiple Subject Methods IV: Literacy and Assessment (3)
- EDUC 552 Teaching Seminar (2)

AND

Student Teaching:

- EDUC 553A Student Teaching I (5)
- EDUC 553B Student Teaching II (5)

OR

Internship:

-- EDUC 554 Internship (13)\*

\*Speak to an advisor regarding internship option requirements.

UNDERGRADUATE SINGLE SUBJECT TEACHER CREDENTIAL  
REQUIRED COURSES:

-- EDUG 401 Foundations of Learning (3)

-- EDUG 411 Foundations of Literacies (3)

-- EDUG 402 Single Subject Methods I: Critical Pedagogy and  
Instructional Design (3)

-- EDUG 404 Single Subject Methods II: Literacies for Diverse Learners  
(3)

-- EDUG 406 Single Subject Methods III: Content Area Teaching (3)

-- EDUG 408 Single Subject Methods IV: Content Area Literacy and  
Assessment (3)

-- EDUG 452 Teaching Seminar (2)

-- EDUG 453A Student Teaching I (5)

-- EDUG 453B Student Teaching II (5)

Undergraduate students are not eligible for internships.

SINGLE SUBJECT TEACHER CREDENTIAL REQUIRED COURSES:

-- EDUC 501 Foundations of Learning (3)

-- EDUC 511 Foundations of Literacies (3)

-- EDUC 502 Single Subject Methods I: Critical Pedagogy and  
Instructional Design (3)

-- EDUC 504 Single Subject Methods II: Literacies for Diverse Learners  
(3)

-- EDUC 506 Single Subject Methods III: Content Area Teaching (3)

-- EDUC 508 Single Subject Methods IV: Content Area Literacy and  
Assessment (3)

-- EDUC 552 Teaching Seminar (2)

AND

Student Teaching:

-- EDUC 553A Student Teaching I (5)

-- EDUC 553B Student Teaching II (5)

OR

Internship:

-- EDUC 554 Internship (13)\*

\*Speak to an advisor regarding internship option requirements.

## **PRELIMINARY EDUCATION SPECIALIST INSTRUCTION CREDENTIAL MILD/MODERATE DISABILITIES**

The Education Specialist program prepares individuals to teach students with mild to moderate disabilities and students with autism spectrum disorders in K–12 settings. Candidates take coursework and engage in field experiences concurrently from the very beginning of the program. The course content prepares candidates to know and understand various types of disabilities and their causes; design, adapt and differentiate instruction for students with a wide range of abilities and disabilities; design and implement positive behavior support plans for students' behavioral challenges; and administer and interpret a wide variety of assessment instruments for referral and progress monitoring of struggling students and students with mild to moderate disabilities. The combined coursework and fieldwork experiences require candidates to think critically and reflectively about the theory to practice continuum. The capstone experience in this program consists of an intensive student teaching experience in a special education classroom or setting, plus the presentation of a summative portfolio of assignments and case studies to address the Teacher Performance Expectations (TPE) required by the California Commission on Teacher Credentialing (CCTC). Completion of these requirements, along with successful completion of all coursework with a GPA of 3.0 or higher, is required for recommendation for the credential.

### **LEARNING OUTCOMES**

Learning outcomes for the Preliminary Education Specialist Instruction credential are found at: [www.redlands.edu/CTC-PSE/learning-outcomes](http://www.redlands.edu/CTC-PSE/learning-outcomes).

### **ADDITIONAL REQUIREMENTS FOR CREDENTIALS**

To be eligible to be recommended for the Preliminary Teaching Credential or the Preliminary Education Specialist Credential, candidates must meet the U.S. Constitution credential requirement. For details on meeting this requirement, contact the School of Education. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121) in the College of Arts and Sciences or their equivalents, satisfy the requirement. Multiple Subject and Education Specialist Credential candidates must also complete the Reading Instruction Competence Assessment® (RICA®).

### **SUBJECT MATTER COMPETENCY**

All teacher credentials candidates must demonstrate competency in their specific subject matter area prior to student teaching and the



teaching seminar (EDSP 552). In the state of California, this requirement can be met by successful completion of one of the alternatives described below.

- Multiple Subject- CSET subject tests 101, 102, and 103 must be passed or a state-approved undergraduate subject matter preparation program
- Single Subject- CSET single subject tests must be passed (art, English, mathematics, including foundational-level mathematics, social science or science, including foundational level general science subjects allowed) or a state-approved undergraduate subject matter preparation program

Prior to completion of the credential program, students must complete the following:

- Multiple Subject–CPR requirement, U.S. Constitution requirement, IDTP plan and TPE portfolio submitted to Program Coordinator
- Single Subject–CPR requirement, U.S. Constitution requirement, IDTP plan and TPE portfolio submitted to Program Coordinator

Required Courses:

- EDSP 510 Foundations of (Dis)ability and Special Education (3)
- EDUC 503 Multiple Subject Methods I: STEM Methods (3)\*\*
- EDUC 505 Multiple Subject Methods II: English Language Arts (3)\*\*
- EDSP 516 Inclusion, (Dis)ability, and the Classroom Community (3)
- EDSP 525 Diagnostic Reading and Specialized Interventions (3)
- EDUC 501 Foundations in Learning (3)\*
- EDSP 552A Education Specialist Teaching Seminar (1)
- EDSP 552B Education Specialist Teaching Seminar (1)

\*EDUC 501 waived for students holding a multiple or single subject credential or those taking a workshop offered to Education Specialist candidates.

\*\*EDUC 503 and 505 waived for students holding a multiple subject credential.

AND

Student Teaching:

- EDSP 555A Education Specialist Student Teaching I (5)
- EDSP 555B Education Specialist Student Teaching II (5)

OR

Internship:

-- EDSP 553 Education Specialist Internship (13)\*

\*Speak to an advisor regarding internship option requirements.

### **MASTER OF ARTS IN EDUCATION LEARNING AND TEACHING**

The Master of Arts in Education Learning and Teaching (MALT) is an innovative program of study which integrates research and practice. The program is designed for aspiring K-12 teachers who wish to concurrently earn their master's degree while meeting the State of California-approved requirements for the Preliminary Teaching Credential in either single or multiple subjects or Education Specialist Preliminary Credential.

The MALT program is delivered in a 36-39 credit hour sequence accompanied by early fieldwork experiences. Educational technology is incorporated in all courses, field experiences, and CalTPA cycles, as are theory and skills needed to effectively teach English learners and diverse student populations enrolled in today's classrooms.

### **LEARNING OUTCOMES**

Learning outcomes for this program may be found at: [www.redlands.edu/MALT/learning-outcomes](http://www.redlands.edu/MALT/learning-outcomes).

### **ADDITIONAL REQUIREMENTS FOR CREDENTIALS**

To be eligible to be recommended for the Preliminary Teaching Credential or the Preliminary Education Specialist Instruction Credential, candidates must meet the U.S. Constitution requirement. For details on meeting this requirement, contact the School of Education. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121), in the College of Arts and Sciences, or their equivalents, satisfy the requirement. Multiple Subject and Education Specialist Credential candidates must also complete the Reading Instruction Competence Assessment® (RICA®).

### **SUBJECT MATTER COMPETENCY**

All teacher credential candidates must demonstrate competency in their specific subject matter area prior to student teaching and the student teaching seminar (MALT 652). In the state of California, this requirement can be met by successful completion of one of the alternatives described below.

Prior to the student teaching seminar (MALT 652) students must complete the following:

- Multiple subject--CSET subject tests 101, 102 and 103
- Single Subject--All CSET single subject tests must be passed

Prior to completion of the credential program, students must complete the following:

- Multiple Subject– CPR requirement, and CalTPA instructional cycles I and II passed
- Single Subject– CPR requirement, CalTPA instructional cycles I and II passed

#### SINGLE OR MULTIPLE SUBJECT TRACK

##### REQUIRED COURSES FOR MULTIPLE SUBJECT TRACK

- MALT 601 Foundations of Learning (3)
- MALT 611 Foundations of Literacies (3)
- MALT 603 Multiple Subject Methods I: STEM Methods (3)
- MALT 605 Multiple Subject Methods II: English Language Arts (3)
- MALT 607 Multiple Subject Methods III: Multicultural Social Studies (3)
- MALT 609 Multiple Subject Methods IV: Literacy and Assessment (3)
- MALT 610A Foundations of Inquiry: Research, Assessment, and Evaluation in Schools (3)
- MALT 610B Foundations of Inquiry: From Inquiry to Action (3)
- MALT 652 Teaching Seminar (2)

AND

Student Teaching:

- MALT 653A Student Teaching I (5)
- MALT 653B Student Teaching II (5)

OR

Internship:

- MALT 654 Internship (13)\*

\*Speak to an advisor regarding internship option requirements.

##### REQUIRED COURSES FOR SINGLE SUBJECT TRACK

- MALT 601 Foundations of Learning (3)
- MALT 611 Foundations of Literacies (3)
- MALT 602 Single Subject Methods I: Critical Pedagogy and Instructional Design (3)
- MALT 604 Single Subject Methods II: Literacies for Diverse Learners (3)
- MALT 606 Single Subject Methods III: Content Area Teaching (3)
- MALT 608 Single Subject Methods IV: Content Area Literacy and Assessment (3)

- MALT 610A Foundations of Inquiry: Research, Assessment, and Evaluation in Schools (3)
- MALT 610B Foundations of Inquiry: From Inquiry to Action (3)
- MALT 652 Teaching Seminar (2)

AND

Student Teaching:

- MALT 653A Student Teaching I (5)
- MALT 653B Student Teaching II (5)

OR

Internship:

- MALT 654 Internship (13)\*

\*Speak to an advisor regarding internship option requirements.

### **MASTER OF ARTS IN EDUCATION LEARNING AND TEACHING EDUCATION SPECIALIST**

The Education Specialist program prepares individuals to teach students with mild to moderate disabilities and students with autism spectrum disorders in K–12 settings and in classes organized primarily for adults through age 22. Candidates take coursework and engage in field experiences concurrently from the very beginning of the program. The course content prepares candidates to know and understand various types of disabilities and their causes; design, adapt and differentiate instruction for students with a wide range of abilities and disabilities; design and implement positive behavior support plans for students' behavioral challenges; and administer and interpret a wide variety of assessment instruments for referral and progress monitoring of struggling students and students with mild to moderate disabilities. The combined coursework and fieldwork experiences require candidates to think critically and reflectively about the theory to practice continuum. The capstone experience in this program consists of an intensive student teaching experience in a special education classroom or setting, plus the presentation of a summative portfolio of assignments and case studies to address the Teacher Performance Expectations (TPE) required by the California Commission on Teacher Credentialing (CCTC). Completion of these requirements, along with successful completion of all coursework with a GPA of 3.0 or higher, is required for recommendation for the credential.

Prior to the student teaching seminar (EDSP 652A and EDSP 652B)

students must complete the following:

- Multiple subject-matter competency

Prior to completion of the credential program, students must complete the following:

- Education Specialist candidates must complete a Health Education Competency workshop or equivalency and Augmentative and Assistive Communication (AAC) Competency workshop or equivalent.
- Multiple Subject–CPR requirement, (infant, child and adult) U.S. Constitution requirement, IDTP plan and TPE portfolio submitted.
- Single Subject–CPR requirement, U.S. Constitution requirement, IDTP plan and TPE portfolio submitted to Program Coordinator.

#### REQUIRED COURSES FOR EDUCATION SPECIALIST

- MALT 601 Foundation of Learning (3)\*
- EDSP 610 Foundations of (Dis)ability and Special Education (3)
- MALT 603 Multiple Subject Methods I: STEM Methods (3)\*\*
- EDSP 616 Inclusion, (Dis)ability, and the Classroom Community (3)
- MALT 605 Multiple Subject Methods II: English Language Arts (3)\*\*
- EDSP 625 Diagnostic Reading and Specialized Interventions (3)
- MALT 610A Foundations of Inquiry: Research, Assessment, and Evaluation in Schools (3)
- MALT 610B Foundations of Inquiry: From Inquiry to Action (3)
- EDSP 652A Education Specialist Teaching Seminar (1)
- EDSP 652B Education Specialist Teaching Seminar (1)

AND

Student Teaching:

- EDSP 655A Education Specialist Student Teaching (5)
- EDSP 655B Education Specialist Student Teaching (5)

OR

Internship:

- EDSP 653 Education Specialist Internship (13)\*

\*Speak to an advisor regarding internship option requirements.

\*MALT 601 may be waived for students holding a multiple or single subject credential.

\*\*MALT 603 and MALT 605 may be waived for students holding a multiple subject credential.

**ONLINE MASTER OF ARTS IN EDUCATION IN LEARNING AND**

## **TEACHING EDUCATION SPECIALIST**

The online Master of Arts in Education in Learning and Teaching Education Specialist program is delivered in two stages: the first is composed of six (6) 7-week foundations and methods courses. Upon successful completion of the first stage of the program, candidates advance to the second stage of Master's research, student teaching coursework, and classroom instruction. Students may start the first stage of the program at several times during the year. Please contact Graduate and Professional Enrollment for details.

### **REQUIRED COURSES (TO BE TAKEN IN SEQUENCE):**

- MALT 601 Foundation of Learning (3)\*
- EDSP 610 Foundations of (Dis)ability and Special Education (3)
- MALT 603 Multiple Subject Methods I: STEM Methods (3)\*\*
- MALT 605 Multiple Subject Methods II: English Language Arts (3)\*\*
- EDSP 616 Inclusion, (Dis)ability, and the Classroom Community (3)
- EDSP 625 Diagnostic Reading and Specialized Interventions (3)

\*MALT 601 may be waived for students holding a multiple or single subject credential or those taking a workshop offered to Education Specialist candidates.

\*\*MALT 603 and MALT 605 may be waived for students holding a multiple subject credential.

AND

### **MASTER RESEARCH AND STUDENT TEACHING:**

- MALT 610A Foundations of Inquiry: Research, Assessment, and Evaluation in Schools (3)
- MALT 610B Foundations of Inquiry: From Inquiry to Action (3)
- EDSP 652A Education Specialist Teaching Seminar (1)
- EDSP 652B Education Specialist Teaching Seminar (1)

AND

### **Student Teaching:**

- EDSP 655A Education Specialist Student Teaching (5)
- EDSP 655B Education Specialist Student Teaching (5)

OR

### **Internship:**

- EDSP 653 Education Specialist Internship (13)\*

\*Speak to an advisor regarding internship option requirements.

## **CULMINATING EXPERIENCES AND GRADUATING REQUIREMENTS**

When candidates demonstrate the required program competencies, including all coursework with a 3.0 or higher cumulative grade point average, they may begin their student teaching courses. During this portion of the program sequence, the two instructional cycles of the CalTPA are completed and evaluated. No candidate can be recommended for a teaching credential until both CalTPAs have been successfully completed. The MALT 610A and MALT 610B requirement may be completed prior to student teaching or after student teaching has been successfully completed.

## **MASTER OF ARTS IN EDUCATION CURRICULUM AND INSTRUCTION LANGUAGE AND CULTURE**

The Curriculum and Instruction program is designed for classroom teachers and education professionals who want to enhance their teaching effectiveness in connection with English Language Learners and students of diverse identities. In addition to the core and required courses, students choose five elective courses with the advice of their program advisor to complete the 36 required credits.

Learning outcomes for this program may be found at: [www.redlands.edu/MA-EDCI/learning-outcomes](http://www.redlands.edu/MA-EDCI/learning-outcomes).

### **Core Courses:**

- EDUC 602 Leadership for Diverse Populations (3)
- EDUC 644 Introduction to Educational Research (3)
- EDUC 637 Master's Seminar (3)

### **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 or Transfer Courses:**

- Fifteen additional elective credits to be selected in consultation with the advisor.

Students who have completed their teaching credential at the University of Redlands as post-baccalaureate students within the past six years may use four of these courses, not including student teaching, as their electives. Other students may transfer six qualified credits from an accredited program outside the University of Redlands.

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## **DEPARTMENT OF COUNSELING AND HUMAN SERVICES**

### THE PROGRAMS

- Pupil Personnel Service Credential, School Counseling, K-12 (credential only)
  
- Master of Arts in Education: School Counseling
  - K-12 Counseling Emphasis with PPS Credential
  - College Counseling Emphasis
  - K-12 Counseling with PPS & College Counseling Emphases
  
- Master of Arts in Clinical Mental Health Counseling
  - with optional PPS credential

### PUPIL PERSONNEL SERVICES CREDENTIAL (PPS): SCHOOL COUNSELING

The Pupil Personnel Services Credentials in school counseling meets current state mandates and is accredited through the Western Association of Schools and College (WASC).

#### Required Courses

- EDUC 675 Curriculum and Program Development (3)
- EDUC 685 Foundations of School Counseling (3)
- EDUC 677 Supervised Fieldwork in Counseling (2) (to be taken at least two times, and then as long as the student remains placed at a field site)

Students adding the PPS Credential to their CMHC program will need



to complete 400 additional hours of fieldwork in two different (K-12) settings.

## **MASTER OF ARTS DEGREES**

### **MASTER OF ARTS IN EDUCATION SCHOOL COUNSELING**

The Master of Arts in Education School Counseling program consists of 48 credits and 600 documented fieldwork hours and involves training in counseling, consultation, and helping relationships. The program provides general counseling preparation for public and private school service. 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 only the PPS Credential usually have a credit requirement which ranges from 15 to 27, 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 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, evidence of meeting the Basic Skills requirement 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.

Please refer to program handbook for additional information and requirements.

Learning outcomes for these programs can be found at [www.redlands.edu/MA-EDSC/learning-outcomes](http://www.redlands.edu/MA-EDSC/learning-outcomes).

### **MASTER OF ARTS IN EDUCATION SCHOOL COUNSELING WITH PUPIL PERSONNEL SERVICES CREDENTIAL**

To obtain the master's degree along with the Pupil Personnel Services

(PPS) Credential, candidates must take the two research sequence graduate courses and all courses listed for the PPS Credential.

Research sequence:

- EDUC 637 Master's Seminar (3)
- EDUC 644 Introduction to Educational Research (3)

#### PUPIL PERSONNEL SERVICES CREDENTIAL (PPS)

Applicants who already have earned a master's degree at a regionally-accredited college or university in a counseling-related field and who wish to receive a PPS Credential must complete the following CCTC approved courses. In those cases in which the degree was earned within the past five years, the student may request that their transcript be reviewed for:

1. Courses that are substantively equivalent to University of Redlands counseling courses required for the PPS credential and that have been completed within the past six years.
2. Waiver of those courses that meet the above criteria, up to a maximum total of 24 credits/hours of credit.

Regardless of the number of courses waived, a student will need to complete a minimum of 15 credits of the required coursework at the University of Redlands in order to earn the PPS credential.

Students adding the PPS Credential will need to meet with an advisor and complete 400 additional hours of fieldwork in two different (K-12) settings. Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE).

Required Courses:

- EDUC 601 The Counseling Process (3)
- EDUC 653 Theories of Counseling and Psychotherapy (3)
- EDUC 654 Counseling for Career Choice and Development (3)
- EDUC 655 Counseling Systems (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 680 Human Development Across the Lifespan (3)
- EDUC 685 Foundations of School Counseling (3)
- CMHC 610 Sociocultural Counseling and Intervention (3)
- CMHC 615 Group Psychotherapy and Counseling (3)
- CMHC 613 Counseling Law and Ethics (3)
- CMHC 620 Counseling and Educational Assessment (3)
- CMHC 692 Crisis Intervention Counseling (3)

-- EDUC 677 Supervised Fieldwork in Counseling (2) (to be taken at least three times, and then as long as the student remains placed in a field site)

**SCHOOL COUNSELING EMPHASIS FIELDWORK REQUIREMENT:**

Students in the School Counseling program must complete 400 of their required 600 hours in two different K-12 levels (which is the state requirement for the PPS Credential). Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE).

**COLLEGE EMPHASIS**

The College Counseling emphasis allows students to prepare for work in a college or university context rather than in K-12 settings. Students pursuing this emphasis will complete the courses listed above for the School Counseling with Pupil Personnel Services Credential with the following exceptions: they will not take EDUC 675 or EDUC 680 and instead will take the following two classes:

-- EDUC 624 Introduction to College Student Development Theory (3), plus

-- One of the following courses: EDUC 605 Community College Today (3), or EDUC 607 Higher Education in the United States: Contexts and Populations (3).

**COLLEGE COUNSELING EMPHASIS FIELDWORK REQUIREMENT:**

Students who choose to take the College Counseling emphasis will conduct 400 hours of fieldwork hours; 200 in a college setting(s); 200 in a high school or high school-to-college setting transition setting(s). Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE).

**COMBINATION K-12 AND COLLEGE EMPHASIS**

The combination K-12 and College Counseling emphasis allows students to focus on both the K-12 and college or university arena. Students in this emphasis will complete the courses listed for the School Counseling with Pupil Personnel Services Credential as well as:

-- EDUC 624 Introduction to College Student Development Theory (3)

-- An additional three credits from:

EDUC 607 Higher Education in the United States: Contexts and Populations (3)

EDUC 605 Community College Today (3)

**COMBINATION K-12 AND COLLEGE FIELDWORK REQUIREMENT:**

Students who choose both the K-12 and the College Counseling emphasis must participate in 600 hours of fieldwork; 400 hours must

be completed in two different K–12 levels (which is the requirement for the PPS credential) and 200 hours in a college or high school-to-college transition setting. Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE).

### **MASTER OF ARTS CLINICAL MENTAL HEALTH COUNSELING**

The Master of Arts in Clinical Mental Health Counseling (CMHC) consists of 60 credits along with clinical practicum hours and offers an environment of academic excellence designed to provide a transformational learning experience while preparing and empowering graduate students seeking entrance into the field of clinical mental health counseling. By having access to cutting-edge educational experiences, skilled clinical supervision, and a rigorous academic program of study, students are afforded the opportunity to acquire a comprehensive body of knowledge, professional skills, ethical foundations, and cultural competencies. With an embedded emphasis on issues of social justice and advocacy counseling, this carefully structured training program prepares students for success, responsible citizenship, and lifelong learning in the field of Clinical Mental Health Counseling (CMHC).

The 60-credit CMHC Master's degree coursework prepares students to be license eligible in California and most other states as a Licensed Professional Clinical Counselor (LPCC). Students must pass a comprehensive written exam in order to graduate from this program. Please refer to program handbook for additional information and requirements.

Learning outcomes for this program may be found at: [www.redlands.edu/MA-CMHC/learning-outcomes](http://www.redlands.edu/MA-CMHC/learning-outcomes).

### **CLINICAL TRAINING**

Clinical Training Students admitted into the CMHC program, upon completing their first year of coursework, are required to perform practicum hours in a clinical setting across three semesters for a total of at least 450 hours (280 hours must be face-to-face counseling). In addition, as part of the CMHC clinical training experience and in keeping with the program's social justice and advocacy focus, all students are required to participate at the student-run Health Clinic approximately 10 to 12 hours per month. Practicum hours must be completed concurrently with the sequence of academic practicum courses. Students who are unable, for any reason, to complete the required practicum hours during the CMHC 699A, CMHC 699B, CMHC

699C courses will need to enroll in additional practicum courses until their required hours are complete. Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE).

Required courses:

- EDUC 601 The Counseling Process (3)
- CMHC 610 Sociocultural Counseling and Intervention (3)
- CMHC 613 Counseling Law and Ethics (3)
- EDUC 680 Human Development Across the Lifespan (3)
- EDUC 653 Theories of Counseling and Psychotherapy (3)
- EDUC 655 Counseling Systems (3)
- CMHC 692 Crisis Intervention Counseling (3)
- CMHC 695 Introduction to Substance Abuse Counseling (3)
- CMHC 693 Advanced Counseling: Psychopathology and Diagnostic Procedures (3)
- CMHC 615 Group Psychotherapy and Counseling (3)
- CMHC 620 Counseling and Educational Assessment (3)
- CMHC 616 Introduction to Social Justice and Advocacy (3)
- CMHC 694 Psychopharmacology (3)
- CMHC 699A Practicum I: Clinical Mental Health Counseling (2)
- EDUC 654 Counseling for Career Choice and Development (3)
- CMHC 699B Practicum II: Clinical Mental Health Counseling (2)
- CMHC 640 Research and Evaluation (3)
- CMHC 621 Counseling in a Global Context (3)
- CMHC 699C Practicum III: Clinical Mental Health Counseling (2)

Elective Courses

- CMHC 630 Theory and Practice in Family Counseling (3)
- CMHC 631 Couples and Relationship Counseling Theories and Techniques (3)

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## **DEPARTMENT OF LEADERSHIP AND HIGHER EDUCATION**

### **THE PROGRAMS**

- Clear Administrative Services Credential
- Master of Arts in Education: Education Administration (with Preliminary Services Credential)
- Master of Arts in Education: Higher Education
  - Student Affairs Track
- Doctorate in Educational Justice Ed.D.

### **MASTER OF ARTS IN EDUCATION EDUCATIONAL ADMINISTRATION**

The Educational Administration program consists of 36 credits and is designed to prepare scholar-practitioners–visionary leaders committed to positively impacting all students in their charge. The program includes an embedded Preliminary Administrative Services Credential (PASC). The combined coursework and fieldwork experiences require candidates to think critically and reflectively about the theory to practice continuum. To this end, the program will introduce complex theories of education, leadership, social justice, and organizational change and challenge students to apply these theories in real-world contexts. Learning objectives for this program may be found at <https://www.redlands.edu/MA-EDAD/learning-outcomes>.

Required courses for the Master’s of Arts in Education Administration

Fall 1

-EDUC 671 Ethical and Reflective Leadership (3)

-EDUC 674 Education Law and Policy (3)

#### Spring 1

-EDUC 670 Program Evaluation and Assessment (3)

-EDUC 641 Leadership for Change (3)

-EDUC 634A Leadership Lab A (1) or EDUC 679A: Education Administration Internship A (1)

-EDUC 635A CalAPA Cycle 1 (0)

#### Summer 1

-EDUC 673 Resource Management (3)

-EDUC 644 Introduction to Educational Research (3)

#### Fall 2

-EDUC 675 Curriculum and Program Development (3)

-EDUC 602 Leadership for Diverse Populations (3)

-EDUC 634B Leadership Lab B (1) or EDUC 679B: Education Administration Internship B (1)

-EDUC 635B CalAPA Cycle 2 (0)

#### Spring 2

-EDUC 676 School Personnel Management (3)

-EDUC 643 Coaching and Teacher Development (3)

-EDUC 634C Leadership Lab C (1) or EDUC 679C: Education Administration Internship C (1)

-EDUC 635C CalAPA Cycle 3 (0)

#### Summer 2

-EDUC 636 Master's Program Seminar (Education Administration) (3)

-EDUC 632 Education Administration Exit Examination (0)

#### INTERNSHIP

Students who have been recommended for an administrative appointment in a district prior to the completion of the program may be eligible for an administrative internship with the permission of the Program Coordinator or their designee in lieu of one or more Leadership Lab credits. In such circumstances, students would register for the relevant section(s) of EDUC 679: Education Administration Internship in place of EDUC 634: Leadership Lab.

#### PROGRAM COMPLETION REQUIREMENTS:

The Educational Administration master's program coursework is designed to meet all of the California Administrator Performance and

Content Expectations (CAPE and CACE) and meets the requirements for the Preliminary Services Credential (PASC). To complete the program and be eligible for recommendation for credential, all students must successfully complete all courses listed above with a cumulative GPA of 3.0 or higher. Students must also successfully complete an electronic portfolio assignment, comprehensive exit exam, exit interview, and pass all three cycles of the California Administrator Performance Assessment (CalAPA). Students are responsible for CalAPA registration costs.

For additional information on the CalAPA requirements, go to <https://www.redlands.edu/study/schools-and-centers/school-of-education/academics/graduate-department-of-leadership-and-highereducation/master-of-arts-in-educational-administration/california-administrator-performance-assessment-calapa/>.

Please see our Pathway to Credentialing webpage for additional information on all program requirements: <http://www.redlands.edu/study/schools-and-centers/school-of-education/advising-fieldwork-credentialing/credentialing/>

#### CLEAR ADMINISTRATIVE SERVICES CREDENTIAL

This credential program is designed to advance school leaders' understanding of California's pluralistic society and the intersections among racial and cultural diversity, gender, sexual orientation, disability and other educational justice issues that arise in today's society. This program will prepare reflective leaders that understand educational equity through systematic innovation.

Required Courses, 10 credits (taken in sequence):

- EDUC 770 Clear Administrative Services Credential Induction (1)
- EDUC 771 Clear Administrative Services Credential Personal Learning Plan (1)
- EDUC 772 Clear Administrative Services Credential– CPSEL #1 (1)
- EDUC 773 Clear Administrative Services Credential– CPSEL #2 (1)
- EDUC 774 Clear Administrative Services Credential– CPSEL #3 (1)
- EDUC 775 Clear Administrative Services Credential– CPSEL #4 (1)
- EDUC 776 Clear Administrative Services Credential– CPSEL #5 (1)
- EDUC 777 Clear Administrative Services Credential– CPSEL #6 (1)
- EDUC 778 Clear Administrative Services Credential– Individual Learning Plan Completion (1)
- EDUC 779 Clear Administrative Services Credential– Individual Induction Plan Completion (1)



## **MASTER OF ARTS IN EDUCATION, HIGHER EDUCATION**

The Higher Education master's degree program is designed for people pursuing careers in colleges and universities. The program offers two tracks, higher education and higher education with a concentration in student affairs. The higher education track focuses on organization, leadership, and assessment. The student affairs track examines campus cultures, support services, and student development theories. Both tracks prepare students to work in postsecondary institutions through exposure to the social, cultural, and organizational contexts of higher education. Students also develop the skills to practice informed decision making from a social justice perspective in their roles as higher education or student affairs professionals.

Learning outcomes for the Master of Arts in Higher Education may be found at [www.redlands.edu/MA-EDHE/learning-outcomes](http://www.redlands.edu/MA-EDHE/learning-outcomes).

### Core Courses:

- EDUC 644 Introduction to Educational Research (3)
- EDUC 637 Master's Seminar (3)

### Required Courses:

- EDUC 607 Higher Education in the United States: Contexts and Populations (3)
- EDUC 612 Popular Culture: Media and Higher Education (3)
- EDUC 669 Diversity in Higher Education (3)

### Fieldwork Requirement:

- EDUC 666 Fieldwork Practicum in Higher Education (3)

### HESA Foundation Track Courses:

Please note – all students take 9 credits in this section but the specific courses are differentiated by track below, as indicated by the “OR”

### Higher Education Track (leads to MA in Education: Higher Education)

- EDUC 608 Evaluation and Assessment: Enhancing Program Effectiveness and Student Learning (3)
- EDUC 609 Higher Education Law (3)
- EDUC 614 Organization Theory and Leadership in Higher Education (3)

OR

Student Affairs Track (leads to an MA in Education: Higher Education Student Affairs)

- EDUC 611 Introduction to College Student Affairs (3)
- EDUC 633 Working with College Students (3)
- EDUC 624 Introduction to College Student Development Theory (3)

#### Elective Courses

Students must take an additional 9 credits of coursework based on consultation with their academic advisor from additional foundational courses and/or a selection of the following:

- EDUC 601 The Counseling Process (3)
- EDUC 606 Topics in Higher Education (0–3)
- EDUC 654 Counseling for Career Choice and Development (3)

### DOCTORATE DEGREE

#### 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 prepares educational leaders to recognize the varied levels of social and educational inequity and to serve as advocates for the disenfranchised and under-served that results in their personal and political empowerment. Candidates are consistently encouraged to analyze, debate, and develop productive strategies in response to the principles, challenges, and opportunities of equity and educational justice.

Learning outcomes for the Doctorate in Leadership for Educational Justice (Ed.D.) are found online at [www.redlands.edu/EDD-LDREJ/learning-outcomes](http://www.redlands.edu/EDD-LDREJ/learning-outcomes).

#### Program Requirements

The entire program comprises 60-semester credits of advanced graduate work taken over three years. The core requirements include 48 credits of coursework. In addition, candidates will complete 12 credits of discipline-specific electives for the Ed.D. program. Students can satisfy their electives with master's or higher-level coursework in their area of study completed at an accredited institution and with advisor approval. Students can satisfy up to 6 credits as electives with master's or higher-level coursework in their area of study from advanced graduate work at the University of Redlands or transferred from another accredited

institution. Coursework must have been completed within 6 years before the time of matriculation in the program. Please refer to the Ed.D. Handbook for additional information and requirements.

The program begins with an optional 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.

Students have the option of completing the program in four years as opposed to three. A recommended pathway can be found online.

If students need additional time after the third or fourth year to complete their dissertation, they must enroll in the Dissertation Extension course and pay the equivalent of one credit tuition to remain a student.

#### REQUIRED PROGRAM COURSES:

##### Year One (21 credits)

- EDUC 830 Foundations of Social Justice Leadership (3)
- EDUC 840 Educational Inquiry (3)
- EDUC 850A Research to Practice Seminar IA (1)
- EDUC 833 Education Finance and Budget (3)
- EDUC 841 Quantitative Research Methods I (3)
- EDUC 850B Research to Practice Seminar IB (1)
- EDUC 832 Educational Policy: A Multiple Perspectives Approach (3)
- EDUC 842 Qualitative Research Methods (3)
- EDUC 850C Research to Practice Seminar IC (1)

##### Year Two (18 credits)

- EDUC 831 Legal and Ethical Issues in Educational Leadership (3)
- EDUC 851A Research to Practice Seminar IIA (1)
- EDUC 843 Evidence and Educational Practice (3)
- EDUC 860A Dissertation Development and Proposal Writing (1)
- EDUC 851B Research to Practice Seminar IIB (1)
- EDUC 844 Social Justice Leadership for Changing Organizational Systems (3)
- EDUC 860B Dissertation Development and Proposal Writing (1)
- EDUC 835 Critical Theory and Educational Leadership (3)
- EDUC 851C Research to Practice Seminar IIC (1)
- EDUC 860C Dissertation Development and Proposal Writing (1)

Year Three (9 credits)

-- EDUC 861 Dissertation Writing (1–9) must be taken three times for a total of 9 credits. 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 each term for 0 academic credits until finished.

Note: A fee equivalent to one credit of tuition is assessed each term in order to remain an active student.

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## **SCHOOL OF EDUCATION COURSE DESCRIPTIONS**

The courses listed here are credential, graduate-level, and doctoral courses for those holding a baccalaureate degree. Undergraduate education courses are listed in the Education chapter, “Course Descriptions (EDUG)” section of this Catalog.

### **CLINICAL MENTAL HEALTH COUNSELING (CMHC)**

**610 Sociocultural Counseling and Intervention. (3).**

Exploration of similarities and differences that occur within and across cultures, and the conceptual intersection of cultural and social identities. Students explore their own cultural and personal attitudes, beliefs, and biases, which may influence cross-cultural interactions that impact the counseling relationship while developing their own theoretical approach as professional counselors.

**613 Counseling Law and Ethics. (3).**

This course is an in-depth exploration and examination of legal, ethical, and professional issues facing today’s counseling profession. Students will review the legal and ethical issues they will encounter in practice and identify their role and responsibility in addressing and managing these issues.

**615 Group Psychotherapy and Counseling. (3).**

This course allows students to practice the application of psychotherapeutic and counseling techniques and interventions in a group setting. Using a developmental perspective to contextualize treatment approaches, students will be prepared to lead and facilitate

a variety of different types of groups with diverse populations within various settings.

Prerequisites: EDUC 601 (with at least a grade of 3.0).

**616 Introduction to Social Justice and Advocacy. (3).**

This course will develop students' excellence in advocacy and social justice knowledge, skills, awareness, and action. Students will be provided opportunities to gain a heightened sense of critical consciousness, and foster a social justice orientation that can be used to inform their roles as counselors, educators, community leaders, and advocates.

**617 Dispute Resolution and Conflict Management. (3).**

This course prepares community leaders and advocates in both the theoretical aspects of conflict management and practical applications of dispute resolutions, including alternative dispute resolution (ADR). Human conflict and its resolution will be evaluated systemically throughout the course, considering its impact on both micro and macro societal systems.

**620 Counseling and Educational Assessment. (3).**

Students develop skills in the selection, administration, and interpretation of standardized tests and other tools used to assess various cognitive, behavioral, and affective modalities.

Prerequisites: EDUC 603 or CMHC 640.

**621 Counseling in a Global Context. (3)**

This course examines counseling and other mental health treatments across the globe, focusing particularly on the roles played by both culture and national policies. Through a field component of the course, students will gain direct experience with counseling practices of at least one culture.

Prerequisite: CMHC 610 or permission of instructor.

**630 Theory and Practice in Family Counseling. (3).**

This course is designed for students to advance their theoretical integration and skills in family therapy. The purpose of this advanced practice seminar is to assist students in applying clinical family theories and techniques. Emphasis will be placed on students' critical assessment of different applications of selected theories and techniques.

Prerequisites: EDUC 653, and EDUC 655.

**631 Couples and Relationship Counseling Theory and Techniques. (3).**

This course will explore theories and associated techniques of couples

and marriage counseling. It will do so in the context of specific developmental issues and social and political factors affecting couples. A range of therapeutic modalities will be surveyed.

Prerequisites: EDUC 653, EDUC 655, and EDUC 601. (EDUC 601 must be completed with a minimum grade of at least 3.0 or higher.)

640 Research and Evaluation. (3).

This course provides a basic review of descriptive and inferential statistics and how these techniques are used with research methods appropriate for counseling. Students will become proficient in computer analysis of data sets, designing and evaluating research techniques, and having the skills to understand primary research in counseling literature.

692 Crisis Intervention Counseling. (3).

This course focuses on expanding the development of counseling skills, with particular emphasis on the knowledge, skills, and awareness needed to work effectively with clients who are in crisis. This course will also place a high priority on each student's ability to develop a greater sense of self-awareness and introspection.

Prerequisite: EDUC 601 with a minimum grade of at least 3.0 or higher.

693 Advanced Counseling: Psychopathology and Diagnostic Procedures. (3).

An opportunity for advanced students to make an intensive study/analysis of selected counseling cases to enhance assessment competencies in case description, problem appraisal, assessment, diagnostic classification, intervention strategies, as well as case consultation and presentation skills.

Prerequisites: EDUC 601 and EDUC 653.

694 Psychopharmacology. (3).

This course is designed to acquaint counseling students with the fundamentals of psychotropic drugs. Basics of pharmacology, adverse effects, indications, and drug interactions will be discussed. The overall aim of the course is to provide information, allowing mental health providers to be informed members of the mental health care team.

695 Introduction to Substance Abuse Counseling. (3).

This course provides counselors and human service workers with an overview of the addictive process and acquaints students with concepts of chemical dependence and co-occurring disorders that impact the individual, family system, and the community. Course content will

include theories and etiology of substance addiction, including prevention, intervention, and treatment.

**699A Practicum I: Clinical Mental Health Counseling. (2).**

Students develop counseling competence as they work under supervision to provide direct service to clients in an approved field setting. Particular emphasis will be given to developing students' skills in assessment and case conceptualization, delivering counseling interventions, professional comportment, and ethical decision making. Prerequisites: Instructor consent, and EDUC 601 (with a grade of at least 3.0), and EDUC 651, and EDUC 653, and EDUC 655, and EDUC 680, and CMHC 610, and CMCH 613.

**699B Practicum II Clinical Mental Health Counseling. (2).**

Students develop counseling competence as they work under supervision to provide direct service to clients in an approved field setting. Particular emphasis will be given to developing students' skills in assessment and case conceptualization, delivering counseling interventions, professional comportment and ethical decision making. Prerequisite: Instructor consent and CMHC 699A.

**699C Practicum III: Clinical Mental Health Counseling. (2).**

Students develop counseling competence as they work under supervision to provide direct service to clients in an approved field setting. Particular emphasis will be given to developing students' skills in assessment and case conceptualization, delivering counseling interventions, professional comportment and ethical decision making. Prerequisites: Instructor consent and CMHC 699B.

**699D Practicum Continued: Clinical Mental Health Counseling. (2).**

Students who have not completed required practicum hours, under clinical supervision, in 699, A, B, and C are required to enroll in this course until the practicum requirement is met. Students are to work closely with faculty to assure placement, hour, and supervision requirements are carefully arranged to make necessary progress. Prerequisites: CMHC 699A, CMHC 699B, and CMHC 699C.

**EDUCATION (EDUC)**

**501 Foundations in Learning. (3).**

Introduction to the field of education—its history, philosophy, sociocultural context, diversity, pedagogy, educational psychology, legal issues, and educational reform. Integrates traditional educational thinking with culturally relevant perspectives and current research



practices. Equivalent to EDUG 401/401N.

Prerequisite: permission to enroll in Teacher Credential courses from the School of Education.

502 Single Subject Methods I: Critical Pedagogy and Instructional Design. (3).

Engages candidates in the creation of culturally responsive curricula with an understanding that diversity differences affect learning. Teacher candidates investigate effective and meaningful instruction and assessments based on subject matter knowledge, content standards, and use of technology through the theoretical lens of social justice and critical theory. Equivalent to EDUG 402/402N.

Prerequisites: EDUC 501.

503 Multiple Subject Methods I: STEM Methods. (3).

Focuses on pedagogical content knowledge and instructional methods in Science, Technology, Engineering, and Mathematics (STEM), and related content. Models project and problem-based learning incorporating digital resources with an emphasis on promoting research-based strategies. Equivalent to EDUG 403/403N.

Prerequisites: EDUC 501.

504 Single Subject Methods II: Literacies for Diverse Learners. (3).

This course examines factors related to classroom-based work with at-risk learners, including ELL's, special needs students and others whose profiles require care. Topics include language development, assessment, curriculum development, leadership, and research based on the needs of such learners. A critical theory lens is adopted in viewing relevant critical issues. Equivalent to EDUG 404/404N.

Prerequisites: EDUC 501.

505 Multiple Subject Methods II: English Language Arts. (3).

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society. Equivalent to EDUG 405/405N.

Prerequisites: EDUC 501 and EDUC 503.

506 Single Subject Methods III: Content Area Teaching. (3).

Development of methodology and strategies related to advanced curriculum and instructional methods, assessment and diagnostic strategies pertaining to the content areas in secondary schools. Focus

includes inclusive teaching, content area literacy and assessment methodology through the theoretical orientation of critical theory. Field experience required. Equivalent to EDUG 406/406N.

Prerequisites: EDUC 501.

**507 Multiple Subject Methods III: Multicultural Social Studies. (3).**

Evidence-based strategies for planning, implementing, and assessing K-8 history-social science curriculum. Emphasis on developing analytic thinking skills while providing insights into historical periods and cultures. Focuses on critical educational perspectives, comprehension, and creation of complex relevant texts, and integration of diverse media and technology in classrooms. Equivalent to EDUG 407/407N.

Prerequisites: EDUC 501, EDUC 503, and EDUC 505.

**508 Single Subject Methods IV: Content Area Literacy and Assessment. (3).**

Explores principles, and practices related to curriculum design, assessment and methods applicable to candidates' content areas. Candidates apply curricular and assessment design principles, investigate specific content-area literacy strategies, and apply micro-teaching approaches. Formative and summative assessments explored relative to subject area. A critical theory lens embraces course content. Equivalent to EDUG 408/408N.

Prerequisites: EDUC 501.

**509 Multiple Subject Methods IV: Literacy and Assessment. (3).**

K-8 curriculum development, assessment strategies and literacy instruction. Emphasis on the study and design of research-based assessment and instruction to support the needs of all learners.

Prerequisites: EDUC 501, EDUC 503, EDUC 505, and EDUC 507.

**511 Foundations of Literacies. (3).**

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

**520 Culture and Globalization on Contemporary Educational Issues. (2).**

Explore, examine, and understand current issues related to culture and globalization utilizing socially-situated theoretical perspectives in framing approaches to curriculum, instruction, and assessment. Study major developments and implications associated with

internationalization and culture that are shaping education.

Prerequisite: Instructor approval.

521 Culture and Globalization on Contemporary Educational Issues. (1). Exposure to international themes in the study of culture, globalization, and education. The course will culminate in a reflective, personal journal-type conceptual paper or in a comprehensive research paper that covers international themes related to culture, globalization, and educational justice.

Prerequisite: Instructor approval.

552 Teaching Seminar. (2).

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 a position in a school district. Equivalent to EDUG 452.

Prerequisites for Single Subject: EDUC 501, EDUC 502, EDUC 504, EDUC 506, EDUC 508, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: EDUC 501, EDUC 503, EDUC 505, EDUC 507, EDUC 509, TPA I and TPA II passed, and all CSETs passed.

Co-requisite: EDUC 553A and EDUC 553B (or EDUC 554).

Numeric grading only.

553A Student Teaching I. (5).

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for seven weeks, constituting a fulltime job. Student teaching placements are arranged prior to student teaching by the Director of Field Experiences. Equivalent to EDUG 453A.

Prerequisites for Single Subject: EDUC 501, EDUC 502, EDUC 504, EDUC 506, EDUC 508, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: EDUC 501, EDUC 503, EDUC 505, EDUC 507, EDUC 509, TPA I and TPA II passed, and all CSETs passed.

Co-requisite: EDUC 552.

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.

Prerequisites for Single Subject: EDUC 501, EDUC 502, EDUC 504,

EDUC 506, EDUC 508, EDUC 553A, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: EDUC 501, EDUC 503, EDUC 505, EDUC 507, EDUC 509, EDUC 553A, TPA I and TPA II passed, and all CSETs passed.

Co-requisite: 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 or an approved waiver program. Separate internship application required.

Prerequisites for Single Subject: EDUC 501, EDUC 502, EDUC 504, EDUC 506, EDUC 508, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: EDUC 501, EDUC 503, EDUC 505, EDUC 507, EDUC 509, TPA I and TPA II passed, and all CSETs passed.

Co-requisite: EDUC 552.

#### 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 and 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 equivalent.

#### 590X Education Topics. (1–4).

A workshop course for educators to continue their professional growth. Topics will vary for each offering. Students will submit a paper describing how they have implemented the skills developed through the workshop.

#### 600 Independent Study. (1–4).

In exceptional cases, independent study project provides alternative not available through regular course offerings or because of scheduling limitations. No more than 12 independent study credits can be counted toward a degree. No additional fee for doctoral students fulfilling elective credits. May repeat for a maximum of 12 credits of independent study.

601 The Counseling Process. (3).

Students will develop a conceptual understanding of the helping process and learn basic counseling and interviewing skills. Practice in applying skills will take place through role-playing and videotape review.

602 Leadership For Diverse Populations. (3).

Examination of how leaders adapt communication, leadership style, social, emotional, and academic services to support the success of all students. Emphasis on the relationship of race, ethnicity, gender, class, and culture on student success in classrooms, schools, and educational systems.

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. (0–3).

Topics courses address questions, theories, and practice related to a special topic or area in higher education. Prerequisite: EDUC 607 or by permission of instructor.

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.

Prerequisite: EDUC 607 or by permission of instructor.

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.

**611 Introduction to College Student Affairs. (3).**

Student affairs is integral to students' experiences and success. This introductory course examines four areas as a foundation for student affairs practice: 1) the historical context of student affairs; 2) philosophy and ethics of the profession; 3) functional units and their purpose; and 4) core concepts as part of student affairs practice.

Prerequisite: EDUC 607.

**612 Popular Culture, Media and Higher Education. (3)**

This class explores the representation of higher education in popular culture and applies what is learned to higher education research and practice. Students consider the use of media as part of their professional practice.

Prerequisite: EDUC 607.

**613 Instructional Technology and Pedagogy. (3).**

Development of pedagogical and technological knowledge to support the evaluation and design of technology-enhanced learning tools and strategies. Focuses on promoting collaboration, creativity, and communication in technology-rich environments.

Numeric grade option.

**614 Organization Theory and Leadership 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 Culture and Globalization on Contemporary Educational Issues. (2)**

Explore, examine, and understand current issues related to culture and globalization, utilizing socially-situated theoretical perspectives in framing approaches to curriculum, instruction, and assessment. Study major developments and implications associated with internationalization and culture that are shaping education.

Prerequisite: Instructor approval.

**621 Counseling in a Global Context. (1)**

Exposure to international themes in the study of culture, globalization, and education. The course will culminate in a reflective, personal journal-type conceptual paper or in a comprehensive research paper that covers international themes related to culture, globalization, and educational justice.

Prerequisite: Instructor approval.

**624 Introduction to College Student Development Theory. (3).**

This course introduces students to the main theories of college student development. Students will become familiar with and develop their own understanding of holistic, psychosocial, cognitive, and social identity theories related to college student development. Students will consider what these theories mean for their work in institutions of higher education.

Prerequisite: EDUC 607 or by permission of instructor.

**626 Multicultural Counseling Aspects in Schools. (3).**

Students will engage in experiences that promote understanding of ethnic, cultural, socioeconomic, and environmental factors impacting pupil learning and achievement. Students will learn cross-cultural counseling skills to meet the needs of diverse learners, while developing awareness of their own world view and examining how this affects their work with K-12 students.

**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 a maximum of 6 credits.

**631 Law, Policy, and Finance in Higher Education. (3).**

Students in this course explore law, policy, and finance issues in higher education. The purpose is threefold; 1) to develop an understanding of these issues at the international, national, state, and institutional levels; 2) to conduct analysis of these areas; 3) to develop an integrated view of law, policy, and finance for practice.

Prerequisite: EDUC 607.

**632 Education Administration Exit Exam. (0).**

Taken during the Summer 2 semester, students will complete an assessment of knowledge and skills required of educational leaders.

Co-requisite EDUC 636.

Credit/no credit only.

May not be repeated for degree credit.

**633 Working with College Students. (3).**

This course examines the role, function, and practice of student affairs professionals' work with college students focusing on contemporary issues in student services. Topics include supervision, conflict, and crisis.

Prerequisites: EDUC 607 and EDUC 611.

**634A Leadership Lab A. (1).**

In this one-hour field experience, students are introduced to the expectations of the Educational Administration program, professional standards, state licensure requirements, and the CalAPA; practice the skills needed to successfully complete CalAPA Cycle 1: Analyzing Data to Inform School Improvement and Promote Equality.

Co-requisite EDUC 635A.

Numeric grading only.

May not be repeated for degree credit.

634B Leadership Lab B. (1).

In this one-hour field of experience, students practice the skills needed to successfully complete CalAPA Cycle 2: Facilitating Communities of Practice and reflect on their applications of theory to practice. Students will work on professional growth and identify practice-based opportunities for applied leadership.

Co-requisite EDUC 635B.

Numeric grading only.

May not be repeated for degree credit.

634C Leadership Lab C. (1).

In this one-hour field experience, students practice the skills needed to successfully complete CalAPA Cycle 3: Supporting Teacher Growth and reflect on their application of theory to practice. Students will work on short and long term professional growth and identify practice-based opportunities for applied leadership.

Co-requisite EDUC 635C.

Numeric grading only.

May not be repeated for degree credit.

635A CalAPA Cycle 1. (0).

Required of all Education Administration students seeking credential. Students must complete CalAPA Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity with a passing score before program completion. The student will not receive course credit until they receive a passing score on CalAPA cycle 1.

Co-requisite EDUC 634A or EDUC 679A.

Credit/no credit only.

May not be repeated for degree credit.

635B CalAPA Cycle 2. (0).

Required of all Educational Administration students seeking credential. Students must complete CalAPA Cycle 2: Facilitating Communities of Practice with a passing score before program completion. The student



will not receive course credit until they receive a passing score on CalAPA Cycle 2.

Co-requisite EDUC 634B or EDUC 679B.

Credit/no credit only.

May not be repeated for degree credit.

635C CalAPA Cycle 3. (0).

Required of all Education Administration students seeking credential. Students must complete CalAPA Cycle 3: Supporting Teacher Growth with a passing score before program completion. The student will not receive course credit until they receive a passing score on CalAPA Cycle 3.

Co-requisite EDUC 634C or EDUC 679C.

Credit/no credit only.

May not be repeated for degree credit.

636 Master's Program Seminar (Education Administration). (3).

Culminating experience of the program. Students will have the opportunity to identify, explore, and research an area of education administration in depth and then communicate findings to the professional community.

Co-requisite: EDUC 632 Education Administration Exit Examination. (0).

Numeric grade only.

May not be repeated for degree credit.

637 Master's Seminar. (3).

Culminating experience of the program. Students will have the opportunity to identify, explore, and research an area in depth and then communicate findings to the professional community.

Prerequisites: completion of all course requirements. Students may be concurrently enrolled in other required courses to fulfill program requirements.

641 Leadership for Change. (3).

Introduction to theories and strategies of personal and organizational change. Emphasis on personal and organizational reflective practice, the dynamics of nested educational communities, and the purpose and process of implementing change to improve student learning and school culture.

Numeric grading only.

May be repeated for degree credit.

**643 Coaching and Teacher Development. (3).**

Introduction to the foundational theories of curriculum design and implementation, adult learning, and professional development. Students will apply theory to create professional development strategies in support of teacher performance.

Numeric grade only.

May be repeated for degree credit.

**644 Introduction to Educational Research. (3).**

Introduces the major orientations informing educational research, as well as a range of qualitative and quantitative methodologies. Develops an understanding of study design, data collection, and analysis to evaluate existing studies and plan new ones that are relevant to professional practice in education.

Numeric grading only.

May not be repeated for degree credit.

**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 socio-historic contexts leading to differentiated outcomes are examined. Culturally relevant and socially exemplary programs are also 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.

**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.

**651 Group Counseling and Consultation in Schools. (3).**

This course seeks to engage students around concepts related to the development and implementation of school-based (P-12) group counseling oriented toward various issues facing students in schools today. Students will also be introduced to group theory and techniques as it relates to the P-12 environment, along with group leadership skills. Prerequisite: EDUC 601 with a minimum grade of at least 3.0 or higher.

**653 Theories of Counseling and Psychotherapy. (3).**

Introduces a variety of counseling theories used to conceptualize cases in both community and educational counseling environments, including K-12, community college, and university settings, with specific focus on utilizing individual and systemic theory-based techniques for diverse populations across the lifespan.

Prerequisite: EDUC 601 with a minimum grade of at least 3.0 or higher.

**654 Counseling for Career Choice and Development. (3).**

Students will become familiar with career development theories, sources of occupational information, the career counseling process, assessment in career counseling, and curricular approaches to fostering career development. They also will become familiar with the impact of diversity and individual differences on career development and choices. Prerequisite: EDUC 601 with a minimum grade of at least 3.0 or higher; and, for non-counseling majors, by permission.

**655 Counseling Systems. (3).**

This course introduces systems thinking for the helping professional. The systems approach distinguishes itself from the more traditional analytic approach by emphasizing the interactions and connectedness of the different components of a system. Students will learn the basics of thinking systemically.

Prerequisites: EDUC 601 (with at least a grade of 3.0) and EDUC 653 (may be taken as a co-requisite).

**657A Practicum: Fieldwork in Counseling. (3).**

Designed to provide an overview of the various fieldwork requirements in the school counseling profession and to understand the role of the 21st-century school counselor. Assist students in comparing and

contrasting responsibilities as they relate to the state and national standards for school counselors.

**657B Practicum: Fieldwork in Counseling. (1).**

Review and critique of fieldwork experience from a public or equivalent setting, which includes 12 three-hour group case conference sessions over the three semesters, and preparation for Exit Oral Interview, portfolio completion, and written comprehension exam.

Prerequisite: EDUC 657A.

Credit/no credit only.

**657C Practicum: Fieldwork in Counseling. (1).**

Review and critique of fieldwork experience from a public or equivalent setting, which includes 12 three-hour group case conference sessions over the three semesters, and preparation for Exit Oral Interview, portfolio completion, and written comprehension exam.

Prerequisite: EDUC 657B.

Credit/no credit only.

**657D Practicum: Fieldwork in Counseling. (1).**

Review and critique of fieldwork experience from a public or equivalent setting, which includes 12 three-hour group case conference sessions over the three semesters, and preparation for Exit Oral Interview, portfolio completion, and written comprehension exam.

Prerequisite: EDUC 657C.

Credit/no credit only.

**662 Educator's Workshop. (1-4).**

Designed to reflect curriculum trends and issues in education, while current and topical.

**666 Fieldwork Practicum in Higher Education. (1-3).**

Independently designed learning experience focuses on a particular area of expertise in higher education. Students will be assigned a mentor to direct fieldwork experiences.

Credit/no credit only.

**669 Diversity in Higher Education. (3).**

This course introduces students to theory, research, and practice related to diversity in American higher education. Students learn about crucial topics such as those related to discrimination and privilege, as well as developing a critical understanding of what these issues mean for institutions and their own professional practice.

Prerequisite: EDUC 607 or by permission of instructor.

670 Program Administration and Evaluation. (3).

Introduction to the foundational theories of curriculum design and implementation, adult learning, and professional development. Students will apply theory to create professional development strategies in support of teacher performance.

671 Ethical and Reflective Leadership. (3).

Introduction to leadership theory, problem framing, individual leadership assessment, and administrative styles. Emphasis on organizational management, ethical decision making, problem-solving, and reflective practice.

673 School Resource Management. (3).

Introduction to sound fiscal procedures and budgeting, including an examination of federal, state, and local educational financing. Topics include equitable resource management, setting budgetary priorities at the school site, facilities management, and school modernization.

674 Education Law & Policy. (3).

Introduction to and application of federal and state laws and legal opinions as they relate to educational policies and procedures. Topics covered include constitutional law, administrative law, district policies, and school governance and politics in relation to positive school climate and improvement.

Numeric grading only.

May not be repeated for degree credit.

675 Curriculum and Program Development. (3).

Consideration of the philosophical, historical, and contemporary elements of curriculum. Attention given to team-based planning, development, implementation, and evaluation of curricular programs. Additional topics include best practices pertaining to social and emotional learning, special needs programs, and communities of practice.

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. Topics include employee relations, motivation, and negotiations.

677 Supervised Fieldwork in Counseling (2)

This course focuses on the work in which students are engaged in

program-approved field placements in schools and other counseling settings. To develop expected counseling competencies, students will participate in supervision with site supervisors and the course instructor. They also will participate with other class members in group supervision.

Prerequisites: EDUC 601, EDUC 685, CMHC 610; concurrent enrollment in EDUC 653 and EDUC 680 or EDUC 624.

#### 678A Educational Administration Program Induction. (1).

Designed to introduce students to the expectations of the Educational Administration program and make a commitment to educational justice. Consists of a semester's work to develop a program completion plan, and set up a portfolio demonstrating the achievement of competencies based on CCTC Standards.

#### 678B Practicum: Fieldwork in Education. (2).

Taken in the final semester, 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. Degree and credential candidates develop a portfolio of evidences demonstrating the achievement of competencies based on CCTC Standards.

Prerequisite: EDUC 678A.

#### 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.

Credit/no credit only.

#### 679A Education Administration Internship A. (1).

Intern candidates will complete the CalAPA Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity, receive individual leadership coaching, and reflect on consequential, job-related leadership experiences. Intern candidates must enroll in 679A in lieu of 634A.

Co-requisite EDUC 635A.

Numeric grading only.

May not be repeated for degree credit.

#### 679B Education Administration Internship B. (1).

Intern candidates will complete the CalAPA Cycle 2: Facilitating Communities of Practice, receive individual leadership coaching, and

reflect on consequential, job-related leadership experiences. Intern candidates must enroll in 679B in lieu of 634B.

Co-requisite EDUC 635B.

Numeric grading only.

May not be repeated for degree credit.

679C Education Administration Internship C. (1).

Intern candidates will complete the CalAPA Cycle 3: Supporting Teacher Growth, receive individual leadership coaching, and reflect on consequential, job-related leadership experiences. Intern candidates must enroll in 679C in lieu of 634C.

Co-requisite EDUC 635C.

Numeric grading only.

May not be repeated for degree credit.

680 Human Development Across the Life Span. (3).

This course is designed to explore historical and contemporary perspectives in typical and atypical human growth, development, and learning styles. Utilizing a systemic perspective, the course examines physical, emotional, mental, cultural, sexual, and moral development throughout the life-span.

Prerequisite: current enrollment in the School or Clinical Mental Health Counseling Program.

685 Foundations of School Counseling. (3).

This course explores various responsibilities that are required to be an effective counselor in today's school environment. Additionally, an overview of the identity of the professional school counselor's role will be addressed to facilitate the knowledge necessary to navigate the current functions of PPS counseling at the various K–12 levels.

696 Advanced Addictions Counseling. (3).

Introduces the student to issues related to the etiology and treatment of various addictions. Counseling skills and approaches that can be utilized to match interventions for disorders of addiction to individual client needs will be addressed. Versatility and flexibility are emphasized, as well as the use of research-supported prevention and intervention strategies.

Prerequisite: EDUC 695.

700 Independent Study. (1–4).

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

limitations. May repeat for a maximum of 12 credits of independent study. Independent study is subject to an additional fee.

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.

Credit/no credit 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.

Credit/no credit 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.

Credit/no credit 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.

Credit/no credit 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.

Credit/no credit 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.

Credit/no credit only.

770 Clear Administrative Services Credential Induction. (1).

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students develop and obtain approval of an induction plan addressing organizational and cultural environments, dynamics of management, ethical and reflective leadership and development of public policy, information systems, and human/fiscal resources.

Credit/no credit only.

771 Clear Administrative Services Credential Personal Learning Plan. (1).

Required of all Clear Administrative Services Credential (CASC) Candidates. Working with a mentor, students develop a Personal Learning Plan which aligns with the induction plan and a formal leadership analysis.

Credit/no credit only.

Prerequisite: EDUC 770.

772 Clear Administrative Services Credential– CPSEL #1. (1)

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION.

Credit/no credit only.

Prerequisites: EDUC-770 and EDUC-771.

773 Clear Administrative Services Credential– CPSEL #2. (1).

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #2: INSTRUCTIONAL LEADERSHIP.

Credit/no credit only.

Prerequisites: EDUC 770, EDUC 771, and EDUC 772.

774 Clear Administrative Services Credential– CPSEL #3. (1).

Required of all Clear Administrative Services Credential (CASC)

candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #3: MANAGEMENT AND LEARNING ENVIRONMENT.

Credit/no credit only.

Prerequisites: EDUC 770, EDUC 771, EDUC 772, and EDUC 773.

775 Clear Administrative Services Credential– CPSEL #4. (1)

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #4: FAMILY AND COMMUNITY ENGAGEMENT.

Credit/no credit only.

Prerequisites: EDUC 770, EDUC 771, EDUC 772, EDUC 773, and EDUC 774.

776 Clear Administrative Services Credential– CPSEL #5. (1).

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #5: ETHICS AND INTEGRITY.

Credit/no credit only.

Prerequisites: EDUC 770, EDUC 771, EDUC 772, EDUC 773, EDUC 774, and EDUC 775.

777 Clear Administrative Services Credential– CPSEL #6. (1).

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #6: EXTERNAL CONTEXT AND POLICY.

Credit/no credit only.

Prerequisites: EDUC 770, EDUC 771, EDUC 772, EDUC 773, EDUC 774, EDUC 775 and EDUC 776.

778 Clear Administrative Services Credential– Individual Learning Plan Completion. (1).

Required of all Clear Administrative Services Credential (CASC) Candidates. Working with a mentor, students must complete the Personal Learning Plan.

Credit/no credit only.

Prerequisites: EDUC 770, EDUC 771, EDUC 772, EDUC 773, EDUC 774, EDUC 775, EDUC 776, and EDUC 777.

779 Clear Administrative Services Credential– Individual Induction Plan

Completion. (1).

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must complete the Personal Learning Plan.

Credit/no credit only.

Prerequisites: EDUC 770, EDUC 771, EDUC 772, EDUC 773, EDUC 774, EDUC 775, EDUC 776, EDUC 777, and EDUC 778.

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.

Credit/no credit only.

800 Independent Study. (1-4).

In exceptional cases, independent study project provides alternatives not available through regular course offerings or because of scheduling limitations. May repeat for a maximum of 12 credits of independent study. No additional fee for doctoral students fulfilling elective credits.

820 Culture and Globalization on Contemporary Educational Issues. (2)

Explore, examine, and understand current issues related to culture and globalization utilizing socially-situated theoretical perspectives in framing approaches to curriculum, instruction, and assessment. Study major developments and implications associated with globalization and culture that are shaping education.

821 Culture and Globalization on Contemporary Educational Issues: Academic Field Trip. (1)

Exposure to international themes in the study of culture, globalization, and education. The course will culminate in a reflective, personal journal-type conceptual paper or in a comprehensive research paper that covers international themes related to culture, globalization, and educational justice.

830 Foundations of Social Justice Leadership. (3).

Examines social justice theories and their implications for developing leadership in education. Identifies the social, cultural, political, and economic factors that influence education in a diverse society. Also examines foundational leadership approaches and styles.

Prerequisite: admission to Ed.D. program.

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.

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 for social justice educational leaders.

Prerequisite: admission to Ed.D. program.

### 833 Education Finance and Budget. (3).

Explores the relationship between money and educational justice in K-12 and higher education systems. Topics include how revenues are generated, negotiated, distributed, and budgeted to achieve equitable educational outcomes, and the social and political dynamics of resource allocations.

Prerequisite: admission to Ed.D. program.

### 835 Critical Theory and Educational Leadership. (3).

This course specifically examines critical theory, its origins, and related theories such as critical race theory, LatCrit, DisCrit, critical feminist, and Queer theory. As part of the course, students apply a critical lens to educational leadership and examine intersectionality.

Prerequisite: admission 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 contribute 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).

This course examines literature about and how to do basic qualitative

research. Students will devise and conduct a small study to learn about qualitative research in practice.

Prerequisite: admission to Ed.D. program.

843 Evidence and Educational Practice. (3).

This course focuses on the use of evidence by educational leaders to improve student and organizational outcomes.

Prerequisites: EDUC 840, EDUC 841, and EDUC 842.

844 Social Justice Leadership for Changing Organizational Systems. (3).

This course focuses on organizational change in educational institutions. Also examines how the characteristics, responsibilities, and contextual elements of social justice leadership contribute to changing educational organizations.

Prerequisite: admission to the Ed.D. program.

845A Quantitative Research Methods II A. (1).

Extends understanding of categorical data, statistical and graphical analysis for reporting educational research, and evaluation results. Includes techniques for studies of causation and association for both cross-sectional and longitudinal designs. Meets professional and doctoral development needs (e.g., compliance standards as well as research enhancement).

850A Research to Practice Seminar I A. (1).

A topical seminar that links research to practice relating to social justice and educational leadership.

Numeric grading only.

850B Research to Practice Seminar I B. (1).

A topical seminar that links research to practice relating to social justice and educational leadership.

Numeric grading only.

850C Research to Practice Seminar I C. (1).

A topical seminar that links research to practice relating to social justice and educational leadership.

Numeric grading only.

851A Research to Practice Seminar II A. (1).

Topical seminar examining additional methodological areas. Topics depend on instructor.

Numeric grading only.

851B Research to Practice Seminar II B. (1).

A topical seminar examining additional methodological areas. Topics depend on instructor.

Numeric grading only.

851C Research to Practice Seminar II C. (1).

A topical seminar examining additional methodological areas. Topics depend on instructor.

Numeric grading only.

852 Research to Practice: Innovations in Leadership and 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 a laboratory for deepening skills in the application of critical pedagogy focused on educational justice.

Credit/no credit only.

Prerequisite: admission to Ed.D. program or by permission.

860A Dissertation Development and Proposal Writing. (1).

Writing of the dissertation proposal under the supervision of the student’s dissertation chair.

Prerequisite: EDUC 842.

860B Dissertation Development and Proposal Writing. (1).

Writing of the dissertation proposal under the supervision of the student’s dissertation chair.

Prerequisite: EDUC 860A.

860C Dissertation Development and Proposal Writing. (1).

Writing of the dissertation proposal under the supervision of the student’s dissertation chair.

Prerequisite: EDUC 860B.

861 Dissertation Writing. (1–9).

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.

Credit/no credit only.

Prerequisite: dissertation proposal acceptance.

**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.

Credit/no credit only.

Prerequisite: permission from program director.

**870 Special Topics. (0–3).**

Designed to facilitate doctoral candidates' guided study relative to a cognate emphasis. Entails content-specific, research and theory-based exploration of a topic related to candidate's discipline-specific focus in the area of educational justice. Guided by a contractual outline of projects to be successfully completed (1–3 credits, can be repeated).

**890 Ed.D. Qualifying Exam. (0).**

Students register for the Ed.D. qualifying exam in August or December. Successful completion demonstrates that students have both the content expertise and writing skill to be able to progress to the dissertation stage and continue independent work.

Credit/no credit only.

Course is repeatable for degree credit. Limited to two possible opportunities. Can take again if fail first time. If fail twice, students dismissed from program. As per Ed.D. handbook approved by SOE curriculum committee and Assembly.

**EDUCATION SPECIALIST (EDSP)**

**510 Foundations of (Dis)ability and Special Education. (3).**

Critically examines the (dis)ability studies movement as it relates to our past, present and future political climate both in and outside of school. Explores the impact of othering. Develops awareness of tensions between (dis)ability studies and special education while practicing self-reflexivity and advocating for students with (dis)abilities.

**516 Inclusion, (Dis)ability and Classroom Community. (3).**

Students will explore the ways in which they make sense of student behavior and will learn evidence-based instruction practices that are grounded in person-centered values. Students will become familiar with the application of Response to Intervention (RtI), Behavior Support Plans (BSP), Positive Behavior Interventions (PBI) and IEP goal-writing.

**525 Diagnostic Reading and Specialized Interventions. (3).**

This course addresses the design and implementation of reading,

literacy, and communication assessments and interventions to meet the needs of a full range of learners. Candidates will learn how to use these assessments and interventions in the context of Response-to-Intervention and other pre-referral intervention models.

Prerequisites: EDUC 501, EDUC 505, and EDSP 510.

552A Education Specialist Teaching Seminar I. (1).

552B Education Specialist Teaching Seminar II. (1).

Culmination of the Education Specialist Teaching Credential Program. Consists of a series of topics designed to develop and further candidates' professional preparation.

Prerequisites for EDSP 552A and EDSP 552B: EDUC 501 or workshop equivalent and EDUC 503 and EDUC 505 and EDSP 510, and health education workshop or equivalent and Augmentative and Alternative Communication (AAC) Technology Workshop and all CSETs passed.

Co-requisites: EDSP 555A and EDSP 555B.

553 Education Specialist Internship. (13).

The Internship Program is an eighteen-week supervised public school classroom experience in a Mild/Moderate delivery model and setting K–12 through age 22. Open for application to those who have earned a Bachelor's degree, have passed CBEST, CSET, or an approved waiver program and have met program pre-service requirements.

Prerequisites: EDUC 501 or workshop equivalent and EDUC 503 and EDUC 505 and EDSP 510, and health education workshop or equivalent and Augmentative and Alternative Communication (AAC) Technology Workshop and all CSETs passed.

Co-requisites: EDSP 555A and EDSP 555B.

555A Education Specialist Student Teaching I. (5)

555B Education Specialist Student Teaching II. (5).

Supervised public school classroom experiences in Mild/Moderate delivery models and settings K–12 through age 22. 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 Fieldwork Experiences.

Prerequisites for EDSP 555A and EDSP 555B: EDUC 501 or workshop equivalent and EDUC 503 and EDUC 505 and EDSP 510, and health education workshop or equivalent and Augmentative and Alternative Communication (AAC) Technology Workshop and all CSETs passed.

Co-requisite: EDSP 552A and EDSP 552B (or EDSP 553).

610 Foundations of (Dis)ability and Special Education. (3).



Critically examines the (dis)ability studies movement as it relates to our past, present and future political climate both in and outside of school. Explores the impact of othering. Develops awareness of tensions between (dis)ability studies and special education while practicing self-reflexivity and advocating for students with (dis)abilities. Equivalent to EDSP 510.

616 Inclusion, (Dis)ability and Classroom Community. (3).

Students will explore the ways in which they make sense of student behavior and will learn evidence-based instructional practices that are grounded in person-centered values. Students will become familiar with the application of Response to Intervention (RtI), Behavior Support Plans (BSP), Positive Behavior Interventions (PBI) and IEP goal-writing. Equivalent to EDSP 516.

625 Diagnostic Reading and Specialized Interventions. (3).

This course addresses the design and implementation of reading, literacy, and communication assessments and interventions to meet the needs of a full range of learners. Candidates will learn how to use these assessments and interventions in the context of Response-to-Intervention and other pre-referral intervention models. Equivalent to EDSP 525.

652A Education Specialist Teaching Seminar I. (1).

652B Education Specialist Teaching Seminar II. (1).

Culmination of the Education Specialist Teaching Credential Program. Consists of a series of topics designed to develop and further candidates' professional preparation. Equivalent to EDSP 552A and EDSP 552B.

653 Education Specialist Internship. (13).

The internship program is an eighteen-week supervised public school classroom experience in mild/moderate delivery model and setting, K-12 through age 22. Open for application to those who earned a bachelor's degree, have passed CBEST, CSET, or an approved waiver program and have met program pre-service requirements. Equivalent to EDSP 553.

655A Education Specialist Student Teaching I. (5)

655B Education Specialist Student Teaching II. (5).

Supervised public school classroom experiences in mild/moderate delivery models and settings, K-12 through age 22. 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 Fieldwork Experiences. Equivalent to EDSP 555A and EDSP 555B.

## LEARNING AND TEACHING (MALT)

601 Foundations of Learning. (3).

Introduction to the field of education; its history, major philosophies, socio-cultural context, diversity, pedagogy, educational psychology, legal issues, and educational reform. Integrates traditional educational thinking with culturally relevant perspectives based on current research on practice.

602 Single Subject Methods I: Critical Pedagogy and Instructional Design. (3).

Engages candidates in the creation of culturally responsive curricula with an understanding that diversity differences affect learning. Teacher candidates investigate effective and meaningful instruction and assessments based on subject matter knowledge, content standards, and use of technology through the theoretical lens of social justice and critical theory.

Prerequisite: MALT 601.

603 Multiple Subject Methods I: STEM Methods. (3).

Focuses on pedagogical content knowledge and instructional methods in Science, Technology, Engineering, and Mathematics (STEM), and related content. Models project and problem-based learning incorporating digital resources with an emphasis on promoting research-based strategies.

Prerequisite: MALT 601.

604 Single Subject Methods II: Literacies for Diverse Learners. (3).

This course examines factors related to classroom-based work with at-risk learners, including ELL's, special needs students and others whose profiles require care. Topics include language development, assessment, curriculum development, leadership, and research based on the needs of such learners. A critical theory lens is adopted in viewing relevant critical issues.

Prerequisites: MALT 601 and MALT 602.

605 Multiple Subject Methods II: English Language Arts. (3).

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse

society.

Prerequisites: MALT 601 and MALT 603.

606 Single Subject Methods III: Content Area 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 inclusive teaching, content area literacy and assessment methodology through the theoretical orientation of critical theory. Field experience required.

Prerequisites: MALT 601, MALT 602, and MALT 604.

607 Multiple Subject Methods III: Multicultural Social Studies. (3).

Evidence-based strategies for planning, implementing, and assessing K-8 history-social science curriculum. Emphasis on developing analytic thinking skills while providing insights into historical periods and cultures. Focuses on critical educational perspectives, comprehension, and creation of complex relevant texts, and integration of diverse media and technology in classrooms.

Prerequisites: MALT 601, MALT 603, and MALT 605.

608 Single Subject Methods IV: Content Area Literacy and Assessment. (3).

Explores principles, and practices related to curriculum design, assessment and methods applicable to candidates' content areas. Candidates apply curricular and assessment design principles, investigate specific content-area literacy strategies, and apply micro-teaching approaches. Formative and summative assessments explored relative to subject area. A critical theory lens embraces course content.

Prerequisites: MALT 601, MALT 602, MALT 604, and MALT 606.

609 Multiple Subject Methods IV: Literacy and Assessment. (3).

K-8 curriculum development, assessment strategies and literacy instruction. Emphasis on the study and design of research-based assessment and instruction to support the needs of all learners.

Prerequisites: MALT 601, MALT 603, MALT 605, and MALT 607.

610A Foundations of Inquiry: Research, Assessment, and Evaluation in Schools. (3).

Equips beginning researchers with the tools to conduct meaningful teacher research to inform classroom practice. Educational research is evaluated to understand the relationship between theory and practice when conducting inquiry. This is one of two courses for the MALT program capstone experience.

**610B Foundations of Inquiry: From Inquiry to Action. (3).**

Completion of an inquiry-based project from MALT 610A that includes a research proposal, questions, research design, plan, and appropriate form of publication. Research agendas connect coursework to relevant community issues while emphasizing an exploration of a teacher-researcher identity.

Prerequisite: MALT 610A.

**611 Foundations of Literacies. (3).**

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

**652 Teaching Seminar. (2).**

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 a position in a school district.

Prerequisites for Single Subject: MALT 601, MALT 602, MALT 604, MALT 606, MALT 608, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: MALT 601, MALT 603, MALT 605, MALT 607, MALT 609, TPA I and TPA II passed, and all CSETs passed.

Co-requisite: MALT 653A and MALT 653B (or MALT 654).

Numeric grading only.

**653A Student Teaching I. (5).**

**653B Student Teaching II. (5).**

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for even weeks, constituting a full-time job. Student teaching placements are arranged prior to student teaching by the Director of Field Experiences.

Prerequisites for Single Subject: MALT 601, MALT 602, MALT 604, MALT 606, MALT 608, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: MALT 601, MALT 603, MALT 605, MALT 607, MALT 609, TPA I and TPA II passed, and all CSETs passed.

Co-requisite: MALT 652.

**654 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 or an approved waiver program. Separate internship application required.

Prerequisites for Single Subject: MALT 601, MALT 602, MALT 604, MALT 606, MALT 608, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: MALT 601, MALT 603, MALT 605, MALT 607, MALT 609, TPA I and TPA II passed, and all CSETs passed.

Co-requisite: MALT 652.

## **SCHOOL OF CONTINUING STUDIES**

The School of Continuing Studies offers courses that may be taken individually or as a group, leading toward a certificate.

### **INTRODUCTION**

The School of Continuing Studies provides individuals with a variety of pathways to earn credits toward a degree, pursue a personal or professional interest, or participate in ongoing training. Numerous courses and programs are offered throughout Southern California at regional centers in Burbank, Rancho Cucamonga, Redlands, Riverside, San Diego, Santa Ana, and Temecula. Programs are offered in convenient evening, intensive daytime, and online formats.

### **ADMISSION**

Courses are open enrollment, meaning no formal admission or application is required.

### **REGISTRATION**

Registration must occur prior to the beginning of the course and payment is due at the time of registration.

### **CROSS-REGISTRATION WITH THE SCHOOL OF BUSINESS, SCHOOL OF EDUCATION, AND COLLEGE OF ARTS AND SCIENCES**

Full-time, upper-division Arts and Sciences students may cross-register for School of Continuing Studies courses with the permission of their academic advisor and the Registrar. School of Business students may cross-register for School of Continuing Studies courses with the permission of their Student Services Manager. School of Education

students may cross-register for School of Continuing Studies courses with permission of their Program Chair.

#### MINIMUM GRADE FOR CERTIFICATE PROGRAMS

Students must earn a minimum grade of 2.0 or higher for any course to be applied to a certificate program.

#### AUDITING FOR NO CREDIT

A student may audit a course with the approval of the School and the instructor. Standard tuition fees apply. The instructor will not administer or grade any exams or papers of an auditing student. Audited courses are billed at the current per-credit rate for the course.

#### ATTENDANCE

Students are expected to attend all of the scheduled meetings of the course(s) for which they register. Failure to attend may result in a poor or failing grade or administrative withdrawal from the course(s).

#### WITHDRAWAL

Students who find it necessary to withdraw from a course or program must do so in writing. Written requests should be submitted to the School. There may be financial ramifications. In order to withdraw from a course prior to the first meeting, the School must be notified before the course begins. No record of the course will appear on the student's transcript. If a student withdraws from a course after the course has begun but prior to the last meeting, refunds will be calculated based on the last course meeting date prior to submittal of the request. Refunds are calculated based on the University refund policy. The student will receive a grade of "W" on his/her transcript. Students not attending the first two sessions of a course may be administratively withdrawn.

#### EXAMINATIONS

The instructor 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.

#### TRANSFER CREDIT FOR CERTIFICATE PROGRAMS

Credits (grade of 2.0 or higher) may be transferred from regionally-accredited colleges and applied to a certificate program. No more than 50 percent of the certificate program may be fulfilled with transfer

credit. All transfer requests must be approved by the School. Additional work may be required at the discretion of the School.

#### TUITION

Refer to the Redlands website for current tuition rates at [www.redlands.edu/ContinuingStudies](http://www.redlands.edu/ContinuingStudies).

#### TEXTBOOKS

Students purchase textbooks through the University of Redlands campus bookstore. Textbooks and materials are not included in tuition.

#### METHODS OF PAYMENT

Tuition is due at the time of registration and may be paid by check, credit or debit card.

#### POLICY ON REFUNDS

Refund policies at the University of Redlands are established in compliance with the 2008 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, 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, as well as the repayment requirements for students receiving cash disbursements of federal aid. A separate publication outlining examples of refund policy requirements and calculations is available from the Student Accounts office.

#### 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. Students dismissed for any reason must stop attending class as they are no longer registered.



## **PROGRAMS OF STUDY**

### **ACCOUNTING CERTIFICATE: 26 CREDITS**

- ACCTCS 210 Principles of Financial Accounting and Reporting. (4).
- ACCTCS 220 Principles of Managerial Accounting. (4).
- ACCTCS 310 Intermediate Accounting I. (4).
- ACCTCS 320 Intermediate Accounting II. (4).
- ACCTCS 410 Auditing. (4).
- ACCTCS 415 Tax Accounting. (4).
- ACCTCS 421 Governmental and Not-For-Profit Accounting. (2).

### **HEALTHCARE ADMINISTRATION CERTIFICATE: 16 CREDITS**

- HADCS 302 Healthcare Leadership Principles and Practice. (3).
- HADCS 303 Healthcare Quality and Performance Management. (2).
- HADCS 304 Healthcare Information Systems and Informatics. (2).
- HADCS 305 Healthcare Human Resources Management and Labor Relations. (3).
- HADCS 306 Healthcare Finance. (4).
- HADCS 307 Healthcare Strategy and Marketing Development. (2).

### **HUMAN RESOURCES MANAGEMENT CERTIFICATE: 18 CREDITS**

- HRCS 310 Human Resources Management. (4).
- HRCS 311 Legal Aspects of Human Resources Management. (3).
- HRCS 312 Employee Recruitment and Selection. (3).
- HRCS 313 Compensation and Benefits Administration. (3).
- HRCS 314 Performance Management. (3).

Complete 2 of the following 3 courses:

- HRCS 316 Ethics in Human Resources Management. (1).
- HRCS 317 Risk Management and Workers' Compensation Administration. (1).
- HRCS 318 Training and Development. (1).

**INSTRUCTIONAL DESIGN: 16 CREDITS**

- EDUCCS 300 Introduction to Instructional Design. (4).
- EDUCCS 301 Emerging Technologies and Instructional Design Tools. (4).
- EDUCCS 302 Learning Theories. (4).
- EDUCCS 303 E-Learning Instructional Design Concepts & Implementation. (4).

**MARKETING CERTIFICATE: 19 CREDITS**

- BUSCS 340 Principles of Marketing. (4).
- BUSCS 341 Marketing Research. (3).
- BUSCS 342 Customer Experience Management. (3).
- BUSCS 343 Internet and Social Media Marketing. (3).
- BUSCS 344 Integrated Marketing Communication. (3).
- BUSCS 345 Marketing Analytics. (3).

**MENTAL HEALTH AND SPIRITUALITY: CREDIT/NO CREDIT**

- URAWI 501X Spirituality in Mental Health. (0-2).
- URAWI 502X Paradigms of Healing and Wholeness. (0-2).
- URAWI 503X Integrating Spirituality in Clinical Practice. (0-2).
- URAWI 504X Bi-Polar Faith. (0-2).
- URAWI 505X Spirituality in Bereavement. (0-2).
- URAWI 506X Spiritual Journeys in Chronic Illness. (0).

**ORGANIZATIONAL LEADERSHIP CERTIFICATE: 12 CREDITS**

- BUSCS 320 Managing Individual Performance. (3).
- BUSCS 322 Leading and Managing Teams. (3).
- BUSCS 323 Managing and Resolving Conflict. (2).
- BUSCS 324 Organizational Change Management. (2).
- BUSCS 325 Organizational Leadership Principles and Practice. (2).

**PRACTICE DEVELOPMENT FOR MENTAL HEALTH PROFESSIONALS: CREDIT/NO CREDIT**

- EDUCCS 610 Entrepreneurship and Niche Practices for Mental Health Professionals. (0).
- EDUCCS 611 Practice Finances for Mental Health Professionals. (0).
- EDUCCS 612 Practice Management for Mental Health Professionals. (0).

- EDUCCS 613 Ethical Marketing for Mental Health Professionals in Private Practice. (0).
- EDUCCS 614 Ethics and Risk Management In the Business of Private Practice. (0).

**PROFESSIONAL FINANCIAL PLANNING CERTIFICATE: 21 CREDITS**

- BUSCS 350 Financial Planning, Principles, and Practice. (3).
- BUSCS 351 Insurance Planning and Risk Management. (3).
- BUSCS 352 Investment Planning. (3).
- BUSCS 353 Income Tax Planning. (3).
- BUSCS 354 Employee Benefits and Retirement Planning. (3).
- BUSCS 355 Estate Planning. (3).
- BUSCS 356 Financial Plan Development. (3).

**PROJECT MANAGEMENT CERTIFICATE: 15 CREDITS**

- PMCS 301 Project Management Principles and Practices. (3).
- PMCS 302 Project Leadership, Teambuilding, and Communications. (3).
- PMCS 303 Project Quality and Risk Management. (3).
- PMCS 304 Project Planning, Procurement, and Cost Management. (3).
- PMCS 305 Project Management Practicum. (3).

**PURCHASING, LOGISTICS AND SUPPLY CHAIN MANAGEMENT CERTIFICATE: 12 CREDITS**

- BUSCS 310 Supply Chain Management Principles and Practices. (3).
- BUSCS 311 Supply Chain Management Logistics. (3).
- BUSCS 312 Supply Chain Management Procurement. (3).
- BUSCS 313 Supply Chain Management Practicum. (3).

**COURSE OFFERINGS**

**ACCOUNTING (ACCTCS)**

210 Principles of Financial Accounting and Reporting. (4).

Explore financial accounting and reporting concepts and procedures used in daily business operations. Examine the use of economic resources, as well as the obligations and activities of financial entities. Learn how financial information is used to analyze the financial health and performance of an enterprise.

220 Principles of Managerial Accounting. (4).

Analysis of financial and relevant non-financial information used in planning, directing, motivating and evaluating economic behavior.

Concepts, terms, and techniques from financial accounting, economics, and behavioral sciences are applied to operational situations.

301 Accounting Ethics. (3).

Learn ethical obligations of an accounting professional. Examine the codes of conduct in business and accounting, with focus on the AICPA, PCAOB and IRC. Includes exposure to the Triple Bottom Line approach.

310 Intermediate Accounting I. (4).

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 a business enterprise.

Prerequisite: ACCTCS 210.

320 Intermediate Accounting II. (4).

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 enterprise.

Prerequisite: ACCTCS 310.

410 Auditing. (4).

Examine 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, and audit standards.

Prerequisite: ACCTCS 310.

415 Tax Accounting. (4).

Determine federal and state income tax liability for individuals, corporations, and partnerships. Topics: calculating taxes, filing returns, paying taxes, refunds, and legislative and judicial development of tax law.

Prerequisite: ACCTCS 210.

421 Governmental and Not-For-Profit Accounting. (2).

Learn accounting principles and practices related to state and local government agencies and not-for-profit entities, including hospitals, colleges, religious groups, and social service organizations. Topics: fund accounting and basic financial analysis.

Prerequisite: ACCTCS 210.

601 CPA Exam Review: Financial Accounting and Reporting. (0-2).

In preparation for the Uniform CPA examination; review and reinforcement of key concepts related to financial accounting and reporting. Provided in partnership with Becker Professional Education.

**602 CPA Review: Business Environment and Concepts. (0-2).**

In preparation for the Uniform CPA examination; review and reinforcement of key concepts related to corporate governance, economics, finance information systems, strategic planning, and operations management. Provided in partnership with Becker Professional Education.

**603 CPA Exam Review: Auditing and Attestation. (0-2).**

In preparation for the Uniform CPA examination; review and reinforcement of key concepts related to auditing and attestation services. Provided in partnership with Becker Professional Education.

**604 CPA Exam Review: Regulation. (0-2).**

In preparation for the Uniform CPA examination; review, and reinforcement of key concepts related to taxation, ethics, professional responsibility, and business law. Provided in partnership with Becker Professional Education.

## **ART (ARTCS)**

**105 Introduction to Media Design. (4)**

Overview of what goes into the visual inception, creation, and design of a brand's identity, with the primary objective being a comprehension of fundamental graphic design. By understanding distinctions of graphic design, a rational creative process can be derived to make sound visual decisions for a brand's identity solution.

**131 Drawing. (4)**

This is an introductory studio course that focuses on traditional techniques, materials and processes of drawing. Through the basic observation of still life, landscape, and portraiture, the student will learn how the elements and principles of design can be developed in their own drawings to promote personal expression and understanding. Emphasis is placed on composition, mark making, and interpretative drawing.

**155 Introduction to Printmaking. (4)**

This course is an introduction to the basic strategies and techniques of lithographic, intaglio, serigraphic, and relief processes. Emphasis is on development of imagery and introduction to understanding command of print processes.

**233 Painting. (4)**

Introduction to the materials and techniques of painting. Emphasis is placed on color, mixing and modifying paints, surface, composition, and the history of the medium.

**265 Creative Photography. (4)**

Introduction to the technical and conceptual practice of photography and photographic image making for artistic purposes. Using a smart phone camera, students will produce original work in response to a series of lectures, online discussions, readings, and assignments.

**267 Introduction to Digital Media. (4)**

Studio art course that uses the computer as a tool to create visual images and implement design solutions based in the fundamentals of 2D design and principles of color theory. Topics include composition, color typography, illustration, concept and context, and critical thinking for artistic and commercial applications.

**BUSINESS (BUSCS)**

**100 College Algebra. (4).**

Introduction to graphic, numeric, and analytical approaches of college algebra. Application of theories, methods, and technology to model, analyze, interpret data, and solve real-world problems. Covers real number system; algebraic, exponential, and logarithmic functions and their inverses; graphing for polynomial and rational functions, sequences and series; and systems and equations.

**125 Business and Public Speaking. (3).**

Theory and practice relevant to a variety of business and public speaking situations. Develop informational, authoritative, and persuasive presentations. Topics include active listening, audience analysis, research, style, and delivery of public presentations.

**130 Business Writing. (3).**

Develop approaches to effectively plan, write, and edit common business communications, including letters, reports, memos, and e-mails. Identify proper tone, grammar, style and format to meet audience needs. Create planning strategies and approaches that ensure accuracy and timeliness. Learn the use and misuse of electronic communication in a business setting.

**135 Business Reporting Using Excel. (3).**

Learn common business computing tasks, including the application of

basic college algebra and statistical methods using Excel. Examine navigation techniques, spreadsheet and workbook formats, formulas, build-in functions, chart design, common tips and tricks, special features to simplify tasks, data filters, the Tip Function, and Chart Wizards.

136 Excel Essentials I. (2).

Learn common Microsoft Excel tasks. Topics: spreadsheet navigation and design, common functions and formulas, data interpretation and organization, application of basic business statistical methods, and tools, menus, and automated techniques.

137 Financial Literacy Essentials. (2).

Explore key financial literacy topics including consumerism, budgeting, debt, risk management, and savings strategies.

Numeric grade only.

138 Visual Persuasion. (2-4).

Introduction to the concepts of commercial graphic design in the context of visual presentations. Students will develop an understanding of the four basic principles of design (contrast, repetition, alignment, proximity) applied to visual presentations that are planned, created, and executed by individuals in any degree program, industry, or profession.

Numeric grade only.

140 Data Analytics Essentials. (2).

This introductory course in data analytics is designed for those with little or no prior experience in the analysis of data. Vital topics to today's quantitative environment will include, but not be limited to: basic finance, probability, graphing, sampling, predictive analytics, artificial intelligence, data collection ethics, and descriptive statistics.

Numeric grade only.

145 Mathematical Foundations for Business. (4).

Introduction of mathematical foundations with applications for decision making in business, economics, finance, business statistics, and operations management. Focus is on mathematical concepts, including functions and their graphs and systems of equations.

150 From Beer to Eternity. (0 – 1).

Exploration of the history of beer and the burgeoning craft beer movement. Study of beer including its history, chemistry, biology, and physics, ingredients, brewing styles, industry, brewery operations, and job opportunities in the craft brewery industry.

**230 Economics for Business. (4).**

Introductory study of macro- and micro-economics. Macro-economics includes coverage of the national and global economies. Microeconomics studies decision making by individual firms and consumers in regard to the allocation of scarce resources.

**232 Business Statistics. (4).**

Basic statistical concepts, including measuring of central tendency and dispersion, frequency distributions, probability distributions, sampling distributions, and estimations. Also covered are statistical inference, and one- and two sample hypothesis testing.

**310 Supply Chain Management Principles and Practices. (3).**

Survey of supply chain management, including defining the scope of service, procurement, and purchasing and material management. Business concepts include return on investment, value chain principles, contracts, legal issues, and operations management.

**311 Supply Chain Management Logistics. (3).**

Examine transportation and distribution concerns, including production scheduling, third-party logistics, calculating costs of services, warehousing, materiel management, analyzing value of services, staffing and supervision, and technology.

**312 Supply Chain Management Procurement. (3).**

Explore procurement management and contract administration, including procurement policies and procedures, supplier selection, cost analysis, contract negotiation, strategic sourcing, bidding and requests for proposals, and overall project management.

**313 Supply Chain Management Practicum. (3).**

Capstone experience focusing on the application of industry best practices. Topics include aligning supply chain management operations with business practices.

Prerequisites: two of the following courses: BUSCS 310, BUSCS 311 or BUSCS 312.

**320 Managing Individual Performance. (3).**

Explore the roles and responsibilities of supervisors and managers in developing, monitoring, and managing performance standards. Topics include motivation, goal setting, supervisory excellence, communication skills, reward systems, vision, and values.

**321 Coaching and Mentoring. (1).**



Survey the role coaching and mentoring play to improve performance, employee morale and customer service. Topics include identifying what makes a great coach or mentor, understanding the role and establishing ongoing mentoring and coaching relationships.

**322 Leading and Managing Teams. (3).**

Examine how effective teams are led and managed even when you may not have direct authority over team members. Understand hierarchies, team dynamics, managing expectations, aligning teams with organizational goals, and communication.

**323 Managing and Resolving Conflict. (2).**

Develop effective conflict management skills. Learn how and when conflicts arise, and identify approaches to manage conflicts with subordinates, peers, and supervisors. Know how to engender goodwill and develop win-win conflict management tactics.

**324 Organizational Change Management. (2).**

Identify when, how and why organizational change occurs. Create approaches to manage change by using intervention strategies, creating buy-in, communicating in a productive and positive manner, identifying the sequence of change, and managing resistance.

**325 Organizational Leadership Principles and Practice. (2).**

Explore organizational leadership roles: visionary, manager, director, change agent, supervisor, coach and mentor. Identify how leadership styles influence the direction of the organization. Develop an appreciation for how leaders affect daily operations.

**340 Principles of Marketing. (4).**

Introduction to the concept of marketing and marketing principles, with a focus on how marketing creates value for the customer. Survey the marketing mix (product, price, promotion, and place/distribution), and its application to products and services in profit and not-for-profit enterprises in a local, national, and international environment.

**341 Marketing Research. (3).**

Learn how to make effective marketing decisions using marketing research. Explore market research sources, data collection, analysis, surveys, research theories, and strategies. Evaluate quantitative and qualitative research with an emphasis on the value and limitations of various sources. Identify how to blend and manage marketing research sources.

**342 Customer Experience Management. (3).**

Develop an appreciation for the various ways customers experience products and services from brand awareness to product and service fulfillment to loyalty programs. Examine the customer and brand experience. Identify how to create a customer experience management system. Learn to deliver exceptional customer service.

**343 Internet and Social Media Marketing. (3).**

Explore Internet marketing, including its components, structure, and technology, as well as the application of marketing concepts to social media. Learn the strategies, tools, and tactics related to Internet marketing with special attention given to the development of messaging techniques designed for specific social media tools.

**344 Integrated Marketing Communication. (3).**

Survey the integration of advertising, sales promotion, public relations, direct marketing, and the marketing mix to support marketing strategy. Learn the linkages of segmentation, targeting, positioning, buyer behavior, and branding. Explore planning, budgeting, and the execution of a comprehensive, integrated marketing communication program from message development through media selection and evaluation.

**345 Marketing Analytics. (3).**

Learn how marketing measurement relates to business return on investment using analytics. Review top-view campaign performance, tactical management, and real-time campaign monitoring. Explore how to integrate results from multiple media and channels, including retail, sales, direct marketing, and online media. Covers use of analytics tools.

**346 Search Engine Optimization. (3).**

Learn how to optimize website content for the best possible search engine ranking. Examine the theory behind a Google search and other popular search engine algorithms. Demonstrate skills that can be applied to a career as a Search Engine Optimization specialist, digital marketing professional or online content developer.

Numeric grade only.

May be offered online.

**349 Personal Branding. (2-4).**

Examine the strategies, tools, and tactics of personal branding. Topics include: brand evaluation, brand creation, social media integration, online and offline brand management.

**350 Financial Planning, Principles, and Practice. (3).**

Learn how financial plans are developed. Topics include: establishing a client-planner relationship, gathering client data and determining client financial needs for investment, insurance, estate planning, and retirement benefits. Understand the roles and responsibilities of the financial planner, including professional ethics.

**351 Insurance Planning and Risk Management. (3).**

Develop life, health, casualty, and liability insurance planning strategies as part of a comprehensive financial plan. Topics include: assessing and managing risk, evaluating insurance products for tax and estate planning consequences, and understanding the role of insurance in retirement and businesses.

**352 Investment Planning. (3).**

Survey various investment vehicles available to meet financial planning goals. Topics include: evaluating risk tolerance, asset allocation strategies, security analysis, bond and security valuations, modern portfolio theory, market analysis, alternative investment instruments, and special topics.

**353 Income Tax Planning. (3).**

Develop an understanding of income tax planning opportunities, issues, and challenges. Topics include income tax law, compliance, calculations, accounting, tax of business entities, trust and estate tax, tax basis, depreciation, like-kind exchange consequences, property tax, alternative minimum tax (AMT), tax reduction techniques, passive activity rules, special circumstances, and deductions.

**354 Employee Benefits and Retirement Planning. (3).**

Learn how employee benefit plans and comprehensive retirement planning help clients meet their financial goals. Topics include: retirement needs analysis, Social Security, types of retirement plans, qualified plan rules, investment considerations, distribution rules and consequences, and employee benefit plans and options.

**355 Estate Planning. (3).**

Survey estate planning principles as they relate to the development of a comprehensive financial plan. Topics include: property titles and transfers, documents, including wills and trusts, gifting strategies, tax consequences and compliance, liquidating estates, charitable giving, life insurance, business transfers, fiduciaries, and special topics.

**356 Financial Plan Development. (3).**

Develop professional financial planning strategies, approaches, and

techniques. Upon completing the course, each participant will have developed and presented a comprehensive financial plan based on various client concerns, life stages, and risk tolerances.

**357 Equity Trading and Fund Risk Management. (3).**

Provides a thorough study of the investment process and strategies. The focus is on hands-on practice in carrying out investment plans through real-time simulation. Participants practice controlling impulsive and emotional equity trading behavior and establishing good investment habits and attitudes.

**358 Options Trading and Hedging Strategies. (3).**

Provides real-time simulation in practicing various options trading and hedging strategies. Directional and non-directional trading concepts, applications, and options portfolio strategies are examined. Participants study various approaches in forming hedge funds with options or embedded options.

**550X Certified Associate in Project Management (CAPM®) / Project Management Professional (PMP®) Examination Review. (2.8).**

BUSCS 550X (2.8 Continuing Education Units – CEUs) – Four-day exam preparation workshop for Certified Associated in Project Management (CAPM®) and Project Management Professional (PMP®) Certifications. In-depth topic reviews of the Project Management Body of Knowledge (PMBOK®), state-of-the-art courseware, and practice assessments.

**600 Situational Leadership & Strategic Thinking. (1).**

Explore situational leadership dynamics and your role as a visionary, manager, director, change agent, supervisor, coach and mentor. Examine strategies to become more effective in your daily work by improving your approach to operational, tactical, strategic and managerial decision-making.

**COMMUNICATIVE DISORDERS (CDISCS)**

**100 Clinical and Research Processes in Communicative Disorders. (4).**

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.

**204 Speech and Hearing Science (4).**

Review of the acoustics of sound and the perceptual characteristics of speech. Research and laboratory techniques used in speech and hearing science.

**206 Functional Anatomy/Physiology of Communication (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/ swallowing disorders.

**COMPUTER SCIENCE (CSCS)**

**101 Introduction to Computers. (4).**

Designed to make students computer literate. Non-technical introduction to computers with particular focus on microcomputers 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 Internet Business Associate. (1).**

Learn about the tasks involved in various information technology (IT) job roles, and explore career opportunities in the IT industry. Explore Internet connection methods, Internet protocols, the Domain Name System (DNS), cloud computing, and mobile devices.

**103 Network Technology Associate. (1)**

The Network Technology Associate course teaches essential networking technologies and skills, including TCP/IP, stable network creation, wireless networking, mobile devices, and network troubleshooting. Students learn to use various network components, and protocols that enable users to share data quickly and easily.

**104 Site Development Associate. (1).**

Learn to develop websites using Hypertext Markup Language version 5 (HTML 5) and Cascading Style Sheets (CSS), including writing code manually, as well as using graphical user interface (GUI) authoring tools. Also learn how to insert images, create hyperlinks, and add tables, forms, video, and audio to web pages.

**300 Fundamentals of Full Stack Web Development Boot Camp (0 or 8).**

Learn the fundamentals of front-end and back-end web development, including the foundations of computer programming, using some of the latest web technologies in a fast-paced format. Topics include: HTML 5, CSS, Javascript, JQuery, Bootstrap, Command Line, JSON, MySQL, and Node.js.

**ECONOMICS (ECONCS)**

**250 Principles of Microeconomics. (4).**

Introduction to the economics theory of market, consumer, and firm behavior. Economic models are developed and applied to topics such as market performance, taxation, externalities, and public goods.

**EDUCATION (EDUCCS)**

**115 Teaching Economics in the K–8 Classroom. (4).**

Introduction to concepts of economics for teachers in the K–8 classroom. Emphasizes the Economics Strand of the California History/Social Science standards and specific pedagogies and strategies for instruction in the classroom, including creation of specific lesson plans of economic concepts.

**300 Introduction to Instructional Design. (4).**

Introduction to the core components of instructional design. Learn effective methodologies and principles suitable for the online, face-to-face, and hybrid instruction.

**301 Emerging Technologies And Instructional Design Tools. (4).**

This course will prepare students to explore, understand, and implement contemporary technology tools used to design and develop instructional materials. This course will cover techniques and effective pedagogical principles followed when using instructional technology tools in the development of training and course materials for face-to-face, hybrid, or online delivery.

Numeric grade only.

**302 Learning Theories. (4).**

In order to create engaging learning experiences, instructional designers must understand theories of learning, and how these theories intermix with ubiquitous digital content and social networks. In this course students will both explore and apply learning theories from traditional behavior-based understanding to emerging theories of social engagement.

Numeric grade only.

**303 E-Learning Instructional Design Concepts & Implementation. (4).**

This course will provide students the technical and pedagogical knowhow to design instructional materials for both face-to-face- and e-learning environments. Students will learn to evaluate, assess, and utilize instructional design software applications. The course will include discussions on various instructional design concepts, including evaluation and employment of specific software.

Numeric grade only.  
May be offered online.

610 Entrepreneurship and Niche Practices for Mental Health Professionals. (0).

Learn concepts and strategies of entrepreneurship in creating, developing, and enhancing a private practice in a mental health setting. Topics include identifying and capitalizing on opportunities in developing niche practices, developing business models, ethical and legal issues in establishing a practice, and setting up operations.

611 Ethics And Risk Management In The Business of Private Practice. (0).

This course introduces ethical and regulatory compliance issues that are especially salient for mental health professionals in private practice, especially those that arise in starting a practice, in practice policies, in practice administration, in billing and financial management, and in staff training and marketing. Emphasis will be on practical applications. Credit/No Credit only.  
May be offered online.

612 Practice Finances for Mental Health Professionals. (0).

Learn concepts and strategies necessary for managing finances independent practices. Topics include key terminology, exercising fiduciary responsibility, attitudes toward money and the effects on those attitudes, financial metrics, using practice dashboards, compensation systems, fee setting, and creating a financial action plan. Credit/No Credit only.  
May be offered online.

613 Practice Management For Mental Health Professionals. (0).

Learn concepts and strategies of managing a private practice as a business entity in a mental health setting. Topics include understanding a practice as a system with subsystems, identifying and acting on core values, roles of a practice owner, data-driven decision making, strategic planning, and writing a business plan. Credit/No Credit only.  
May be offered online.

614 Ethical Marketing for Mental Health Professionals in Private Practice. (0).

Learn concepts and strategies of ethical marketing for mental health professional in private practice. Topics include understanding of what constitutes ethical marketing for private practice, how to connect with

referral partners and ideal clients, and marketing via person-to-person contact, print, websites, blogs and social media.

Credit/No Credit only.

672 Educational Administrative Development. (1–2).

Individualized exploration of educational administration designed to reflect administrative trends and issues in education while current and topical.

## **ENVIRONMENTAL STUDIES (EVSTCS)**

100 Introduction to Environmental Studies. (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.

340 Green Business. (4).

Examines various aspects of sustainability and options available to businesses to establish green practices. Explores opportunities that businesses create, the challenges encountered, and the contributions toward protecting the environment while simultaneously sustaining a profit. The role of environmental policy, leadership, technology, and public opinion also is investigated.

## **GOVERNMENT (GOVTCS)**

111 American National Government and Politics. (4).

Introduction to the dynamics of government and politics in the United States and analysis of major contemporary public policy problems.

306 Constitutional Law: National and State Powers. (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.

380/480 Government Internship (1 – 4).

Gain work experience in a career field at the explanatory or advanced level. For advanced credit, 300-level and above, you must have previous experience in the field.

## **HEALTHCARE ADMINISTRATION (HADCS)**



**301 The U.S. Healthcare System. (1).**

Review structure and function of the U.S. healthcare system including issues and forces shaping its future. Topics include need and access to care, insurance programs, managed care, costs/expenditures, availability of resources, and assessment/improvement.

**302 Healthcare Leadership Principles and Practice. (3).**

Explore the principles of leadership, supervision, and management within the healthcare system.

**303 Healthcare Quality and Performance Management. (2).**

Learn to improve organizational quality, effectiveness, and performance in the areas of patient care, safety, risk management, healthcare operations, staff supervision, regulatory reporting and compliance, customer satisfaction, and business results.

**304 Healthcare Information Systems and Informatics. (2).**

Explore the managerial perspective on effective use of data and information technology to improve performance in healthcare organizations.

**305 Healthcare Human Resources Management and Labor Relations. (3).**

Review of HR management practices in healthcare organizations.

**306 Healthcare Finance. (4).**

Examine financial management principles and practice in healthcare services, with an emphasis on accounting, financial statements, finance and payment systems, cash flow analysis, risk management, budgeting, and capital finance.

**307 Healthcare Strategy and Marketing Development. (2).**

Learn the role, function, and application of strategic planning and market development in healthcare organizations. Emphasis is placed on strategic planning, product/service development, and implementation.

**HISTORY (HISTCS)**

**102 World History Since 1450. (4).**

Introduction to the 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.

## **HUMANITIES (HUMCS)**

### **300 Theories Of Human Nature. (3).**

Analysis and comparison of a number of major theories of human nature. Not open to students who have received credit for MGTW 310. Numeric grade only.

## **HUMAN RESOURCES (HRCS)**

### **310 Human Resources Management. (4).**

Study the theory and practice of the human resource personnel function in organizations, including labor relations. Current issues in human resources management will be addressed.

### **311 Legal Aspects of Human Resources Management. (3).**

Review state and federal regulations governing human resources management including labor law, discrimination, sexual harassment, occupational safety and health (OSHA), unions, and labor relations.

### **312 Employee Recruitment and Selection. (3).**

Explore recruitment and staffing processes, including analyzing position requirements, preparing job descriptions, recruiting candidates, selecting finalists, and orienting new employees.

### **313 Compensation and Benefits Administration. (3).**

Explore the design, development and administration of common employee compensation and benefit programs, including pay strategies, administration of health care and retirement plans, and reward systems.

### **314 Performance Management. (3).**

Review of best practices in measuring, analyzing and monitoring job performance.

### **316 Ethics in Human Resources Management. (1).**

Review ethical issues and dilemmas human resources professionals face in the workplace. Explore organizational culture, the role of the human resources manager, laws and legal constraints, and rights and responsibilities of employees and employers.

### **317 Risk Management and Workers' Compensation Administration. (1).**

Explore the identification and management of risk from a human resources perspective, including workers compensation liabilities, workplace health and safety concerns, adequate or appropriate insurance coverage, and hostile work environments.

**318 Training and Development. (1).**

Examine current trends and issues in workplace training and development with special attention to the design, development, and application of training programs to improve productivity, safety, and quality.

**INTERNATIONAL BUSINESS (INTBCS)**

**470 International Area Studies (3 – 4).**

**MUSIC (MUSCS)**

**100 Experiencing Music. (4).**

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.

**120 Digital Audio Production. (3)**

This course provides students with experience in digital editing using computers and software.

**121 Intermediate Digital Audio Production Using Pro Tools. (3).**

This serves as the second course in the training curriculum targeting User Certification. The 100-level coursework prepares students to operate a Pro Tools system in an independent production environment. Following completion of the User Certification coursework and certification exam, students can proceed to the 200-level courses to pursue Operator Certification.

**130 Introduction to Jazz History. (4)**

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.

**NONPROFIT OPERATIONS (NPCS)**

**201 Nonprofit Operations and Personnel Management (4)**

Build effective operational and personnel management approaches to improve organizational effectiveness and ensure regulatory compliance. Topics include operational excellence, personnel management, supervision, coaching, and performance management, policies and

procedures, and legal aspects of nonprofit management. Case studies are discussed.

## **PROJECT MANAGEMENT (PMCS)**

**301 Project Management Principles and Practices. (3).**

Overview of project management processes and principles used in planning and monitoring project activities from inception through closure.

**302 Project Leadership, Teambuilding, and Communications. (3).**

Learn essential qualitative areas necessary for effective project management, including leadership, personnel and team management, communication, and strategic planning.

**303 Project Quality and Risk Management. (3).**

Examine the principles and practices associated with project quality assurance and risk management including quality assurance and risk management strategies, executing an effective quality assurance plan, and monitoring and controlling quality and risks. Project management best practices and standards are explored using the Project Management Body of Knowledge (PMBOK).

**304 Project Planning, Procurement, and Cost Management. (3).**

Learn the essential project management tools and techniques involved in planning and scheduling projects, procuring supplies and services, and managing project costs. Topics include collecting project requirements; developing scope of work procedures and documentation using work breakdown structures; conducting source selections; estimating and controlling costs; and closing out project activities.

**305 Project Management Practicum. (3).**

Capstone experience to the project management certificate. A practical and applied approach for review and reinforcement of previously learned project management skills, strategies, and techniques.

**600 Project Management & Process Improvement. (1).**

Develop a systems-based approach to project management and process improvement. Understand how PM tools may be utilized to plan, schedule, budget and deliver excellent projects. Identify how to improve processes within the areas you manage and supervise. Topics include project management principles and continuous process improvement.

## **PSYCHOLOGY (PSYC CS)**

**100 Introduction to Psychology. (4).**

Survey of classic and contemporary theory and research in human and animal behavior. Topics include the bio-psychological bases of behavior, learning, cognition, motivation, developmental and social processes, and psychological disorders and their treatment.

**RELIGION (RELCS)**

**100 Introduction to Religious Studies. (4).**

This class examines what religion is, the many ways scholars have sought to understand and study it, and the various methodological approaches they have chosen.

**125 Introduction to World Religions. (4).**

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.

**131 Religion in America. (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).

**189 Religion and Popular Culture. (4)**

This course analyzes the inter-connectedness of religion and popular culture and what it can tell us about the nature of religion in America.

**SCIENCE (SCIBCS)**

**150 Current Issues in Science & 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 among 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.

### **SOCIOLOGY (SOCS)**

100 Introduction to Sociology. (4).

Explore the patterns and processes of social life by examining individual actors, informal groups, formal organizations, social inequalities, and social institutions. Become familiar with how social scientists approach research topics, analyze specific research pieces, and think critically about the world around them.

Numeric grade only.

May be offered online.

### **SPANISH (SPANCS)**

101 First-Year Spanish. (4).

Pronunciation, conversation, essentials of grammar and composition, and reading of elementary texts. Practice and drills focus on four basic skills: reading, writing, speaking, and listening. Periodic lectures on Hispanic culture.

### **WRITING (WRITCS)**

90 College Reading and Writing. (4).

Instruction and practice in critical reading and response. Students distinguish between constructing meaning and collecting information; analyze claims, perspectives, and inferences; and compose shorter arguments based on textual evidence. Composing, revising and editing strategies provided with basic methods of reference.

100 Introduction to Academic Writing. (4).

Instruction and practice in composing analytical, source-based arguments. Critical reading and discussion are modeled after scholarly inquiry. Students develop several multi-draft, documented writing projects. Structural and stylistic revision strategies supplement attention to genre to build rhetorical awareness and adaptive strategies for writing.

### **APPLIED WISDOM INSTITUTE – MENTAL HEALTH AND SPIRITUALITY (URAWI)**

501X Spirituality in Mental Health. (0-2).

Learn concepts and strategies for understanding and integrating spirituality in mental health services for mental health professionals,

clinical chaplains, community leaders, and others. Topics include understanding of cultural frameworks, multi-faith and interfaith frameworks, implicit biases, and working with instead of solving for diverse communities.

**502X Paradigms of Healing and Wholeness. (0-2).**

Explores a range of paradigms for human healing and wholeness, inspired by diverse spiritual traditions (e.g., Christian, Hindu, Jewish, Buddhist, Native American, Sufi) and clinical frameworks (e.g., meaning based therapy, Jungian depth psychology, inner cultivation of compassion and mindfulness). Emphasis is on experiential application of concepts and practice.

**503X Integrating Spirituality in Clinical Practice. (0-2).**

Students learn to utilize spirituality informed strategies and techniques to assess spiritual distress, guide treatment planning, implement appropriate evidenced-based interventions and evaluate therapeutic outcomes. Course is Practitioner focused and designed to develop clinical skills integrating spiritual issues in therapy.

**504X Bi-Polar Faith. (0-2).**

Learn concepts and strategies for providing spiritual care, mental health guidance, and culturally sensitive training for groups that seek to provide access to care. Topics include intertwining of familial, social, and spiritual issues; living with Bi-Polar disorder; finding, providing, and/or receiving resources; collaboration, and community; and forgiveness vs. reconciliation post-trauma.

**505X Spirituality in Bereavement. (0-2).**

Gain academic training to supplement the practical experience of providing clinical, palliative, and hospice care to those who are dying and those who survive the dying, shifting from best intention to best practices. Topics include types of grief, possible psychological and spiritual complications in grieving, and rituals in grieving.

**506X Spiritual Journeys in Chronic Illness. (0).**

Learn, practice, and develop best practices for palliative caregivers, medical practitioners, interfaith chaplains, and more in dealing with issues of chronic illness, spirituality, and survival. Topics include understanding how age, degrees of function, and grief interplay in well-being.

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## **GRADUATE SCHOOL OF THEOLOGY**

### **THE DEAN**

Rev. Dr. Jana Childers

### **THE FACULTY**

Jon Berquist

Jana Childers

Wendy Farley

Laurie Garrett-Cobbina

Gregory Love

Marcia McFee

Yolanda Norton

Christopher Ocker

Eugene Eung-Chun Park

Teresa Chavez Saucedo

### **INTRODUCTION**

The Graduate School of Theology is comprised of the San Francisco Theological Seminary (SFTS), the Applied Wisdom Institute (AWI), the Shaw Chaplaincy Institute (SCI), and the Center for Innovation in Ministry (CIM).

### **SAN FRANCISCO THEOLOGICAL SEMINARY**

Founded in 1871 and rooted in the Presbyterian Church (U.S.A.), SFTS values dialogue and engagement with other religions and faith traditions. Our grounding in the Reformed tradition fosters faith-filled engagement in public life and service to others. Located on the Pacific



Rim and inspired by the diverse global expressions of Christian faith, we partner with educational institutions throughout the world to enrich our program and expand our understanding of God's redemptive work in human history.

#### MISSION

Moved by God's love in Jesus Christ, San Francisco Theological Seminary prepares persons for transformational ministries of justice, peace and healing, which advance the Church's hopeful, loving engagement with the world.

As an ecumenical Christian graduate school, we offer a rigorous education, focused on critical theological reflection that equips graduates from all walks of life to meet the urgent needs of our times through both time-honored and innovative ministries.

SFTS is a founding member of the Graduate Theological Union, a consortium of Protestant and Catholic theological schools in the San Francisco Bay Area. SFTS students take classes at all the GTU seminaries as well as the GTU's centers and affiliates for the study of Judaism, Buddhism, Islam and other world religions.

## **ADMISSIONS**

The San Francisco Theological Seminary recommends future applicants reach out by email, phone call, campus visit, or scheduling an appointment with an admissions counselor. Further information about the Office of Admissions, including deadlines, can be found here <https://sfts.edu/admissions-aid/>. Prospective applicants will receive information about program offerings, curriculum, admissions requirements, cost, and financial aid where applicable. Admissions counselors are available for assistance during the admissions process.

SFTS offers Master's and Doctoral degrees, along with diplomas and certificates. Admissions requirements differ by program.

### **MASTER'S DEGREES**

#### **MASTER OF DIVINITY (M.Div.)**

Admissions requirements for the M.Div. include submitting a completed application, payment of the non-refundable application fee: \$50 domestic; \$250 for international applicants. Five personal statements of approximately 300 to 500 words each. Two academic or professional references and one pastoral reference to whom the applicant is not related (pastor, elder, deacon). Official transcripts of all post-secondary schoolwork (an in-process transcript showing work to date is acceptable for students without undergraduate degrees), a criminal background check through [castlebranch.com](http://castlebranch.com), and a Self-Disclosure Form.

#### **MASTER OF ARTS IN THEOLOGICAL STUDIES (M.A.T.S.)**

Admissions requirements for the M.A.T.S. include submitting a

completed application, payment of the non-refundable application fee: \$50 domestic. Five personal statements of approximately 300 to 500 words each. Two academic references and one clergy/church official reference. Official transcripts of all post-secondary schoolwork (an in-process transcript showing work to date is acceptable for students without undergraduate degrees), a criminal background check through [castlebranch.com](http://castlebranch.com), and a Self-Disclosure Form. For applicants whose first language is not English, a minimum TOEFL score of 550 on the paper test, or 80 on the internet-based tests

For the M.Div. and M.A.T.S., applications for Fall admission are due by May 1. Applications received after May 1 will be considered at the committee's discretion on a space-available basis. Applications for Spring admission are due by December 1. For additional information regarding admissions and applications, please refer to the M.Div./M.A.T.S. Student Handbook.

## DOCTORAL DEGREE

### DOCTOR OF MINISTRY (D.Min.)

Several prerequisites are required for admissions into the D.Min. program. These include holding a Master of Divinity degree or equivalent, being ordained or its equivalent, and three years' experience in ministry. A complete application, payment of the non-refundable application fee: \$50 domestic; \$250 for international applicants, and scholarly writing sample are required. English as a Second Language applicants must have a TOEFL score of at least 550 (paper version) or 80 (internet version).

In addition to the basic D.Min. requirements, applicants to the Pastor as Spiritual Leader emphasis shall provide additional narrative materials. Contact Admission for more information.

Application deadlines vary between terms. For further admissions requirements including provisional admission, admission status, candidacy, and application information, please refer to the D.Min. Student Handbook.

## INTERNATIONAL STUDENTS

San Francisco Theological Seminary is proud to welcome students from around the world into our various programs. If you are applying to SFTS from outside the United States, our admissions office and student services team are prepared to help you have a successful and enriching educational experience at SFTS.

### TOEFL EXAM

If you wish to apply to one of our master's or doctoral programs and your undergraduate education was not in English, we require that you take the TOEFL and send your score to SFTS. Our institutional code number is 4685. To be considered for admission, you must earn a minimum score of 550 (213 on the computer-based, 80 internet-based) on the TOEFL.

If you graduated from an institution of collegiate standing outside the United States in which a bachelor's degree is not granted, you may be admitted if you present satisfactory evidence of having completed work comparable to that required for a bachelor's degree in American colleges and universities.

For additional information, please refer to the International Student Handbook.

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## **SAN FRANCISCO THEOLOGICAL SEMINARY ACADEMIC CALENDAR**

SAN FRANCISCO THEOLOGICAL SEMINARY FALL SEMESTER 2019

**August 26 to August 30**

Orientation Week

**August 19 to August 30**

General Registration Fall Semester 2019

**Monday, September 2**

Labor Day: Administrative holiday/ Library closed

**Tuesday, September 3**

Instruction begins for Fall Semester 2019

**August 31 – September 13**

Late Registration Fall Semester 2019

**Friday, September 13**

Deadline for Late Registration

**Friday, September 13**

Deadline for Registered Students to Make Changes in Enrollment

**Friday, September 13**

Deadline to Submit Special Reading Course Form

**Tuesday, October 1**

Deadline for January Intersession applications (D.Min.)

**October 21 to October 25**

Reading Week

**Friday, November 1**

Registration opens for D.Min. January Intersession

**November 4 to November 15**

Early Registration for Intersession 2020 & Spring Semester 2020

**November 27 to November 29**

Thanksgiving: GTU Academic and Administrative Offices/ Library closes at 2:00 p.m.

**Friday, December 13**

Fall Semester 2019 ends at GTU

**Friday, December 13**

Deadline to Submit Petition for Incomplete for Fall Semester Courses

**Wednesday, December 25**

Christmas: Administrative holiday / Library closed

**December 20 to January 1**

Christmas to New Year's Holiday Break: GTU Academic, Library, and Administrative Offices Closed. Administrative Offices and Library closed from Friday December 20, 2019 at Noon through January 1, 2020.

**Wednesday, January 1**

New Year's: Administrative holiday / Library closed

**Friday, January 3**

Deadline to Make up an Incomplete from Fall Semester

**Friday, January 3**

Deadline to Submit Course Grades

INTER-SESSION 2020

**January 6 to January 31**

Inter-session 2020 (General Registration prior to first day of the course)

**Monday, January 20**

Martin Luther King, Jr. Day: Academic and Administrative holiday/ Library closed

SAN FRANCISCO THEOLOGICAL SEMINARY SPRING SEMESTER 2020

**January 20 to January 31**

General Registration for Spring Semester 2020

**Friday, January 24**

Deadline to Submit Grades for Removal of Incompletes from Fall Semester

**Friday, January 31**

Final day to Register and/or Recieve Approval of Leave of Absence, Program Extension, or Part-Time Status for Spring Semester

**Friday, January 31**

Intersession 2020 Ends/ Last Day to Submit Petition for an Incomplete

**Monday, February 3**

Instruction begins for Spring Semester 2020/ GTU begins

**February 1 to February 14**

Late Registration Spring Semester 2020

**Friday, February 14**

Deadline for Spring 2020 Late Registration

**Friday, February 14**

Deadline to Submit Special Reading Course Forms

**Friday, February 14**

Deadline for Spring 2020 Late Registered Students to Make Changes in Enrollment

**Monday, February 17**

Presidents' Day: Academic and Administrative holiday/ Library closed

**Friday, February 21**

Deadline to Make up an Incomplete from Intersession 2020

**Friday, February 21**

Deadline to Submit Grades for Intersession 2020 Courses

**Friday, March 13**

Deadline to Submit Grades for Removal of Incompletes from Intersession 2020 Courses

**March 23 to March 27**

GTU/UCB Spring break (library open from 8:30 a.m. to 5 p.m. Monday-Friday)

**Wednesday, April 1**

Deadline for Summer applications (D.Min.)

**Friday, April 10**

Good Friday: Academic and Administrative holiday/ Library closed

**April 11 to April 12**

Easter: Library closed

**April 6 to April 17**

Early Registration for Fall Semester 2020

**Friday, May 1**

Deadline for Fall 2020 Chaplaincy/Spiritual Care & Research Literacy applications

**Friday, May 22**

Spring Semester 2020 ends at GTU

**Friday, May 22**

Deadline to Submit Petition for Incomplete from Spring 2020 Courses

**Saturday, May 23**

SFTS Commencement

**Monday, May 25**

Memorial Day: GTU Administrative holiday / Library closed

**Friday, June 12**

Deadline to Make up an Incomplete for Spring 2020 Courses

**Friday, June 12**

Deadline to Submit Grades for Spring 2020

**Monday, June 22**

Summer Session 2020 begins (D.Min.)

**Friday, July 3**

Deadline to Submit Grades for Incompletes from Spring 2020

**Saturday, July 4**

Independence Day Observed: Administrative holiday / Library closed



**Friday, July 17**

Summer Session 2020 ends (D.Min.)

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## **GRADUATE SCHOOL OF THEOLOGY STUDENT FINANCIAL SERVICES**

### **GENERAL INFORMATION**

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

This information reflects the policies, tuition, and fees for the 2019-2020 academic year. New information will be available during summer 2020.

### **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:

COA Cost of Attendance

EFC Expected Family Contribution

FAFSA Free Application for Federal Student Aid

DL Direct Lending

GPA Grade Point Average

IRS Internal Revenue Service

FSEOG Federal Supplemental Educational Opportunity Grant

SAR 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, or eligible non-citizen.
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.
6. Students wishing to earn an additional bachelor's degree are not eligible for Institutional, state, or federal grant money, however they may be eligible for Federal loans if they complete a FAFSA.

#### Aid to International Students

International applicants should be aware that GST cannot provide grants or on-campus employment sufficient to support a student's family. Before issuing a visa application (I-20) you must have evidence in the form of bank statements or affidavits of support that the student has resources to finance living expenses incurred during the entire course of study.

#### WHO SETS THE RULES, REGULATIONS, AND PROCEDURES?

Financial aid funds are provided to students primarily from two sources: federal government and individual colleges.

Federal (DirectLoan)—Federal regulations outline and govern the following items: institutional responsibilities, student responsibilities, the application procedure, student eligibility, maintenance of student records, analysis procedure, award coordination with state and college awards, and recipient enrollment requirements.

College (Presidential and Alumni Scholarships, Spirituality & Social Justice Scholarship, and Need Based Tuition Grants)—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 Student Financial Services at the University of Redlands adheres to all federal and college regulations in the application for, and in the analysis and awarding of, financial aid to ensure that regulations

are not in conflict and meet the language and intent of the legislative provisions. Copies of federal, state, and institutional policies and procedures are on file in the Office of Student Financial Services.

#### APPLICATION PROCEDURES AND DEADLINES

Students must complete the Free Application for Financial Aid (FAFSA) each year to receive financial aid. The FAFSA may be submitted online at [fafsa.ed.gov](http://fafsa.ed.gov).

Eligibility for institutional financial aid is based upon the completion and submission of the appropriate financial aid forms and FAFSA each year.

#### Verification

Students who are selected for verification by the Department of Education are required to submit all requested documentation to Student Financial Services for review before they can receive financial aid. Failure to complete the required verification process will result in the postponement or cancellation of all non-merit financial assistance.

#### Satisfactory Academic Progress

All students enrolled in the Graduate School of Theology (GST) must meet the Satisfactory Academic Progress (SAP) 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 when progress is checked after each term.

#### Treatment of Grades

For purposes of this policy, the following grades are considered to indicate courses attempted and completed: P, A, B, or a C. Grades of W, I, D and F are considered attempted and not completed.

For financial aid purposes, classes that are repeated the second time count towards credit(s) attempted. Once a student passes a course, the student may repeat the course once (regardless of the grade they get for this attempt), but may not receive Title IV funds if they decide to repeat the course a third time.

#### Pace

All students must maintain a completion percentage 67% or above for their active academic program.

The maximum timeframe for full time students is 150% of the published program length. For students attending less than full time, maximum time frame is prorated accordingly.

Courses graded with an Incomplete "I" grade count toward the pace measure of SAP, but not the GPA measure. Once a grade is posted SAP for that term may be recalculated at the student's request.

#### GPA

Graduate students must maintain a GPA of 2.0 or better in order to be making satisfactory academic progress. Students receiving Presidential and Alumni merit scholarships must maintain a GPA of 3.0 or higher to retain their scholarship.

#### Time Frame for Completion

The maximum time frame for completion of a program is 150% of the actual program. For students who attend less than full-time, the maximum time frame will be prorated accordingly, based on their attendance.

#### Review Intervals

Student Financial Services will review all students receiving financial aid for Satisfactory Academic Progress (SAP) after each term. Students who do not meet the above requirements during any SAP review will be placed on warning for one term. At the end of the warning term, SAP will be reviewed again. Students who are still not meeting the minimum standards will be placed on Financial Aid Suspension. If a student feels they have a reason to appeal for reinstatement, they can submit an appeal and if approved, will be placed on probation for one term.

#### Appeal Process

Students placed on Financial Aid Suspension who wish to receive financial aid during their term of suspension must return the SAP appeal form along with all supporting documentation within the current payment period to the SAP Review Board in Student Financial Services.

#### How to Re-establish Eligibility

Students can re-establish their eligibility for financial aid by meeting both the pace and GPA requirements.

#### SOURCES OF FINANCIAL AID

The following is a list of financial aid programs available to students in the Graduate School of Theology.

### Scholarships

Presidential and Alumni Scholarships are awarded each year to new and returning students in the M.DIV. program who demonstrate leadership in the Church and other forms of service, strong academic performance, and promise for ministry. Scholarships are renewable annually over the course of the student's studies.

The top students in each incoming class will be offered renewable Presidential Scholarships covering 100 percent tuition for three years full time in the M.DIV program. In addition, up to three of these students may be offered a one-time \$2,500 Exceptional Merit Scholarship to assist them in their transition to seminary life. Alumni Scholarships covering on average 75-85 percent of tuition are also renewable for a total of three years full-time study.

### Eligibility Requirements

- M.DIV student
- enrolled full time
- making satisfactory academic progress (continuing students), and additionally maintain a GPA of 3.0 or higher

### Spirituality & Social Justice Scholarship

GST is offering up to 10 Spirituality & Social Justice Scholarships of \$1,000 to qualified first-year students. This scholarship is applicable to GST master's degrees only.

To be eligible for the Spirituality and Social Justice Scholarship, the individual must be accepted by the GST AND enrolled as a full-time student, registered for a minimum of 9 credits per term.

### Need-Based Tuition Grants

Need-Based Tuition Grants are institutional aid provided to help students with the cost of tuition. The student's need is determined based on the information supplied in the financial aid application and the FAFSA.

Need-based grants cover a maximum of 65 percent of the cost of tuition per semester for M.DIV students, and may vary depending on the student's need. GTU MA students may also receive need-based grants up to 50 percent of the cost of tuition for the 48 credit hours required for

the degree. Need-based grants are available for tuition only and not for continuing fees.

To qualify, you must show that you need financial aid. Need is the difference between what it costs to attend your academic program (Cost of Attendance) and what you and your family can afford to pay toward that cost (Expected Family Contribution).

Cost of attendance includes direct educational costs (tuition, books and supplies) as well as living costs (meals, housing, transportation and personal expenses). Your expected family contribution is determined by a process called federal need analysis, which takes into account family size, income, assets, age and other factors. Missing deadlines may affect your eligibility for a grant or scholarship.

#### Eligibility Requirements

- M.DIV, two-year MA.TS, or GTU MA student
- enrolled at least half-time
- making satisfactory academic progress (continuing students)
- paying tuition

Need-based grants are not available for one-year MA.TS students, and “Special” M.DIV students, unclassified students, GTU summer school tuition or other off-campus instruction such as Clinical Pastoral Education. M.DIV students receiving Presidential or Alumni Scholarships are not eligible for additional aid in the form of Need-Based Grants.

## LOANS

### Federal Direct Unsubsidized Student Loan

This long-term loan is available from the Department of Education. The interest rate on this loan for disbursements made after July 1, 2019, is 6.08% for graduate students. Interest begins to accrue on the Unsubsidized Loan as soon as the funds are disbursed and during all eligible periods of deferment and the 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 begins repayment.)

### Eligibility

Full-time and half-time students are eligible to apply.\* Eligibility is documented via the FAFSA form. This loan is available to students who do not demonstrate the financial need necessary to qualify for a subsidized loan.

### Loan Limits

Full-time and half-time graduate students may borrow up to \$20,500 per academic year. Maximum aggregate loan limits for a graduate or professional student are \$138,500.

### Federal Grant Plus Loan

Graduate students are eligible to borrow from the Grad PLUS Loan Program. Students can borrow up to the cost of attendance minus other financial aid. It is recommended that students maximize their Direct Loan eligibility before borrowing from the Grad PLUS. The interest rate on this loan is fixed at 7.08% for loans disbursed after July 1, 2019.

### PAYMENT OF FINANCIAL AID AWARDS

All financial aid awards are credited directly to a student's account at the beginning of each semester.

If the amount of your aid exceeds the costs billed to your account, a refund will be issued to the recipient of aid in accordance with federal financial aid regulations within 14 days of when the credit occurs, unless written authorization from the borrower is received by Student Financial Services.

### REVISIONS OF FINANCIAL AID AWARDS

All financial aid awards are final when granted. However, Student Financial Services 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.

### EMERGENCY STUDENT LOAN FUNDS

Student Financial Services 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 \$200 and are billed to the student's account. Evidence of repayment ability is a prerequisite for all short-term loans made to students. Students are not eligible for more than one emergency student loan per term.



## COST OF ATTENDANCE

The following table outlines the cost of attendance for the 2019-2020 academic year:

2019/20 Graduate School of Theology

### ON CAMPUS/OFF CAMPUS

Tuition and Fees: See Actual Tuition Rates per term /See Actual Tuition Rates per term

Books: 500 Per 4 mo. term /500 Per 4 mo. term

Food: See Actual Tuition Rates per semester /330 per month

Housing: See Actual Tuition Rates per semester/ 1200 per month

Living Expenses Total: per semester /530 per month

Transportation: 250/250 per month

Personal/Misc: 140/140 per month

Loan Fees: 110 per term/110 per term

### 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.

#### MILITARY AND VETERAN BENEFITS

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 GI Bill® (MGIB)—Active Duty
- Chapter 31, Veterans and Vocational Training and Rehabilitation Act (VR&E) [Public Laws 894 and 97-815]
- Chapter 32, VEAP
- Chapter 33, Post 9-11 GI Bill® and Yellow Ribbon GI Education Enhancement Program
- Chapter 34, Vietnam Era Education Program
- Chapter 35, Dependents Educational Assistance Program (DEA)

- Chapter 1606, Montgomery GI Bill®—Select Reserve (MGIB-SR)
- Chapter 1607, Reserve Educational Assistance Program (REAP)

The University is approved as a Yellow Ribbon School with the U.S. Department of Veterans Affairs. For more information about VA benefit eligibility, contact the U.S. Department of Veterans Affairs at (888) 442-4551 or visit [gibill.va.gov/](http://gibill.va.gov/).

The University is authorized for the use of Tuition Assistance for qualified Active Duty, Reservist, or National Guard members. Members should contact their units' educational office for more information on eligibility and applying for Tuition Assistance benefits.

For more information on utilizing military or veteran benefits, contact the University of Redlands Military and Veteran Services at (909) 748-8748, [military@redlands.edu](mailto:military@redlands.edu), or visit [www.redlands.edu/military](http://www.redlands.edu/military).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

#### 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 applications 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 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 mis-reporting 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 Student Financial Services if you drop below full-time status.
- You are required to provide all additional documentation, verification, corrections, and/or new information as requested by either Student Financial Services 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 Student Financial Services 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 Direct Loan from Student Financial Services, 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 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 Student Financial Services. Additional funds frequently require an adjustment to the existing financial aid award to avoid an “over award” as defined by federal and state regulations.

- You should check your University e-mail account on a regular basis.

#### APPEAL PROCESS

A student may appeal University of Redlands’ financial aid decisions in writing to Student Financial Services.

#### 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 that occurred during a period of enrollment for which a student was receiving Title IV aid, eligibility is suspended two years for the first offense, and indefinitely for the second.
- A student’s eligibility for Title IV financial aid may be resumed before the end of the ineligibility period if the student satisfactorily completes a drug rehabilitation program that complies with criteria established by the Secretary of Education, 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 Counsel section of this Catalog.

#### FEDERAL REFUND POLICY

Students who withdraw or take a leave of absence from the University during an academic term may have their aid and tuition prorated based on their federally required withdrawal calculation. The withdrawal calculation reevaluates aid eligibility at the time of withdrawal by accounting for “earned” versus “unearned” aid based on the amount of time that has elapsed during the term. There are three steps that the University of Redlands must complete to comply with the federal policy:

1. Determine the withdrawal date

2. Determine the amount of earned federal aid
3. Return unearned federal funds to the appropriate program(s)

The withdrawal date is the date the student gives official notification of their intent to withdraw. For the withdrawal to be considered official, the student must schedule an exit interview with the Office of Student Life. If the student fails to withdraw officially, the applicable date will become the midpoint of the term, unless the University can document a later date. In certain circumstances, if a later date of last academic activity is substantiated, this date can be used in lieu of the midpoint of the term.

Students who withdraw before completing at least 60 percent of the term will “earn” funds in direct proportion to the time they were enrolled. The percentage of earned aid is determined by dividing the total number of calendar days enrolled by the total number of days in the term. Students who complete at least 60 percent of the term are eligible for 100 percent of their federal financial aid.

Unearned aid must be returned to the appropriate programs in accordance with the calculation schedule approved by the U.S. Secretary of Education. Refunds to specific Title IV programs will be made according to current regulations. For additional information on the refund calculation and refund schedule, see the Tuition and Fees section of this Catalog.

#### ALLOCATION OF FEDERAL PORTION OF REFUNDS AFTER WITHDRAWAL

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. Federal Direct Student Loan
2. Federal Direct PLUS Loan (includes Grad Direct PLUS)
3. Federal Pell Grant
4. Federal SEOG
5. Federal Teach Grant
6. Other Title IV Assistance

#### 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.

**Information and Assistance**

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

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## **GRADUATE SCHOOL OF THEOLOGY STUDENT TUITION AND FEES**

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2019-2020 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 2020-2021 academic year will be published during summer 2020.

### **TUITION**

Program Description Fee Type Amount\* Bill Type

Doctorate of Ministry Tuition 1950 Per Course

Doctorate of Ministry Supervision 620 Per Term

Doctorate of Ministry Audit Fee 400 Per Course

Doctorate of Ministry Continuing Education 780 Per Course

Masters of Divinity Tuition 9000 Per Term

Masters of Divinity Continuation Fee 1000 Per Term

Masters of Divinity Overload Fee 750 Per Unit

Master of Arts in Theological Studies Tuition 9000 Per Term

Master of Arts in Theological Studies Continuation Fee 1000 Per Term

Common Master of Arts Tuition 780 Per Unit

Common Master of Arts Continuation Fee 4530 Per Term

Unclassified Masters Level Tuition 750 Per Unit

Clinical Pastoral Education Tuition 800 Per Unit

Diploma in the Art of Spiritual Direction Tuition 1560 Per Course

Certificate in the Art of Spiritual Direction Tuition 1440 Per Course

Unclassified Class in Art of Spiritual Direction Tuition 1250 Per Course

Certificate in Trauma & Spiritual Care Tuition 780 Per Course

Diploma in Advanced Pastoral Studies Tuition 1895 Per Course

Diploma in Chaplaincy/Spiritual Care Research Literacy Tuition 1950 Per Course

\* Numbers in columns indicate dollar amounts.

AUDIT, per credit

Audited courses are billed at the current per-credit rate for the degree program in which the course resides.

OTHER FEES

TEXTBOOKS

Students purchase textbooks at market price at the time of purchase.

STUDENT SERVICES FEE (per term) \$100

TRANSCRIPTS OF RECORDS (each copy) \$10

Transcripts are now requested online at: [www.getmytranscript.com](http://www.getmytranscript.com) for a fee that includes an additional vendor fee of \$2.25 per transcript for standard mail delivery option.

OTHER SPECIAL COSTS

LATE CHANGE OF PROGRAM PROCESSING FEE

Late Registration \$100

Change in Enrollment Fee \$50

MATRICULATION FEE (non-refundable) \$150

Encompasses costs incurred by the University for maintenance of students' permanent records.

PAYMENT POLICY

Tuition and fees are billed prior to the start of each semester and are due prior to the published due date. All charges must be paid in full prior to the tuition due date. All remittances should be made payable to the University of Redlands.

Students with a 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 Student Financial Services section of this Catalog.

#### POLICY ON REFUNDS

Refund policies at the University of Redlands are established in compliance with the 2008 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. 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 OR LEAVE OF ABSENCE

A student who needs or desires to take a Withdrawal (WDL) or take a Leave of Absence (LOA) from the University of Redlands must schedule an appointment with the Dean's Office and complete an exit interview. A WDL or LOA is considered official once the student submits a written request of their intent and the request has been completed and submitted to their Student Services Manager. The request will state the intentions of the student to discontinue the course(s) in which they are registered and the effective date the WDL or LOA will be implemented, which is then recorded by the Registrar's Office.

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 selection of this Catalog. The student will receive a grade of “W” on their transcript.

The University may administratively withdraw students from courses or programs for non-attendance, final non-payment, or academic actions. The student is responsible for obtaining refunds of tuition and/or charges, which are calculated in accordance with the tuition refund schedule located in the appropriate Tuition and Fees section of this Catalog. The student will receive a grade of “W” on their transcript. If a student is dropped from two courses in a sequence, or three courses within a twelve-month period of matriculation, they may be administratively withdrawn from the program.

During a student’s leave of absence, the University maintains all of their 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.

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## **GRADUATION REQUIREMENTS**

### **MASTER'S DEGREES**

All candidates for degrees to be awarded at commencement in May must declare their intent to graduate by March 15 of the year of graduation. M.Div. and M.A.T.S. candidates do not receive their diplomas until after grades for the final semester have been posted, that is, several weeks after graduation. In order to participate in the commencement exercises, they must have completed or be registered to complete all degree requirements before the end of the final semester, and their accounts with the Seminary must be clear. Graduating seniors may not request extensions of the deadline to complete course requirements beyond the normal grading period. Graduation Fees for M.Div./M.A.T.S., Diplomas, and Certificates: \$75. For additional information, please refer to the M.Div./M.A.T.S. Student Handbook.

### **DOCTOR OF MINISTRY**

All candidates for degrees to be awarded at commencement must complete all degree requirements listed in the D.Min. Student Handbook. Please note that the Advanced Pastoral Studies committee will not evaluate Dissertation/Project manuscripts for May graduation, later than the March committee meeting or revised D/P manuscripts later than the April committee meeting each year. The APS committee is free to recommend candidates for graduation at any meeting of the Board of Trustees. Thus students can officially graduate with the degree in October or February as well as in May, although the only Commencement ceremony is held in May. Official diplomas will not be released until the APS office has received two copies of the final D/P

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manuscript in accordance with the instructions in the D/P Guide. For additional information, please refer to the D.Min. Student Handbook.

## **GRADUATE SCHOOL OF THEOLOGY PROGRAMS OF STUDY**

### **SAN FRANCISCO THEOLOGICAL SEMINARY (SFTS)**

#### **MASTER'S DEGREES**

##### **Master of Divinity (M.Div.)**

A Master of Divinity degree prepares students for Church ordination or to pursue other professional ministries where advanced leadership skills are essential. Those ministries include congregational pastor, healthcare and military chaplaincy, campus ministry, spiritual direction, pastoral counseling, not-for-profit work, and other community-based ministries. Unlike some master of religious education programs, the M.Div. combines a framework of academic disciplines— Bible studies, theology, history, homiletics, liturgics, counseling, and Christian spirituality—with practical ministry experience.

##### **Master of Arts in Theological Studies (M.A.T.S.)**

The Master of Arts in Theological Studies (M.A.T.S.) fosters development of theological understanding as part of educational, professional, and spiritual growth. The M.A.T.S. is a general academic degree, providing balanced exposure to the theological disciplines while allowing for focus on an area of interest.

#### **PROGRAMS IN CHRISTIAN SPIRITUALITY**

##### **Diploma in the Art of Spiritual Direction (D.A.S.D.)**

The Diploma in the Art of Spiritual Direction is a unique combination of academic rigor and spiritual formation. Each session combines study,

spiritual practice, quiet, and community. The D.A.S.D. has a strong emphasis on supervised practicums and contributes to high-quality skill sets. Graduates of the program have provided national and international leadership as spiritual directors and supervisors of spiritual direction. Applicants typically have a BA and some background in spiritual or theological studies.

#### **Certificate in Art of Spiritual Direction (C.A.S.D.)**

The Certificate in Art of Spiritual Direction is based in the art of contemplative listening and open to people with a wide range of interests. The C.A.S.D. is for those interested or working in Christian ministries as well as activists and members of other spiritual traditions. With a focus on spiritual formation, practice, and attention to compassion and justice, training in spiritual direction occurs in the context of contemplative retreats. Study, reading, and practice in community provide a rhythm, which encourages rootedness in spiritual discipline, even as one trains in the arts of listening, discernment, and basic knowledge of spiritual direction.

### **ADVANCED PASTORAL STUDIES (APS)**

#### **DOCTORAL DEGREE**

##### **Doctor of Ministry (D.Min.)**

The Doctor of Ministry is a graduate theological degree, usually undertaken after the completion of a Master of Divinity (M.Div.), or equivalent, and at least three years in professional ministry. It gives religious professionals the opportunity to sharpen their pastoral skills and to do specialized work in an area that will strengthen their ministry. In contrast to a Ph.D., the D.Min. is a practical rather than an academic research degree. The curriculum focuses on contextual, interdisciplinary study, research and innovation in the practice of ministry. The heart of each student's research is their project—designed and implemented in their own context of ministry.

##### **Diploma in Advanced Pastoral Studies (D.A.P.S.)**

The Diploma in Advanced Pastoral Studies is for those who seek to deepen their knowledge and broaden ministry skills through a structured course of study similar to that of the D.Min. program, but does not require a dissertation or project. The diploma is granted upon satisfactory completion of six D.Min. courses.

### **THE SHAW CHAPLAINCY INSTITUTE (SCI)**

The Shaw Chaplaincy Institute is a driver in developing innovative

academic programs that advance spiritual care knowledge and skill while engaged in caring activity with persons, families, community, organizations and society. SCI has set out to improve the quality of spiritual care provided through all aspects of trans-professional service, where transformative education supports the development of chaplains, compassionate leaders, and caring activists. SCI supports developing competencies in interdisciplinary, interfaith, cross-cultural spiritual care activity through education and collaboration to enable organizations to achieve missions that encompass physical, emotional, ecological, intellectual, and social wellbeing for persons and communities.

#### Clinical Pastoral Education (C.P.E.)

This program is offered for pastors, religious professionals, theology students, and qualified laypersons who seek further development of their pastoral skills. In this exciting type of graduate-level education, students learn how to integrate knowledge from theological, psychological, and social science disciplines into the practice of pastoral ministry.

#### Certificate in Trauma and Spiritual Care (C.T.S.C.)

The Certificate in Trauma & Spiritual Care provides working professionals in both clinical and pastoral settings with the skills needed to adequately care for and help people during life's most difficult situations. Focusing on the spiritual understandings of trauma and healing, this intensive program combines crisis intervention training and trauma counseling education to give caregivers a comprehensive set of skills to help trauma survivors recover from their experiences.

#### Diploma in Chaplaincy Spiritual Care Research Literacy (D.C.S.C.R.L.)

The Diploma in Chaplaincy & Spiritual Care Research Literacy is designed to equip chaplains, spiritual care providers and pastoral care educators who work in research-driven environments with the tools they need to work alongside interdisciplinary colleagues to develop practices informed by scientific inquiry, and design and implement their own evidence-based research. D.C.S.C.R.L. students will study alongside colleagues in the Doctor of Ministry program, in the Chaplaincy/Spiritual care concentration, in a professional learning community that is multi-faith, culturally competent, spiritually grounded, and pedagogically innovative.

#### **APPLIED WISDOM INSTITUTE (AWI)**

The Applied Wisdom Institute is a practice-based training ground for gaining spiritual awareness and preparing for social action. Students are

challenged to grow through hands-on learning and cross-pollination of ideas with others in diverse cohorts. Wisdom is gained through active discussion within the community, between students and thought leaders. With every module, seminar, or certificate, students will reach new depths of understanding and new heights in their ability to create change. This is an educational space for people who feel a deep resonance in their soul to leave the world a better place than they found it. Learn. Apply. Collaborate.

#### Certificate in Spirituality and Entrepreneurship (C.S.E.)

Through an accelerated seven-month program, participants working towards the Certificate in Spirituality and Entrepreneurship learn to guide large-scale, mission-driven organizations and gain the skills to ignite positive social transformation. The unique learning model includes expert instruction, a mentored community project of participants choosing, as well as cohort feedback and collaboration. Participants will emerge as leaders for social change, are empowered to apply their learning throughout the modules, and develop a working project plan.

#### Certificate in Mental Health and Spirituality (C.M.H.S.)

Designed for working professionals and with Pastors, mental health providers, and graduate students in mind, the Certificate in Mental Health and Spirituality builds greater spiritual awareness that helps participants connect with people of all faiths. In partnership with the School of Continuing Studies, the Certificate in Mental Health and Spirituality prepares participants for important conversations with people in tough situations, at critical moments in their lives. The offered seminars connect spirit and health and dive into chronic illness, bereavement, bipolar faith, healing and clinical practice. Participants will learn to identify the spiritual and mental health needs of members of their community and learn to work together to provide sensitive and effective care.

#### **CENTER OF INNOVATIVE MINISTRY (CIM)**

The Center for Innovation in Ministry supports the work of faith communities in thinking creatively about how to engage the world with the good news of the Gospel. CIM's primary goal is to build capacity for innovation and establish personal renewal that feeds the soul and sparks the imagination. The Center's programs are designed to impart critical skills for generating participatory, creative approaches to issues, problems and challenges. CIM offers community formation through knowledge, sharing, network building, communal worship and prayer.



CIM works to achieve creative approaches to ministry through opportunity analysis, asset identification, skill development through coaching/mentoring and support systems that encourage and challenge. CIM employs research and development that tests theories about innovation, experiments with forms and models, breaks new ground and disseminates learning. Think, do and be.

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### **MASTER OF DIVINITY (M.Div.)**

A Master of Divinity degree prepares students for Church ordination or to pursue other professional ministries where advanced leadership skills are essential. Those ministries include congregational pastor, healthcare and military chaplaincy, campus ministry, spiritual direction, pastoral counseling, not-for-profit work, and other community-based ministries. Unlike some master of religious education programs, the M.Div. combines a framework of academic disciplines— Bible studies, theology, history, homiletics, liturgics, counseling, and Christian spirituality—with practical ministry experience.

The program fulfills the education requirements of most major denominations. Core M.Div. courses are taught in San Anselmo, but many elective and upper-level courses are offered in Berkeley and at other GTU schools.

The distinguished faculty has formulated the goals of theological education at SFTS in a list of the Habits and Skills the Seminary expects graduates of our programs to display in their lives and practice of ministry. The specific learning outcomes of the M.Div. degree are to:

- Lead and order services of Christian worship.
- Reflect theologically on Christian faith, the Church and the world.
- Provide pastoral care and spiritual formation for individuals and communities.
- Equip churches and communities for mission and ministry in a multicultural and pluralistic context.

## REQUIREMENTS

The M.Div. degree program consists of six semesters of course work or the equivalent and field education. The normal full-time course load is four, 3-unit courses or 12 units per semester. Up to eight courses may be taken online for credit toward the degree. A total of 72 semester units of credit and competence in one biblical language are required for the degree. The required units of core courses and electives are distributed among various disciplines.

### Biblical Language

Reading knowledge of one biblical language, Greek or Hebrew, is required for the SFTS M.Div. degree. The Presbyterian Church (U.S.A.) requires competence in both languages for ordination.

### COURSES (18 Required/ 6 Free Electives/ 24 Total Courses)

#### Biblical Studies

- Old Testament I (OT 1200)
- Old Testament II (e.g. OT 2142)
- New Testament I (NT 1004)
- New Testament II (NT 1005)
- Language\*: Hebrew and Greek

Please note, SFTS M.Div. students must take one required language course and two for PC (USA). Students may choose from Hebrew and Greek.

- Exegesis\*: OT/Hebrew (e.g. OT 3275) and NT/Greek (e.g. NT 2000)
- \*One language required for SFTS M.Div.; two for PC (USA)

#### Church History and Theology

- Church History I (HS 1080)
- Church History II (HS 1081)
- Theology I (ST 1084)
- Theology II (ST 1085)
- Ethics or Public Religion (e.g. CE 2011)

#### Ministry and Spirituality

- Spirituality I & II
- Preaching (HM 1001)
- Worship (LSFT 2525)

#### Pastoral Care & Counseling (PS 1015)

- Integrative Studies
- Interdisciplinary Lectures I
- Interdisciplinary Lectures II

## FIELD EDUCATION

As an M.Div. student, you may choose between two field education plans. Plan A features a Clinical Pastoral Education (CPE) experience acquired in-house or in an approved external program. Plan B allows you to complete the requirement by part-time or summer placement in a parish or special ministries site. Each plan allows for the addition of elective experiences, providing for satisfying the various expectations of ordaining bodies. Field Education experiences are required but do not receive course credits. You must complete 24 units of M.Div. course work before beginning field education.

### Field Education Plan A: Clinical Pastoral Education

As a Master of Divinity student, you may meet the minimum San Francisco Theological Seminary field education requirement by successfully completing one unit of Clinical Pastoral Education (C.P.E.) at an ACPE accredited site. One unit of C.P.E. requires approximately three hundred hours of fieldwork and one hundred hours of critical reflection through writing assignments, individual supervision, and peer group work.

#### Option 1

Complete one unit of C.P.E. through the SFTS Clinical Pastoral Education program. This community-based program allows you to fulfill your clinical hours in a hospital, hospice, congregation, street ministry, or other non-traditional C.P.E. setting. It requires a weekly time commitment of approximately 23 hours of fieldwork and several hours of supervised critical reflection over four months. If you wish to complete your CPE unit in the SFTS program, you must apply and be admitted to the program according to its standard policies. Placement is not guaranteed based on your status in the M.Div. program.

#### Option 2

Complete one unit of C.P.E. through another accredited site. Many C.P.E. sites offer a three-month, full-time C.P.E. internship, and a few sites offer part-time extended units that could run concurrently with seminary coursework. You will find a complete list of accredited programs at [www.acpe.edu](http://www.acpe.edu).

### Field Education Plan B: Internship

Master of Divinity students may meet the minimum SFTS field education requirement by successfully completing an internship in a congregation, nonprofit, or other approved internship setting. In addition to your fieldwork, you will be required to engage in critical

theological reflection throughout your internship. Specific terms and learning goals for any internship placement must be negotiated with the internship site and approved by SFTS field education staff before you may begin your internship.

Option 1: Complete a nine-month, part-time internship that runs concurrently with seminary coursework. You must spend a minimum of ten hours a week at your internship site under the guidance of an approved internship supervisor. If you complete your internship during the academic year, you will participate in peer group meetings (one hour per week) supervised by the Shaw Family Chair for Clinical Pastoral Education, Rev. Laurie Garrett-Cobbina.

Option 2: Complete a three-month, full-time internship that does not run concurrently with coursework. Such an internship would likely be completed during summer, but if you are consolidating coursework into fewer than six semesters, you may complete a full-time internship at another time in the year. Full-time interns who do not have access to a peer group during the summer will work with SFTS field education staff to design a plan for supervised critical reflection.

For additional field education information and requirements, please refer to the Field Education Handbook.

### INTERDISCIPLINARY LECTURES

Every Wednesday morning the entire SFTS community assembles for ninety minutes of lecture and discussion. Each week, a different member of the faculty addresses the semester's theme from the point of view their discipline. You are required to participate in four semesters of these lectures and receive three units of course credit per year. Previous lectures may be found online at <https://sfts.edu/lecture-videos/>.

### CONCENTRATIONS

As a Master of Divinity student, you may refine your academic program to reflect your individual educational and vocational goals by selecting a discipline-specific concentration. If you pursue such a concentration, you work closely with an SFTS faculty advisor to outline a course of study in one of the following areas:

#### History and Theology

A concentration in history or theology allows you to engage with a particular academic discipline in depth. Each concentration requires three courses (nine units) of master's- or doctoral-level coursework beyond general requirements. If you select a history concentration, you

may focus on any period or subject of the history of religion in Europe, the Americas or African Diaspora. A theology concentration might include Rev. Dr. Gregory Anderson Love's *God and Human Suffering*. You also must write a paper on an approved topic.

### Chaplaincy & Pastoral Care

Chaplains and pastoral care providers offer critical spiritual and emotional support to those in need. This concentration includes academic coursework in pastoral care and spirituality, a unique chaplaincy/pastoral care lecture series and a minimum of two units of Clinical Pastoral Education (C.P.E.) to facilitate competencies in pastoral care. It also prepares you to engage in professional requirements for chaplaincy in institutional and congregational settings. An important piece incorporated into this concentration is the requirement for C.P.E. Under the direction of Rev. Dr. Laurie Garrett-Cobbina, SFTS has the first endowed C.P.E. chair within a theological seminary.

### Biblical Studies

This concentration reflects the Seminary's commitment to fostering critical biblical scholarship. In the Biblical Studies Concentration, you must have elementary knowledge of both Greek and Hebrew and do intermediate work in at least one biblical language. To complete the concentration, you must take three courses (nine units) of biblical studies beyond the core M.Div. requirements, which may be selected from either master's- or doctoral-level coursework. A final paper on an approved topic is also required. The current course list may be found online at <https://sfts.edu/students/course-schedule/>.

### Christian Spirituality

M.Div. students interested in a concentration in spirituality will explore some of the depth and breadth of the Christian and world spiritual traditions: medieval mystics, contemplative theologians, Native American novelists, civil rights mothers and fathers, interfaith studies. They will take academic courses as well as practice courses. They will study classical texts as well as music, poetry, nature. By learning more about how rich and diverse Christian spirituality is, students develop tools not only to critique their experience but more importantly to find a home in Christianity as they come to learn how sustaining and expansive Christian faith has been in times and places all over the world. This concentration allows students to deepen their understanding of the links between spiritual practice and social justice as well as to encounter spiritual friends in other religious traditions. It models ways to combine spiritual practice with academic study. Through this concentration,

students will deepen their faith through academic study and focused practice. More information on this concentration can be found online at <https://sfts.edu/academics/program-in-christian-spirituality/>.

## COURSES

### OT 1200 Pentateuch & Former Prophets.

This course introduces the text, history, and theology of the first nine (eleven) books of the Hebrew Bible (i.e. Genesis through 2Kings) in the context of ancient Near Eastern culture, the history of the biblical period from early Israel to the Persian period, and the nature of critical study of the Bible. It assumes no prior study of the Bible. Method of evaluation, classroom participation, short exams, papers, final exam.

### OT 2142 Old Testament II Prophets.

This course is an introduction to Old Testament prophets and prophetic books. It assumes prior knowledge about the historical-critical study of the Old Testament and the outlines of the history of Israel. Course format, Mixture of lecture and seminar. Method of evaluation, Quizzes, short essays, final exam. OT intro (OT 1200 or equivalent).

### NT 1004 New Testament Introduction.

This course is a general introduction to the canonical and apocryphal Gospels and Acts in early Christian literature. Major methodological issues in current Gospel scholarship will be introduced first. Then, each text of the Gospels and Acts will be interpreted in terms of its literary characteristics, historical background and theological ideas. Throughout the course, explicitly or implicitly, hermeneutical implications of the critical interpretation of the bible will be raised and discussed. The Gospels emerge in social and complex political context of the Roman Empire. This course examines the Gospels and contemporaneous texts within their first-century Greco-Roman contexts (especially Jewish contexts), pays attention to archaeological and inscriptional materials of the time, and demonstrates contemporary hermeneutical strategies, including feminist and postcolonial. Students will also consider the controversial contemporary contexts in which they and others interpret the New Testament.

### NT 1005 Introduction to New Testament.

**PAULINE EPISTLES** This course is an introduction to the life, work, and theology of Paul as they are reflected in his epistles in the New Testament and in other related documents within and outside the NT.

The course will reconstruct Paul's life and ministry and survey his letters in their chronological order. Special attention will be paid to the particular historical circumstances and theological concerns of each letter. The primary mode of inquiry in this course is historical-critical, but hermeneutical questions will also be raised with regard to the application of Pauline theology to current theological issues. Lecture and discussion. Midterm exam and final research paper.

#### OT 3275 Old Testament Exegesis.

RUTH: This seminar surveys and discusses recent literary approaches to the book of Ruth from the late 20th century until now. The introduction of the course deals with conventional questions such as place and date of composition, and political, sociological, and theological features of the narrative. The remaining of the course focuses on literary interpretations of the text with attention to the various methods and approaches used to examine the Ruth story.

#### NT 2000 New Testament Exegesis.

This is an introduction to major hermeneutical theories from Romanticism to postmodernity and the standard exegetical methods currently practiced in New Testament interpretation. Theoretical discussion will be followed by interpretation of selected passages from various parts of the New Testament. Due attention will be given to the ordination exam of the PCUSA, while the course aims at wider applicability. Lecture and discussion. Final exegesis paper. Elementary Greek.

#### HS 1080 History I.

##### CHRISTIANITY FROM JEWISH SECT TO COLONIAL CHURCHES

This course is an introduction to the history of Christianity and historical theology from the second to the seventeenth centuries. During this time, Christianity developed the main features of what is today the world's largest religion. Along the way, Christianity was transformed again and again as it adapted to vastly different, changing cultural and social environments. This course is about Christianity in the real world. You will learn how to study the origins and development of beliefs and practices, but you will also study much more. The course will introduce you to the continuities and varieties of Christian experience and belief in different times and places, from the Roman Empire to Persia, China, Africa, Europe, and Latin America, and you will be introduced to the complexity of Christianity's social, cultural, and political entanglements in all these places. The course will help you learn to break down real-life situations and understand the fine points at which religious innovation



and change occur, even when people try to resist change or return to the past. Audio files of weekly lectures, illustrated with slides, and videos are provided for each week. Readings from primary sources in translation are indicated on the course schedule. The readings will illustrate history, but more importantly, they will give you the opportunity to develop basic skills in assessing and evaluating the belief and behavior of religious communities in the real world. Weekly exercises will ask you to apply analytical skills, draw conclusions, and communicate them to your peers. You will be introduced to the history of the interpretation of the bible on the example of commentaries on the first day of creation in Genesis 1. You will learn about the historical entanglement of Judaism, Christianity, and Islam. You will read and study several theological and mystical classics. You will be exposed to the politics, ideas, and actions that gave rise to Protestantism and the intimate relationship of Protestant and Catholic reforms. You will discover the birth of the tension between theology and natural science. Finally, you will be encouraged to apply the critical skills and aptitudes you are developing in your study of the past to situations of religious life, leadership, and service today.

#### HS 1081 History II.

**CHRISTIANITY FROM COLONIAL CHURCHES TO GLOBAL RELIGION** This course is an introduction to the history of Christianity from the Sixteenth century to the present. During this time, Christianity became the largest religion in the world. Along the way, it was transformed again and again as it adapted to vastly different, changing cultural, social, and political environments. Topics will include the roles of Christian churches in European colonialism, the impact of expanding cultural networks across the globe on religious knowledge, cultural hybridization; Christianity and the rise of nation-states; the conflict of religion and science; the role of Christianity in slavery and in anti-slavery, suffrage, fascist, and labor movements; the rise and fall of American denominations; and the competition of orthodox and pluralistic theologies. Lectures, readings in primary sources, discussions. Midterm and final examinations (term papers may be substituted).

#### ST 1084 Systematic Theology I.

The first semester of a two-semester introduction to Christian theology. Beginning with the meaning of religious faith, we move into the method question of the relation between divine revelation and the authority of scripture, human reason and experience. From there, we investigate the meaning of God using ancient and contemporary Trinitarian theology,

Reformed theologian John Calvin, feminist theologian Elizabeth Johnson, and Latin American theologian Gustavo Gutierrez. We conclude with differing understandings of creation, and God's relationship to human suffering. Three exams (with option of substituting papers for exams). This course is the prerequisite for ST 1085, Systematic Theology II. Auditors with Faculty permission.

#### ST 1085 Systematic Theology II.

This course is the second semester of a two-semester introduction to Christian theology. The purpose is to help the student gain a basic knowledge of the principal topics of the theology of the universal Church, especially as these topics are understood in the Reformed tradition and in conversation with feminist and other contemporary theologies. Beginning with the doctrine of humanity, we look at our original goodness and our fall into relational forms of sin as pride, despair and denial. Next, we look at the person and work of Jesus Christ, from a variety of perspectives. We look deeply at the meaning of our being "saved by grace through faith alone," and the roles of the divine Spirit and human spirit in bringing about our healing. We conclude with the nature of the Christian spiritual life, including sanctification and vocation, the Church and its mission in the world and sacraments.

#### CE 2011 Contemporary Theory in Ethics.

A foundational course in Christian social ethics from the perspective of several twentieth-century moral theologians. The focus of the reading is ethical method, so this course fulfills the SFTS requirement for ethics. We will pay attention to recurrent themes and issues, love, forgiveness and justice, non-violence, coercion, and violence, universal validity of principles and cultural relativism. The second half of the semester will investigate the value of human rights theory (an instance of universal moral norms) through the lens of Native American history, theology and ethics. Auditors with faculty permission.

#### Spirituality I & II

##### HM 1001 Introduction to Preaching.

Introduction to the composition and delivery of sermons with attention given to hermeneutical and theological issues. Examination of selected homiletical models. Practice preaching. Instructor and class critique. Sermon recording option. SFTS core course.

##### LSFT 2525 Reformed Worship.

This course is designed to introduce students to the nature and practice

of worship and the sacraments in the Reformed Tradition. Worship and the sacraments of Baptism and the Lord's Supper are studied biblically, historically, and theologically, as well as in contemporary settings. Worship and pastoral issues attendant to the celebration of weddings and funerals are examined. Skills necessary to leading worship effectively are rehearsed. Preparation for the PC (USA) Ordination Exams included in lectures and discussion materials.

#### PS 1015 Pastoral Care & Counseling.

This is an introductory course in the important ministry of pastoral care and counseling. It is designed to introduce the M.Div. student to the basic concepts, dynamics, issues and skills necessary for effective pastoral care. This course will teach both theory and the skills of pastoral care. The course will include lectures and skill practice in small groups. Course requirements include regular attendance, personal reflection papers, quizzes, and a final case study.

#### Integrative Studies

##### FT 1062 Interdisciplinary Lecturers.

Each week a different member of the SFTS faculty will address a common theme from the perspective of his or her discipline, providing students an opportunity to broaden and integrate learning in a key field. The course is required for all M.Div. students and is open to all master's degree students. Attendance is mandatory, a brief reflection paper is required. Pass/fail only.

Interdisciplinary Lectures can be found online at <https://sfts.edu/lecture-videos/>.

For additional program information, please see the MDiv Student Handbook.

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## **MASTER OF ARTS IN THEOLOGICAL STUDIES (M.A.T.S.)**

The Master of Arts in Theological Studies (M.A.T.S.) fosters development of theological understanding as part of educational, professional, and spiritual growth. The M.A.T.S. is a general academic degree, providing balanced exposure to the theological disciplines while allowing for focus on an area of interest. This degree is appropriate for students who:

- Are not seeking ordination but wish to work in a church setting.
- Are ordained but need further academic work in theological studies.
- Wish to enhance one's understanding of theological perspectives and religious practices for personal growth or to relate to another professional field.

The program allows for concentration in a field of study to a greater extent than the M.Div. requirements generally permit. The faculty and disciplines are organized into three curricular areas: (1) Biblical Studies, (2) Church History & Theology, and (3) Ministry & Spirituality. The specific learning outcomes of the M.A.T.S. degree are to:

- Know a selected theological discipline.
- Analyze and comprehend major questions in the field and alternative solutions to them.
- Formulate and effectively explain an original solution to a theological problem.

### **REQUIREMENTS**

The M.A.T.S. requires a total of 16-semester courses (48 units). Nine

of the courses are to be distributed evenly among the three major theological disciplines of the SFTS M.Div. curriculum (Biblical studies, History/Theology, Ministry/Spirituality) and the remaining seven courses may be used to provide more depth in an area of particular interest. Courses in the field of Functional Theology (e.g., field education courses) do not fulfill degree requirements.

M.A.T.S. students also write a substantial paper under the guidance of a faculty advisor—either for an upper-level course or as an independent project—as the culminating experience of the program.

### TRANSFER CREDIT

Students with a baccalaureate degree who have done graduate studies in theology at an accredited institution of higher education with at least a 3.0 (B) average may transfer or apply up to eight courses (24-semester units) toward the M.A.T.S. degree requirements.

### COURSES

Biblical Studies: 3 courses

OT 1200 Pentateuch & Former Prophets.

This course introduces the text, history, and theology of the first nine (eleven) books of the Hebrew Bible (i.e. Genesis through 2Kings) in the context of ancient Near Eastern culture, the history of the biblical period from early Israel to the Persian period, and the nature of critical study of the Bible. It assumes no prior study of the Bible. Method of evaluation, classroom participation, short exams, papers, final exam.

OT 2149 Prophets.

We will situate the pre-exilic writing prophets (Isaiah, Jeremiah, Ezekiel, Amos, Hosea, Micah, Zephaniah, Nahum, Habbakuk, and Obadiah) as well as the non-writing figures within the historical context narrated by the books of Former Prophets (Deuteronomy, Joshua, Judges, Samuel, Kings). Though in survey format, we will investigate the phenomenon of prophecy, the historical backgrounds, literary character and religious issues of the writing prophets. A critical introductory course in

OT at the graduate level, 25 max enrollment/Sig. on Reg. Card.

NT 1001 New Testament Introduction: Paul.

This course is an examination of Paul's life, letters, and theology, as well as of the deutero-Pauline letters and theology. Debated today, e.g., are Paul's relationship to Jesus, more broadly his relationship to

contemporary Judaism(s), whether justification by faith is the center of his theology, his attitude to women's leadership in the congregations, what Paul meant by advising slaves to remain in their "call," his relationship to Roman imperialism, and how the deuterio-Pauline epistles (re)interpret Paul's theology and ecclesiology. This introduction to Pauline letters will also include practicing exegesis, as well as increasing awareness of Judeo/Greco/Roman culture, religion, and society, e.g., of the houses in which Pauline congregations lived and worshipped. The course is partly taught as a "flipped classroom", Flipped classroom is a form of blended learning in which students learn content online by watching video lectures, and in tutorials is done with teachers and students discussing questions. Evaluation, Final examination, book review M.Div., M.A.T.S.

NT 1014 New Testament Introduction: Gospels/Acts.

This course is a general introduction to the canonical and apocryphal Gospels and Acts in early Christian literature. Major methodological issues in current Gospel scholarship will be introduced first. Then, each text of the Gospels and Acts will be interpreted in terms of its literary characteristics, historical background and theological ideas. Throughout the course hermeneutical implications of the critical interpretation of the bible will be raised and discussed.

Other – Course may be chosen at the discretion of the student, with approval from their academic advisor.

Church History, Theology, Ethics: 3 courses

HS 1080 OR HS 8010 Online: History I.

Christianity from Jewish Sect to Colonial Churches. This course is an introduction to the history of Christianity and historical theology from the second to the seventeenth centuries. During this time, Christianity developed the main features of what is today the world's largest religion. Along the way, Christianity was transformed again and again as it adapted to vastly different, changing cultural and social environments. This course is about Christianity in the real world. You will learn how to study the origins and development of beliefs and practices, but you will also study much more. The course will introduce you to the continuities and varieties of Christian experience and belief in different times and places, from the Roman Empire to Persia, China, Africa, Europe, and Latin America, and you will be introduced to the complexity of Christianity's social, cultural, and political entanglements in all these places. The course will help you learn to break down real-life situations

and understand the fine points at which religious innovation and change occur, even when people try to resist change or return to the past. Audio files of weekly lectures, illustrated with slides, and videos are provided for each week. Readings from primary sources in translation are indicated on the course schedule. The readings will illustrate history, but more importantly, they will give you the opportunity to develop basic skills in assessing and evaluating the belief and behavior of religious communities in the real world. Weekly exercises will ask you to apply analytical skills, draw conclusions, and communicate them to your peers. You will be introduced to the history of the interpretation of the bible on the example of commentaries on the first day of creation in Genesis 1. You will learn about the historical entanglement of Judaism, Christianity, and Islam. You will read and study several theological and mystical classics. You will be exposed to the politics, ideas, and actions that gave rise to Protestantism and the intimate relationship of Protestant and Catholic reforms. You will discover the birth of the tension between theology and natural science. Finally, you will be encouraged to apply the critical skills and aptitudes you are developing in your study of the past to situations of religious life, leadership, and service today.

#### HS 1081: History II.

**CHRISTIANITY FROM COLONIAL CHURCHES TO GLOBAL RELIGION** This course is an introduction to the history of Christianity from the Sixteenth century to the present. During this time, Christianity became the largest religion in the world. Along the way, it was transformed again and again as it adapted to vastly different, changing cultural, social, and political environments. Topics will include the roles of Christian churches in European colonialism, the impact of expanding cultural networks across the globe on religious knowledge, cultural hybridization, Christianity and the rise of nation-states, the conflict of religion and science, the role of Christianity in slavery and in anti-slavery, suffrage, fascist, and labor movements, the rise and fall of American denominations, and the competition of orthodox and pluralistic theologies. Lectures, readings in primary sources, discussions. Midterm and final examinations (term papers may be substituted).

#### ST 1084: Systemic Theology I.

The first semester of a two-semester introduction to Christian theology. Beginning with the meaning of religious faith, we move into the method question of the relation between divine revelation and the authority of scripture, human reason and experience. From there, we investigate the

meaning of God using ancient and contemporary Trinitarian theology; Reformed theologian John Calvin, feminist theologian Elizabeth Johnson, and Latin American theologian Gustavo Gutierrez. We conclude with differing understandings of creation, and God's relationship to human suffering. Three exams (with option of substituting papers for exams). This course is the prerequisite for ST 1085, Systematic Theology II. [Auditors with Faculty permission]

#### ST 1085: Systemic Theology II.

This course is the second semester of a two-semester introduction to Christian theology. The purpose is to help the student gain a basic knowledge of the principal topics of the theology of the universal church, especially as these topics are understood in the Reformed tradition and in conversation with feminist and other contemporary theologies. Beginning with the doctrine of humanity, we look at our original goodness and our fall into relational forms of sin as pride, despair and denial. Next, we look at the person and work of Jesus Christ, from a variety of perspectives. We look deeply at the meaning of our being "saved by grace through faith alone," and the roles of the divine Spirit and human spirit in bringing about our healing. We conclude with the nature of the Christian spiritual life, including sanctification and vocation, the church and its mission in the world and sacraments.

#### CE Elective: Ethics

Any CE Elective course in Ethics may be chosen at the discretion of the student, with approval from their academic advisor.

#### Other

Course may be chosen at the discretion of the student, with approval from their academic advisor.

#### Practical Counseling, Spirituality: 3 courses

#### Other

Course may be chosen at the discretion of the student, with approval from their academic advisor.

#### ED 2000 Christian Education.

Christian Education is a necessary entity in the life of the Church. The Word of God has given Christian guidelines for everyday living and eternal life; a commitment to understand for ourselves and to support others helps to define the roles of Christian educators. The class introduces an integrative and organizational approach to Christian education. Students will be required to seek an understanding of



theology as an academic discipline and how it related to their church environment. The goal of the course is to equip students with information and knowledge that will help them to develop an effective Christian Education Program. Class sessions will present lectures, presentations, and group discussion.

## Worship

### LSFT 2525 Reformed Worship

This course is designed to introduce students to the nature and practice of worship and the sacraments in the Reformed Tradition. Worship and the sacraments of Baptism and the Lord's Supper are studied biblically, historically, and theologically, as well as in contemporary settings. Worship and pastoral issues attendant to the celebration of weddings and funerals are examined. Skills necessary to leading worship effectively are rehearsed. Preparation for the PC (USA) Ordination Exams included in lectures.

## OR

### FT 2172 Vital Worship in the 21st Century

Worship is the portal through which visitors find a spiritual home, members grow to greater discipleship and the whole congregation is inspired to "go and do likewise" in the world. The need is great for vital worship at the epicenter of congregational life. This course will explore the theology, history and ritual study of worship, excellence of practice in sensory-rich communication and intentional preparation needed by leaders of the 21st-century church for worship that revitalizes congregations.

Students in the M.A.T.S. program will take differing classes depending on their chosen concentration. These courses will fall under the categories/emphasis of topics such as Christian Education, Polity, Spirituality, Mission/Evangelism, and Church Administration. Please consult with your academic advisor for further information.

## Other

Students may choose which course to take, though must have approval from academic advisor.

### Special Emphasis (Optional)

Students may take a total of 5 elective courses for the optional special

emphasis. Course may be chosen at the discretion of the student, with approval from their academic advisor.

### Concluding Exercise

Reading course/ 4000 level course

MA-4090: M.A.T.S. THESIS WORK This course is used to reflect work in progress for the M.A.T.S. paper requirement for graduation. See the registrar to be enrolled in this course. [Faculty Consent required]

Final paper title

MA-5000: IN THESIS All Masters level students in the GTU community should use this designation if they are working on their thesis.

For additional program information, please see the M.A.T.S. Student Handbook.

## **PROGRAM IN CHRISTIAN SPIRITUALITY**

Our programs are designed for ministers and pastors seeking professional development and continuing education. Built upon our values of spirituality and social justice, SFTS continues to offer an innovative curriculum where you'll receive a top-rated education to encounter God more meaningfully and engage the world more deeply. Certificate programs include the Diploma in the Art of Spiritual Direction (D.A.S.D.) and the Certificate in Art of Spiritual Direction (C.A.S.D.).

### **DIPLOMA IN THE ART OF SPIRITUAL DIRECTION (D.A.S.D.)**

The D.A.S.D. program has been the flagship spirituality program at SFTS. With nearly 300 alums, we have rich testimony to the power of this vision for training spiritual directors. The diploma is unique in its combination of academic rigor and spiritual formation. Its strong emphasis on supervised practicums has contributed to the high quality of directors that have emerged from this program.

Graduates of our program have provided national and international leadership as spiritual directors and supervisors of spiritual direction. They have created spiritual direction certificates in the United States and Korea. In addition, graduates have used their training to become retreat leaders, social activists, create programs in contemplative pedagogy, participate in interfaith dialogue, create programs in the spirituality of art. They have created national and international programs in coaching and reinvented their ministry to become pastor as spiritual guide. In

these various ways, graduates have creatively used and expanded the meaning of spiritual direction.

### PROGRAM REQUIREMENTS

Students wishing to obtain a diploma will participate in the same sessions that serve the certificate program. To obtain a diploma, participants must take one additional retreat (five in all). In addition, they will register for 1.5 unit on-line courses that are available in conjunction with each retreat. These courses will add an academic component and writing requirements to the emphasis on formation and practice in the certificate program.

The first retreat toward a Diploma is “The Art of Contemplative Listening” which offers training in “open-hearted listening:” listening from the heart, attending to the heart of others, seeking the heart of the matter. Through study and practice, participants will explore elements of deep listening.

Participants will also take three additional retreat modules:

- Contemplative Listening
- Fundamentals of Spiritual Direction
- Discernment
- Spiritual Practice for Spiritual Direction
- Multiculturalism and Spiritual Direction

Between retreats participants will:

- Be in spiritual direction
- Work through a required set of readings and turn in short reflection papers on the readings
- Participate in supervised practicum

### PRACTICUM & SUPERVISION

After completing sessions in Contemplative Listening and Foundations of Spiritual Direction, participants will locate 2-3 directees to begin practicing their own style of spiritual direction. Students will work with a supervisor appointed by the program. The supervision program is subsidized by SFTS, but students will pay their supervisor \$40 per session directly.

Students may complete the five retreats and additional background at the rate that suits their life circumstances. But they must have two years of supervised practice to receive the certificate.

## SESSIONS, STUDY, AND COMMUNITY

Each session will combine study, spiritual practice, quiet, and community. Typically, each morning will be dedicated to the study of the session topic. After lunch and a break, participants will have opportunities to meet in small groups to practice what they are learning. The day begins and ends with worship or meditation. Students have opportunities to take their meals together as well as time for quiet, rest, contemplative walks. Participants will encounter models of practice from a variety of spiritual and cultural traditions.

## COURSES

### Session One

DMSP 6502 Contemplative Listening (Diploma/Certificate/Retreat).

Contemplative Listening is a meditative discipline that helps us listen closely to what is said and not said. It is listening from the heart to the heart of another. In larger and smaller groups, we will engage a variety of listening and other contemplative practices that help us drop into an open space where another can be listened into speech. This session is offered as the pre-requisite for further work in the Certificate in Spiritual Direction, Formation, and World-Engagement as well as for the Diploma in the Art of Spiritual Direction. This session has the option of 1.5 credit hours additional academic study for those who are working toward a diploma. This session is also open to the wider community as a Spiritual Retreat.

Spiritual Formation for Spiritual Direction.

The ancient practice of spiritual direction is rooted not only in what one learns in a classroom but in on-going commitment to spiritual practice and formation. This class will provide opportunities to encounter several classical and contemporary models of spiritual practice while also engaging in different forms of meditation, art, chant, and body prayers. By deepening our personal practice we will learn to “guard the heart,” inspire the spirit, welcome diversity, and remain more vibrantly present to others. So you will be prepared at the beginning of the course, readings will be sent out in advance. Please see department for course alpha and number.

### Session Two

SP 2499 Discernment (Diploma/Certificate).

This course treats the theory and practice of personal discernment. It is designed to acquaint the learner with skills for their own discernment,

but also assists in/accompany the discernment of others. It will serve those in preparation for a variety of spiritual care ministries, and is required for the Diploma in the Art of Spiritual Direction. Participants will discern an area of their own choosing in their personal lives, participate in contemplative listening dyads, serve as spiritual companions involved in each other's discernment and function as members of a discerning group during the week-long intensive. Prior to arrival, participants are expected to read at least three of the required books and to prepare a draft paper of about 6 pages in length covering the theoretical aspects raised in the readings. They will demonstrate learning during the intensive by revising the draft paper and also by preparing an additional paper of about 6 pages demonstrating the accompaniment of another person who could be a directee (preferred for DASD), parishioner, colleague, friend. Limited to SFTS students only.

SP 2680 Fundamentals of Spiritual Direction (Foundation course for all Spiritual Direction students) (Diploma/Certificate)

This session is the continuation of the Contemplative Listening course and is required of new Certificate and Diploma students. It provides basic theory and practice for the work of spiritual direction. In addition to daily supervised practice sessions each afternoon, there will be a panel on multi-cultural and multi-racial issues in spiritual direction. Participation in this session is a prerequisite before spiritual direction students can begin to practice spiritual direction.

Please see department for course alpha, number, and description for Multiculturalism and Spiritual Direction.

For additional program information, please visit the DASP program page <https://sfts.edu/academics/diploma-in-the-art-of-spiritual-direction/>.

#### CERTIFICATE IN THE ART OF SPIRITUAL DIRECTION (CASD)

SFTS is happy to offer a certificate in spiritual direction based in the art of contemplative listening but open to people with a wide range of interests. Traditionally, spiritual directors were simply people perceived to be wise in the ways of spirit and compassionate toward others. We believe that good spiritual direction is rooted in deep and stable spiritual practice. Training in spiritual direction occurs therefore in the context of contemplative retreats. Study, reading, and practice in community provide a rhythm which encourages rootedness in spiritual discipline,

even as one trains in the arts of listening, discernment, and basic knowledge of spiritual direction.

Spiritual direction also requires practice of attentive listening – holy listening – to others on their faith journey. Participants will practice spiritual direction in several contexts under the supervision of experienced directors. This focus on supervised practice is a distinctive strength of the program at SFTS.

The focus on spiritual formation, practice, and attention to compassion and justice are distinctive marks of a Certificate in the Art of Spiritual Direction through SFTS. We encourage participants who expect to engage Christian ministries as well as activists and members of other spiritual traditions.

#### Program Requirements

The foundational retreat toward a certificate is “The Art of Contemplative Listening” which offers training in “open-hearted listening:” listening from the heart, attending to the heart of others, seeking the heart of the matter. Through study and practice, participants will explore elements of deep listening.

Those who are intending to practice spiritual direction will take the following retreat modules:

- Foundations of Spiritual Direction
- Discernment
- One elective

Participants wishing to focus on spiritual formation or activism will take three additional retreats focused on their vocational interests. Participation in one Collaborative Seminar through the Center for Innovation in Ministry can count toward the three electives.

Between retreats participants will:

- Be in spiritual direction
- Participate in an online community offering further study and support
- Work through a required set of readings and turn in short reflection papers on the readings
- Practice contemplative listening with a designated spiritual companion or friend, meeting at least once a month for an hour for this purpose.
- Locate supervised practicum (see below)

#### Practicum & Supervision

After completing retreats in Contemplative Listening and Foundations of Spiritual Direction, participants with an interest in spiritual vocation will locate 2-3 directees to begin practicing their own style of spiritual direction. These practicums will be supervised by a local spiritual director approved by this program. Participants will negotiate a contract and payment with their supervisor. People focusing on formation or activism will locate an appropriate practicum and supervisor.

Supervision and evaluation of a student's progress will occur annually.

Students may complete the four retreats and additional background at the rate that suits their life circumstances. But they must have two years of supervised practice to receive the certificate.

## COURSES

DMSP 6502 The Art of Contemplative Listening.

Contemplative Listening is a meditative discipline that helps us listen closely to what is said and not said. It is listening from the heart to the heart of another. In larger and smaller groups, we will engage a variety of listening and other contemplative practices that help us drop into an open space where another can be listened into speech. This session is offered as the pre-requisite for further work in the Certificate in Spiritual Direction, Formation, and World-Engagement as well as for the Diploma in the Art of Spiritual Direction. This session has the option of 1.5 credit hours additional academic study for those who are working toward a diploma. This session is also open to the wider community as a Spiritual Retreat.

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Spiritual Practice for Spiritual Direction

The ancient practice of spiritual direction is rooted not only in what one learns in a classroom but in on-going commitment to spiritual practice and formation. This class will provide opportunities to encounter several classical and contemporary models of spiritual practice while



also engaging in different forms of meditation, art, chant, and body prayers. By deepening our personal practice we will learn to “guard the heart,” inspire the spirit, welcome diversity, and remain more vibrantly present to others. So you will be prepared at the beginning of the course, readings will be sent out in advance. Please see department for course alpha and number.

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This course treats the theory and practice of personal discernment. It is designed to acquaint the learner with skills for their own discernment, but also assists in/accompany the discernment of others. It will serve those in preparation for a variety of spiritual care ministries, and is required for the Diploma in the Art of Spiritual Direction. Participants will discern an area of their own choosing in their personal lives, participate in contemplative listening dyads, serve as spiritual companions involved in each other's discernment and function as members of a discerning group during the week-long intensive. Prior to arrival, participants are expected to read at least three of the required books and to prepare a draft paper of about 6 pages in length covering the theoretical aspects raised in the readings. They will demonstrate learning during the intensive by revising the draft paper and also by preparing an additional paper of about 6 pages demonstrating the accompaniment of another person who could be a directee (preferred for DASD), parishioner, colleague, friend. Limited to SFTS students only.

Please see department for course alpha, number, and description for Multiculturalism and Spiritual Direction.

For additional program information, please visit the CASD program page <https://sfts.edu/academics/spirituality-certificate/>.

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## **ADVANCED PASTORAL STUDIES (APS)**

### **DOCTOR OF MINISTRY (D.Min.)**

Since 1970, San Francisco Theological Seminary has been offering a Doctor of Ministry (D.Min.) degree administered by the office of Advanced Pastoral Studies (APS).

The D.Min. is a graduate theological degree, usually undertaken after the completion of a Master of Divinity (M.Div.), or equivalent, and at least three years in professional ministry. It gives religious professionals the opportunity to sharpen their pastoral skills and to do specialized work in an area that will strengthen their ministry. In contrast to a Ph.D., the D.Min. is a practical rather than an academic research degree. The curriculum focuses on contextual, interdisciplinary study, research and innovation in the practice of ministry. The heart of each student's research is their project—designed and implemented in their own context of ministry.

### **REQUIREMENTS & PROGRAM OPTIONS**

The Doctor of Ministry degree at SFTS requires six seminars (3 units each) determined by concentration option, the Dissertation/ Project (D/ P) Orientation Seminar, DMin Supervision and the completion of a Dissertation/Project. (Note the words “course” and “seminar” are used interchangeably.)

Both required and elective seminars are offered during the annual summer term, which includes one or two-week intensive class modules

during the months of June and/or July. Additional elective seminars may be taught in the January Intersession.

Each degree concentration<sup>1</sup> requires a combination of two foundational seminars and four electives<sup>2</sup>. At least three electives should be chosen from the courses listed for that concentration.

The SFTS DMin degree is designed for students to complete the degree requirements, including the Dissertation/Project, in a 5-year period.

## REQUIREMENTS

The two foundational courses

- DM-6017: Pastor as Person
- DM-6039: Theology, Culture & Mission

AND

- DM-6014: Dissertation/Project Orientation Seminar
- Four elective three-unit (tuition bearing) resource seminars
- DMin Supervision I and II

*1 With the exception of Chaplaincy/Spiritual Care Research Literacy Concentration which has unique requirements*

*2 Students who enter the program prior to January 2019 may be exempt from this requirement if they have already taken DM6018 – Theology of Ministry and DM6019 – Cultural Milieu and Mission.*

## CONCENTRATIONS

The DMin offers the following five concentrations:

### Chaplaincy/Spiritual Care Research Literacy Concentration

The Chaplaincy/Spiritual Care Research Literacy concentration is designed for Clinical Pastoral Educators, Board Certified Chaplains, and those seeking professional chaplaincy vocations. This concentration integrates the critical theological discourse of advanced theological education with pastoral practice using an informed research method of inquiry. Chaplains and spiritual care providers will develop and master rigorous data collection methodologies appropriate for their ministry setting. (Four units of CPE are a pre-requisite.)

The three required seminars provide a framework for evaluating existing research, understanding methods of data collection, quality,

and usage that might be used within various chaplaincy contexts, and theological reflection on the history and politics of research.

#### Executive Leadership

The Executive Leadership course offerings are designed to enhance the multi-faceted intelligence (emotional, sociological, biblical, and theological) and leadership skills required in congregational, denominational or other faith-based ministries. Focused on the unique dynamics of leadership in communities of faith, courses in this concentration explore current theory in adaptive leadership, organizational change, and spiritual discernment and visioning.

#### Interdisciplinary Studies in Ministry Concentration

The interdisciplinary and contextual focus of the DMin degree enables students to explore their own leadership style and ministry context, develop skills for critical reflection on ministry-based issues, explore current research in the social sciences, and engage in critical theological reflection to seek creative responses to the challenges of ministry today.

#### Pastor as Spiritual Leader Concentration

The Pastor as Spiritual Leader (PSL) concentration, offered in conjunction with the Program in Christian Spirituality, is designed to assist religious professionals with pastoral responsibility for congregations, chaplaincies, and religious non-profits, in expanding their understanding and competence to serve as spiritual leaders of their settings. This emphasis will integrate prayer, contemplative listening, discernment, and biblical and theological reflection to nourish transformative pastoral leadership and spiritual formation of themselves and their communities.

#### Pastoral Care and Counseling

The Pastoral Care and Counseling (PCC) concentration is designed for professionals who serve or plan to serve in a context of specialized ministry such as chaplain, pastoral care specialist, pastoral counselor, or pastors with a special focus on pastoral care. While rooted in the Christian tradition, this program is open to religious professionals across the spectrum of spiritual traditions. Please note that some courses may have one-unit of Clinical Pastoral Education (CPE) as a pre-requisite.

#### DISSERTATION/PROJECT (D/P)

The Dissertation/Project is the post-coursework signature assignment for the DMin degree. The purpose of the D/P is to give the student the opportunity to explore one aspect of their practice of ministry in depth.

As the name suggests, the D/P can be thought of as a combination of a research dissertation and a practical project relevant to the student's particular ministry. During this period, student are enrolled in DMin Supervision.

The sequence for development of the D/P is (typically) as follows:

- Problem/Opportunity Statement
- Topic Proposal, proposed bibliography and Candidacy Interview
- Design Proposal
- Manuscript and project writing/implementation
- For the final manuscript, complete and send in a "Notice of Intent to Submit" form with Advisor approval at least 60 days prior to submission but no later than October 1st of the year prior to anticipated graduation date.

Comprehensive details of this process are available in a separate document called the "D/P Guide." Note that an Advisor must be identified and approved by the APS Committee before a design proposal can be submitted.

#### Dissertation/Project Guide

The D/P Guide is a manual for students which outlines the requirements and processes necessary to complete the Topic Proposal, Design Proposal and D/P manuscript. It includes templates, samples, resources, and guidance. The D/P Guide is given to students in the D/P Seminar and is posted in the Moodle sites for DM6010, DM6013, and DM6014.

#### FOUNDATIONAL SEMINARS

Each of the seminars listed below is a required course in one or more of the program concentrations forming our core curriculum.

DM-6014 Dissertation/Project Orientation Seminar<sup>12</sup>

DM-6017 Pastor as Person

DM-6018 Theology of Ministry<sup>3</sup>

DM-6019 Cultural Milieu & Church Mission<sup>4</sup>

DM-6062 Discernment in Systems and Structures

DM-6065 Prayer and Discernment in Pastoral Ministry

DM-6039 Theology, Culture and Mission<sup>5</sup>

DMPS-6041 Dynamics of Loss, Grief, Trauma in Pastoral Care and Counseling

DMPS-6051 Theories of Counseling and Psychotherapy: How People Change

DMPS-6052 Interfaith/Intercultural Care and Counseling

DMSP-6465 The Art of Contemplative Listening

#### DMIN SUPERVISION

DMin supervision is reserved for students who have completed their required coursework and are working on their topic or design proposals, or completion of the Dissertation/Project. Students at this stage are registered with either of the two following course numbers until they are approved for graduation.

DM-6010 DMin Supervision I

DM-6013 DMin Supervision II

#### ELECTIVE SEMINARS

Elective seminars vary each year and are planned with attention to the research interests of current, active students and their chosen concentrations. Recent electives have included:

Biblical Images for Reimagining Church

Black Theology: Church, Society, & Academy

Feminist/Womanist/Mujerista

Gospel and Global Media Cultures

Jazz, Traditions, Leadership: Complex Systems and Open Histories

Joining Up the Body

Luke-Acts and the Life of the Church Today

Paul in Contexts

Teaching as Leadership

The Bible and Immigration

The Spirituality of the Nones, Dones, & SBNRs

Theology, Literature and Film

Women Mystics and Leadership in a Complex World

#### DOCTOR OF MINISTRY DEGREE TIMELINE

The standard timeline for completion of the DMin degree is 5 years. Students move through three stages: coursework, Candidacy or the proposal stage, and the Dissertation/Project stage. Students have some flexibility in the length of time they spend in each stage, particularly in the initial coursework phase. The program is designed for students to start in the Summer session. Students may opt to only take classes in the Summer Session, but it may take longer to complete their coursework.

Coursework

Candidacy

Dissertation/Project

One to two years	Six months a one year
Research, project and manuscript, approximately 1 year6	
6 DMin seminars (18 units)	Candidacy Interview
Final review, editing and approval process, approximately 1 year	
D/P Seminar I	Topic Proposal
D/P Seminar II	Advisor
Design Proposal	
GRADUATION	

### Typical DMin Course Plan

#### Year 1 – Summer Session Required Foundational Seminars

- Pastor as Person (Students with 4 units of Clinical Pastoral Education and/or Board Certified Chaplains may waive this requirement)
- Theology, Culture and Mission
- Dissertation/Project Orientation Seminar

#### January Intersession(s)

- Resource Seminar – chosen from the student’s area of concentration or general interdisciplinary course offering

#### Year 2 – Summer Session

- 2 Resource seminars – chosen from the student’s area of concentration or general interdisciplinary course offering
- Dissertation/Project Seminar: Proposal Preparation

Please note, students in the Chaplaincy/Spiritual Care Research Literacy concentration may opt to start in the Fall and begin with the sequence of three research methodology courses.

### Final Review Timeline for May Graduation

#### September

- Submit completed manuscript to advisor for review and approval for submission.

#### October

- Send Notice of Intent to Submit D/P to the APS Office.
- If needed, submit Updated Bibliography to APS Office.
- Edit D/P as directed by your advisor.

## December

- Submit completed manuscript to APS Office, including signature page with Advisor's signature, or other confirmation from your advisor.
- Request your advisor to send their comments to the APS Office.
- Your manuscript is sent to 2 anonymous readers for review. They are given your approved Design Proposal and a copy of the Program Learning Objectives to guide their assessment.

February – APS Committee, using advisor and readers' comments, makes decision:

- Minor changes
- Specified changes
- Major changes

Manuscripts requiring minor or specified changes are returned to the Director for final review.

Manuscripts requiring major changes go to a third reader for review and then to the APS Committee for approval. (These changes may delay graduation.)

## March/April

- Complete any final editing and/or revisions, resubmit for final approval;

## May

- Submit 2 copies of your manuscript (with Advisor signature) printed on archival paper. These copies are bound and placed in the library.
- Board of Trustees votes to approve candidates for graduation.
- Commencement

For additional program information, including concentration requirements, please see the DMin Student Handbook and visit the DMin program page <https://sfts.edu/doctor-of-ministry/>

## COURSES

### FOUNDATIONAL SEMINARS

#### DM 6017 Pastor as Person I.

This foundational seminar engages students' experiences as spiritual leaders in their ministry settings—their unique personal traits, relationships, talents and limitations—as they confront the expectations, tensions, and other complex realities that accompany the practice of ministry. Serving as an opportunity to share personal and professional



issues with ministry peers, the course focuses on the themes of calling, spiritual leadership, and awareness of self in the intersections of multiple contexts. Recognizing the wisdom, limitations, and possibilities each carries into ministry, students will enter the conversation about spiritual leadership from her/his unique location.

#### Pastor as Person II.

This foundational seminar engages students' experiences as spiritual leaders in their ministry settings as they confront the expectations, tensions, and other complex realities that accompany the practice of ministry and leadership. Please see department for course alpha and number.

#### DM 6039 Theology, Culture and Mission.

As the second of two foundational seminars in the Doctor of Ministry program, this course engages students in exploring a contextual approach to theological reflection and ministry by examining the interface between culture and mission, the issues and challenges of understanding their own social location, and the possibilities and limits of understanding their ministry setting in terms of its structural dynamics. Students will explore the emergence of contextual theologies as a way of examining how theology is shaped by socio-historical context and human experience. Students will explore the pastoral/praxis circle as a method of pastoral planning, examine various methods of social analysis, and engage both in social analysis and theological reflection on their ministry setting or a subset of it.

#### DM 6019 Cultural Milieu and Church Mission.

This foundational seminar engages students in exploring a contextually attentive approach to ministry by examining the interface between culture and mission, the issues and challenges of doing ministry in a multicultural environment and, in particular, their own social location and how that position shapes their understanding and practice of ministry. Students will learn ways to use the concepts and tools of the social sciences to: – develop an understanding of a particular ministry issue through critical analysis of its social and cultural context, – place the issue in a larger theological context, – reflect upon and respond to such ministry issues as an actively collaborative colleague in a community of practitioners in ministry, and – apply such research and reflection to develop innovative practices of ministry attentive to that issue and appropriate to their context.

#### DM 6163 Theology, Literature and Film.

In this course, we will look at stories, novels and films that portray human experience in its depths, including suffering and redemption. We will place literature and film in conversation with theology (including discussions of theodicy) and critical theory (as it pertains to literature and film); we will engage in practical theological reflection using these three mutually enriching sources.

## **PASTORAL CARE & COUNSELING**

**DMPS 6040 How People Change: Theology and Theories of Counseling.** This course examines contemporary theoretical models of pastoral care and counseling. Two questions will guide us. One, how do people change and grow, and how do we understand change both psychologically and theologically. Psychotherapy and religion both claim to be systems that help people change. Secondly, what is pastoral counseling today? Through this course, each student will be able to build their personal theory of pastoral counseling, including a theory of change. Our eye will be toward building an integrative theory of pastoral care and counseling that fits the context of today's pastoral counselor and the needs of today's parishioner. The class will provide opportunities for students to both learn the theory and practice skills in each respective theory.

**DMPS 6041 Trauma, Loss and Grief.**

This course consists of an in-depth practical-theological exploration of spiritual care ministry in trauma situations. It includes principles (dependable guides to practice) and tools (special resources for practice) for prevention, early intervention and recovery, in light of a vision of spiritual wisdom and of faith communities as ecologies of care, healing and wholeness. Those whose service or ministry focuses on the spiritual nature and care of God's people in a variety of settings, including church, para-church, community organizations, and health centers, will find the course useful in terms of their ongoing personal-spiritual, academic, and professional-ministerial formation.

**God and Human Suffering.**

If God loves us like a mother or father loves their child, why do horrific things happen to us or to those we love? Where is God when these horrific things happen? This course looks at four Christian views of God's relation to human suffering and allows students to develop their own understandings of God and human pain. Please see department for course alpha and number.

**Interfaith/ Intercultural Care and Counseling.**

This course focuses on cultural and spiritual factors and the dynamics of difference in caring and counseling processes. Please see department for course alpha and number.

#### Theological Reflection of Clinical Issues in Spiritual Care Giving.

This course will assist spiritual caregivers and religious counselors to think theologically about key psychological issues, diagnoses and dynamics and to use that theological understanding to enrich and inform their psychological, social and cultural understanding of people and families. We will consider many of the more common psychological dynamics, like depression, anxiety/fear, addictions, sickness, loss and trauma and relational dynamics. This course will summarize the current psychological understanding of these issues, and then explore various theological perspectives on the same issues. By so doing, the course will help students clarify the unique nature of a spiritual perspective. The course will then help students develop a uniquely spiritual assessment instrument, which could be a helpful diagnostic tool for spiritual caregivers. Please see department for course alpha and number.

### **ELECTIVES**

#### Making Ritual Rich.

Enhancing and Creating Rituals for a Variety of Religious-or-Not Settings.

This course will focus on the underlying principles of ritual that can inform the creation and practice of meaningful, memorable and supportive moments in the lives of people from diverse religious backgrounds or no religious tradition. Whether you seek to create something fresh in a church or other ministry setting (chaplaincy, advocacy work, education, etc.), this exploration of the field of ritual studies will equip you with invaluable theories and practices. Please see department for course alpha and number.

#### DM 6163 Theology, Literature and Film.

In this course, we will look at stories, novels and films that portray human experience in its depths, including suffering and redemption. We will place literature and film in conversation with theology (including discussions of theodicy) and critical theory (as it pertains to literature and film); we will engage in practical theological reflection using these three mutually enriching sources. The class schedule will include a couple of film nights during the week on campus.

#### DM 6054 Womanist Practical Theology and Preaching.

This course employs concepts of womanist practical theology to undergird and inspire inclusive-holistic ministry and contextualized preaching. Developing and analyzing case studies, students will interpret and assess the contexts and situations that occasion their sermons. Students will integrate diverse disciplines to create and perform literate, thoughtful, liberating Scripture-based sermons that are pastorally inclusive and theologically relevant to the identified context. In addition, students will identify the implications of their analysis for church practice.

#### Womanist Feminist Biblical Interpretation.

This course will use intersecting disciplines of ethical theory and literature as tools to construct various approaches to womanist and feminist biblical hermeneutics. As such, the class will require students to develop paradigms for understanding concepts of race, ethnicity, and gender as competing and intersecting realities both within the Bible and in its use and misuse in reader reception throughout history. Please see department for course alpha and number.

#### DM 6060 Black Theology.

This course examines what is Black Theology of Liberation and how it relates to the Church, the society, and the academy.

#### DM 6073 Bible, Gender & Sexuality.

In this course we will study the ways in which gender and sexuality are understood within the biblical world and how these ancient understandings shape and intersect with contemporary perspectives. Key texts from both the Old Testament and the New Testament that have influenced attitudes and practices today will be examined within their original contexts and ancient conceptions of gender and sexuality. Discussions will also turn to useful methods for determining the relationships between biblical practices and conceptions of gender and sexuality and the dynamic state of contemporary conceptions. We will attend to ethical debates in the public square and in our religious institutions, with a sensitivity to the variety of perspectives that are held in society and in the Church. The aim of this course will be to develop sensitive and constructive leaders in an area of Church life that has become particularly divisive.

#### Self, Other, and Community.

Educational philosopher, Maxine Greene, speaks of the “incomplete self” to challenge modernity’s notion of the autonomous self. The incomplete self exists within ongoing experience and within a vital

matrix of interrelatedness with the world. Challenging individual introspection with a communal vision of transformation, the course contends for the inextricable link between self and social consciousness and considers how the “incomplete” self transforms through mutuality with others and practice of compassion. A generative focus of the seminar will be the necessary work by the Church to articulate theologies of community and to live into—thereby, teach—ministries of reconciliation. Please see department for course alpha and number.

## **EXECUTIVE LEADERSHIP**

### **DM 6051 Culturally Attentive Conflict Ministry.**

The purpose of this seminar is to encourage and enable the continued cultivation of wisdom and agility in the conflict management practices of ministry. Participants will explore approaches to the detection of conflict, the diagnosis of conflict situations, the discernment, and development of ways to address conflict with the goal of providing leadership that is innovative in attending to the ethnic and organizational culture of their ministry contexts and alert to dangers of iatrogenesis in ministry practices through an examination of the following postures: “environmental” (conflict ministry as management of environment), “ecological” (conflict ministry as maintenance of relationships in a cultural system), and “evocational” (conflict ministry as mobilizing for discernment of organizational call).

### **DM 6023 Leading Adaptive Action in Communities of Faith.**

What does adaptive action look like in communities of faith? Identifying the differences between technical and adaptive challenges only goes so far. This course will support the framing of effective community adaptive action, nourish students’ personal resources for navigating systemic change, and draw on the deep theological resources of specific congregations. Students will work with case studies, explore various “art of hosting” techniques for open source change, and engage in a variety of contemplative practices to sustain their faith in the midst of dynamic change.

### **DM 6026 Jazz, Traditions, Leadership: Complex Systems and Open Histories.**

What are the critical, theoretical foundations of effective spiritual leadership? How does a spiritual leader know oneself as a participant in a dynamic system? How do theological, sacramental, mystical, and ethical traditions relate to dynamic systems? And how is leadership like jazz, whose dynamic method of improvisation arises out of a particular

African-American historical context? This seminar examines religions and religious communities as complex systems, and will introduce students to the rise of the science of complex systems in the twentieth century; the impact of this field on economics, political science, sociology, and theology; and its implications for organizational leadership today.

## **PASTOR AS SPIRITUAL LEADER**

### **Contemplative Listening.**

Contemplative Listening is a meditative discipline that helps us listen closely to what is said and not said. It is listening from the heart to the heart of another. In larger and smaller groups, we will engage a variety of listening and other contemplative practices that help us drop into an open space where another can be listened into speech. This is a core course for DMin students in the PSL concentration. Please see department for course alpha and number.

### **Spiritual Formation and Practice.**

The ancient practice of spiritual direction is rooted not only in what one learns in a classroom but in on-going commitment to spiritual practice and formation. This class will provide opportunities to encounter several classical and contemporary models of spiritual practice while also engaging in different forms of meditation, art, chant, and body prayers. By deepening our personal practice we will learn to “guard the heart,” inspire the spirit, welcome diversity, and remain more vibrantly present to others. So you will be prepared at the beginning of the course, readings will be sent out in advance. This is an elective option for DMin students in the PSL concentration. Please see department for course alpha and number.

### **Discernment.**

Dr. Liebert, one of the original Directors of the Program in Christian Spirituality at SFTS, continues her popular teaching with study of the theory and practice of discernment. Course materials will be sent out in advance of the class so students can come prepared for further study and deeper practice in their own discernment and in their work with their directees. This is an elective option for DMin students in the PSL concentration. Please see department for course alpha and number.

### **Embodying a Spirituality for Beloved Community.**

The course focuses on beloved community as God’s dream for our service with and experience of one another. Our enacting and sustaining

beloved community relies upon spiritual practices that shape our character, commitment, and skills. Contributing to the creative impulses of beloved community (i.e., hospitality, courage, truth-telling, love) involves more than what we do, it entails who we are becoming. Understanding how these spiritual practices of personal formation and community transformation are embodied will occur through readings, lectures, in-class exercises and student presentations. Please see department for course alpha and number.

**DMSP 6042 Contemporary Topics: The Mysticism of Activism.**

This course will draw on the work of authors such as: Howard Thurman, *Jesus and the Disinherited*; Kelly Brown Douglas, *Stand Your Ground*; Shawn Copeland, *Enfleshing Freedom*; Rachel & Rosemarie Freeney Harding, *Remnants*; Natasha Trethewey, *Thrall*; Cynthia Moe-Lobeda, *Resisting Structural Evil: Love as Ecological and Economic Vocation*; Alvin Ailey (video); Rhianon Giddens (video).

**DM 6065 Prayer and Discernment in Ministry.**

This course concentrates on the biblical and theological foundations for spirituality in one's personal formation, congregational leadership, and other expressions of ministry. The significance of prayer and discernment in the practice of ministry and leadership is a major focus. Students will explore how various contexts, including the congregation and community, are the loci for spiritual formation, prayer, and discernment.

**Leading with Courage and Equity.**

Without being aware of who we are and why we are here, we can't become who we are meant to be or use all of our God-given gifts. This course will explore enablers, obstacles, and resources to lead and serve with courage and equity in a diverse world. We will draw on diverse contemplative practices to become more aware of who we are, why we are here, and the importance of learning in an intentional community. This process of becoming ourselves will help spiritual directors, formation facilitators, and pastors to be more present to others and create a space in which the Holy Spirit can transform us. This session is also open to the wider community as a Spiritual Retreat, or as an elective for DMin. Please see department for course alpha and number.

## **DISSERTATION/ PROJECT SEMINARS**

**DM 6014 D/P Seminar.**

The Dissertation/Project (D/P) is the signature assignment in one's

Doctor of Ministry studies. The D/P Orientation Seminar introduces students to the requirements of the D/P and the proposal process, and guides students through the development of a draft Topic and/or Design Proposal. This course is required for all students. New students should plan to take it in their first session. There is no tuition for this course. DM-6014 is open to SFTS DMin students only.

#### D/P Seminar: Proposal Writing.

The D/P Proposal Seminar is designed for students who have completed the DM-6014 D/P Orientation Seminar and their required course work, and are ready to prepare their Topic Proposal. In this course we will review the requirements for Candidacy and the elements of that process—from proposal to selecting an advisor, completing the D/P and the final review of the D/P manuscript. Students will prepare a draft proposal for presentation and receive feedback from their peers. The final course objective is completion of a Topic Proposal for submission to the APS Committee. There is no tuition for this course. Prerequisites: DM-6014, a minimum of 5 DMin resource seminars, permission of instructor. Please see department for course alpha and number.

### DOCTOR OF MINISTRY (DM)

#### DM 6014 Dissertation/Project Orientation Seminar

This not-for credit (tuition-free) workshop is designed to introduce basic research methods for social analysis, help students to define their area of interest, develop their D/P topic, and prepare for the D/P process. A library resources presentation is also given to enhance research skills. This seminar is offered in two levels and should therefore be taken twice:

- D/P Seminar I, normally taken at the beginning of the coursework phase.

- D/P Seminar II, normally taken as the student is completing coursework and is beginning work on their D/P topic proposal and D/P design proposal.

#### DM 6017 Pastor as Person

This foundational seminar engages students' experiences as spiritual leaders in their ministry settings—their unique personal traits, relationships, talents and limitations—as they confront the expectations, tensions, and other complex realities that accompany the practice of ministry and leadership. Serving as an opportunity to share personal and professional issues with ministry peers, the course focuses on the themes of calling, spiritual leadership, awareness of self in multiple contexts, and spiritual disciplines.



### DM 6018 Theology of Ministry

This foundational seminar explores the challenges of and opportunities for ministry in the 21st century, and encourages students to develop the art and skill of critical theological reflection. Students assess their ministerial role by examining their own experiences with the content of Christian ministry within the contexts in which they serve. A central focus of the course will be the exploration of how theology is shaped by socio-historical context and human experience. It seeks to honor the increased awareness of the variety of perspectives held by various social groups, thus providing an enriched understanding of the activity of God in the lives of human beings.

### DM 6019 Cultural Milieu & Church Mission

This foundational seminar engages students in exploring a contextually attentive approach to ministry by examining the interface between culture and mission, the issues and challenges of doing ministry in a multicultural environment and, in particular, their own social location and how that position shapes their understanding and practice of ministry. Students will learn ways to use the concepts and tools of the social sciences to: – develop an understanding of a particular ministry issue through critical analysis of its social and cultural context, – place the issue in a larger theological context, – reflect upon and respond to such ministry issues as an actively collaborative colleague in a community of practitioners in ministry, and – apply such research and reflection to develop innovative practices of ministry attentive to that issue and appropriate to their context.

### DM 6062 Discernment in Systems and Structures

This course extends discernment to systems of all kinds, including congregations, chaplaincies, communities, schools, civic groups, etc., utilizing the “Social Discernment Cycle,” a process of prayerful reflection and small group sharing that helps individuals become clearer about how God is at work in systems and structures and might be calling the discerners to respond individually or collectively. It examines our understanding of the theological basis for the Social Discernment Cycle, the linkages between our experiences in systems/structures/institutions and our spirituality. Students will develop awareness, vocabulary and strategies to assist other persons and groups in this important arena—i.e. to think, imagine, pray and discern systemically.

### DM 6065 Prayer and Discernment in Pastoral Ministry

This course concentrates on the biblical and theological foundations for spirituality in one’s personal formation, congregational leadership,

and other expressions of ministry. The significance of prayer and discernment in the practice of ministry and leadership is a major focus. Students will explore how various contexts, including the congregation and community, are the loci for spiritual formation, prayer, and discernment.

#### DM 6039 Theology, Culture and Mission

As the second of two foundational seminars in the Doctor of Ministry program, this course engages students in exploring a contextual approach to theological reflection and ministry by examining the interface between culture and mission, the issues and challenges of understanding their own social location, and the possibilities and limits of understanding their ministry setting in terms of its structural dynamics. Students will explore the emergence of contextual theologies as a way of examining how theology is shaped by socio-historical context and human experience. Students will explore the pastoral/praxis circle as a method of pastoral planning, examine various methods of social analysis, and engage both in social analysis and theological reflection on their ministry setting or a subset of it.

#### DM 6041 Dynamics of Loss, Grief, Trauma in Pastoral Care and Counseling

This course explores the psychological, relational, and theological dynamics of loss, grief, and trauma. These subjects will be placed in the larger theoretical contexts of attachment theory and trauma theory. Special attention will be given to the growing incidence of trauma in modern life, and the corresponding body of literature that informs how we understand the dynamics of trauma. The practical implications of this theory for pastors, chaplains and counselors who are seeking to help people and families in pain will then be explored. Attention will also be given to the theological understandings of loss, grief, and trauma in the context of clinical work.

#### DM 6051 Theories of Counseling and Psychotherapy: How People Change

This course examines the major theories of personality and counseling, as background theory and as having practical implications for our work as pastoral caregivers and counselors. The primary theme of this comprehensive review is what constitutes change. How do people change? What blocks change? What facilitates change? Our effort will result in each student building an integrated theory of pastoral counseling and a theology of change.

### **DM 6052 Interfaith/Intercultural Care and Counseling**

This course focuses on cultural and spiritual factors and the dynamics of difference in caring and counseling processes. It offers students a way to sensitively and flexibly understand and care for and with people in light of their cultural context. Context is viewed as including gender, age, class, ethnicity, race, sexual orientation, and religious/spiritual tradition. By identifying and working with those factors operative in the caregiving relationship, students will be better equipped to serve in multicultural and multifaith settings. They will be introduced to a psycho-spiritual, wisdom-focused model, and guided to develop competency in three interrelated dimensions: personal-spiritual, academic-interdisciplinary, and clinical-ministerial. Thus the emphasis of the course will be on methodology rather than on comprehensive cultural knowledge.

### **DM 6465 The Art of Contemplative Listening**

This course introduces participants to contemplative listening and to the dynamics of personal spiritual direction. Pastor as Spiritual Leader (PSL) participants will ponder how to adapt these dynamics to their settings.

### **DM 6010 DMin Supervision I**

Students at the D/P proposal-writing stage (working on new or revised D/P Topic and/or D/P Design proposals) are registered in DM-6010. Even though this course does not involve scheduled class meetings per se, a Moodle site for this course is planned so that students can seek/share ideas and feedback from one another as well as access suggested resources.

### **DM 6013 DMin Supervision II**

Students who have received APS Committee approval of their topic and design proposals and are now at the research/project and writing stage are registered in DM-6013. As with DM-6010, a Moodle site for this course is planned so that students can seek/share ideas and feedback from one another as well as access suggested resources.

## **ELECTIVE SEMINARS**

### **DM 6162 Biblical Images for Reimagining Church**

Biblical history provides multiple examples of how the faith communities of ancient Israel and early Christianity (the temple, the synagogue, the church, and more) organized themselves for mission in their particular historical and social context. In each case, a careful reading of Biblical texts can teach us the benefits and challenges of

different forms of organization. With this understanding, we can see how faith leadership responds effectively to new and changing social situations.

#### DM 6060 Black Theology: Church, Society, & Academy

This course examines what is Black Theology of Liberation and how it relates to the Church, the society, and the academy. The black church proclaims the Gospel and cares for the holistic life of the community. Black theology asks the Church has it been faithful to what the Gospel calls the black church to believe, think, say, and do.

#### DM 6058 Feminist/Womanist/Mujerista

This course will offer ways to approach leadership of churches and church-based institutions from the perspective of African-American women's religious experience and how a theological analysis of race, class and gender inform such leadership.

#### DM 6055 Gospel and Global Media Cultures

This course explores the emerging discussion at the intersection of biblical studies, cultural studies, public theology and digital media environments. Students explore how Christian faith informs the narrative identities and practices of missional congregations as they engage their communities and the world. Students use at least two digital tools to create their own interpretation and confession of Christian witness.

#### DM 6026 Jazz, Traditions, Leadership: Complex Systems and Open Histories

This seminar examines religions and religious communities as complex systems, introducing the science of complex systems in the 20th century; its impact on economics, political science, sociology, and theology; and its implications for organizational leadership today.

#### DM 6059 Joining Up the Body

In St Paul's great metaphor of the Church, there are two essential attributes. The first is that the body is differently gifted. Second, the body is inter-connected. Today, a variety of social factors work against inter-connectedness. This course will draw on the experience of churches in the Northern and Southern hemispheres, as well as that of participants, to help discern strategies that enable local congregations to be the joined-up body that Paul envisages. Focus is on the potentials and vocations of both the laity and the ordained ministry.

#### DM 6037 Luke-Acts and the Life of the Church Today

The course is a study of methods in historical, theological, social, cultural, and political interpretations of Luke-Acts and an attempt to correlate this study with the life of the modern church. The study will give special attention to literary, intertextual, canonical, and social analyses.

#### DM 6057 Paul in Contexts

Reading Pauline Epistles from the perspective of their first-century socio-historical contexts as well as from the viewpoints of our twenty-first-century existential contexts. As a “thinker in action” Paul will be studied first in terms of the interface between his life and work, and then his theology as “work in progress” will be discussed to see if it is possible to trace a meaningful trajectory of the evolution of his thoughts, especially in the scope of soteriology. This trajectory then would further shed light on some of the contemporary issues of Christian identity in the pluralistic and multi-religious global society.

#### DM 6071 Teaching as Leadership

Teaching is an art. It is elusive and challenging artistic work yet when it is done well, persons of all ages grow and are inspired. Teaching is also a skill. There are particular methods and skills that are essential to good teaching and when these methods and skills are employed well, they dramatically increase the probability that learners will grow in a rich and vibrant and sustaining faith. Students in this course will explore together both the skills and the art of teaching. Dependent as always upon the Holy Spirit, we will explore what makes for good teaching through practicing and honing such skills and methods as: creating the best environment for teaching and learning, applying the use of objectives that meet the needs of the learner while still challenging them, discerning what motivates learners, applying the method of discussion as a key tool in instruction, and how to help learners retain and live what they have learned. The culminating activity of the course will require that each student demonstrate and evaluate their own teaching skills and methods and identify ways to grow as leaders who are adept at the art of teaching.

#### OT 4091 The Bible and Immigration

The Scriptures of ancient Israel and early Christianity depict a variety of immigration movements, including exiles, forced migrations, conscriptions, refugee conditions, captivities, and enslavements. This course will examine the social and historical conditions of these migrants and their movements, as well as biblical renderings and interpretations of their condition, with special interest in how

immigrant experience formed communal identity and served as a primary metaphor for religious and cultural self-understanding. We will also investigate the role of religious communities in current immigration situations, to see how inclusion of immigrants leads to religious vitality.

#### DM 0061 The Spirituality of the Nones, Dones, & SBNRs

The North American religious landscape is changing due to the increasing numbers of those who self-identify as “Nones,” “Dones,” and “Spiritual, But Not Religious (SBNR).” Nones and Dones express finding spiritual satisfaction in hands-on activities, such as participating with churches in mission projects. Surprisingly, SBNRs are just as likely to be church members as not. Yet, each is rejecting both organized religion and secularism in favor of spirituality. This course will explore how these groups define “spirituality,” how this belief system has evolved, and what future trends may be emerging.

#### DM 6163 Theology, Literature and Film

This course will look at stories, novels and films that portray human experience in its depths, including suffering and redemption, placing literature and film in conversation with theology and critical theory.

#### DM 0063 Women Mystics and Leadership in a Complex World

This course explores what we can learn from women mystics about leadership for a complex world. We will focus on these women and their leadership using a primary lens of dialogic organizational development oriented towards complex adaptive action. The course will be divided into three areas: historical research, collaborative analysis of leadership trajectories, and contemplative practice.

Please see department for course credit offering and range.

### **DIPLOMA IN ADVANCED PASTORAL STUDIES (D.A.P.S.)**

All D.Min. students, upon having completed the seminar requirements may choose, in lieu of pursuing the D/P requirement and completing the doctorate degree, to request a Diploma in Advanced Pastoral Studies. This option may be chosen for any reason, such as complete satisfaction with the coursework completed, change in personal circumstances, or change in career interests.

Students who have completed all coursework but make no visible progress on the D/P within two years may be invited to submit a request to graduate with a Diploma in Advanced Pastoral Studies in lieu of

the D.Min. degree. The APS Committee may also determine, based on written work, teachers' evaluations and in consultation with the student's D/P advisor, that a student does not have the skills to complete an acceptable D/P. In such cases, upon withdrawal from the program, the student will receive the Diploma in Advanced Pastoral Studies in lieu of the Doctor of Ministry degree.

In all such cases, SFTS will charge the student a processing fee equivalent to the current graduation fee.

Students in good standing withdraw with the understanding that they can re-activate their studies in the D.Min. program within five years<sup>10</sup>.

*10The DAPS recipient must make a written request to the APS program office that includes a statement that summarizes their current ministerial context and motivation to complete the D/P. The diploma must be surrendered upon continuation in the program. The previously approved topic/design proposal is subject to review and may be rejected or require updating before proceeding to work on the D/P. It is the student's responsibility to communicate with their previously approved Advisor to assure his/her availability.*

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## **THE SHAW CHAPLAINCY INSTITUTE (SCI)**

### **CLINICAL PASTORAL EDUCATION (C.P.E.)**

This program is offered for pastors, religious professionals, theology students, and qualified laypersons who seek further development of their pastoral skills. In this exciting type of graduate-level education, students learn how to integrate knowledge from theological, psychological, and social science disciplines into the practice of pastoral ministry. SFTS offers a Supervisory Education Fellowship to one student preparing to become a certified ACPE supervisor.

The Shaw Chaplaincy Institute is unique in that it provides students with the flexibility of choosing a community-based learning center, as opposed to learning and training in a hospital or military program. Affiliate learning sites include a variety of venues such as congregational and parish-based settings; state, police, and firefighting agencies; prisons; and addiction recovery facilities.

During C.P.E. training, students receive close supervision while involved with persons seeking spiritual and/or religious care. Out of intense involvement with persons in various levels of crisis and need, and with feedback from peers and teachers, C.P.E. students develop new awareness of themselves and the needs of those they serve.

### **PROGRAM STRUCTURE**

C.P.E. as offered through ACPE accredits two types of programs, C.P.E. Level I/Level II and Certified Educator CPE. C.P.E. Programs have



Objectives and C.P.E. Students have Outcomes. Objectives define the scope of the C.P.E. program curricula. Outcomes define the competencies to be developed by students as a result of participating in C.P.E. programs. One unit of C.P.E. is a minimum of 400 hours, of which 100 hours must be structured learning and 300 hours must be direct contact with population you are serving. C.P.E. is conducted with peer group learning and interaction. A C.P.E. peer group must have at least 3 students.

- The SFTS C.P.E. program is fully accredited to offer Level I, Level II and Supervisory C.P.E. by The Association for Clinical Pastoral Education (ACPE)
- The C.P.E. program at SFTS offers three sessions of C.P.E. on a calendar that coincides with the SFTS academic year
- SFTS offers a Supervisory Education Fellowship to one student preparing to become a certified ACPE supervisor

#### Internship Extended Units (Level I & II)

These internship units are offered in the fall, spring, and summer terms. During the fall and spring unit (17 weeks total), interns complete 11 hours of structured education per week, and 22 hours of direct pastoral care per week. When offered, summer C.P.E. classes run over the course of 14 weeks, and require 12 hours of structured education per week, and 30 hours of direct pastoral care per week.

#### Supervisory Education

SFTS offers the Shaw Supervisory Education Fellowship to one student so they can train to become a certified ACPE supervisor.

Please see department for course listings.

#### **CERTIFICATE IN TRAUMA & SPIRITUAL CARE (C.T.S.C.)**

The Certificate in Trauma & Spiritual Care provides working professionals in both clinical and pastoral settings with the skills needed to adequately care for and help people during life's most difficult situations.

Focusing on the spiritual understandings of trauma and healing, this intensive program combines crisis intervention training and trauma counseling education to give caregivers a comprehensive set of skills to help trauma survivors recover from their experiences.

Traumatic experiences affect people and communities in particular and

complicated ways. In addition to physical and psychological impacts, trauma also can shatter trust and hope, which are the foundations of spirituality.

The certificate is comprised of four courses: Dynamics of Trauma, Trauma Care Resiliency, God & Human Suffering, and Collective Trauma, Collective Wisdom. Generally, one course is offered each fall and spring term over four weekends (Friday evenings and Saturdays during the day). However, this fall we are offering two courses (see descriptions below). If a summer course is scheduled, it's offered as a week-long intensive. Each course is 3 academic credits or 40 contact hours of continuing education. Courses may also be taken on an individual basis but all four trauma courses must be completed in order.

#### Transfer Credits

If upon entering the certificate program students do not have a(n) M.Div., MA, or M.A.T.S., and later choose to enroll in one of these degree programs at SFTS, the completed certificate courses cannot be transferred into the degree program.

There are four courses in the curriculum held during a period of two years. Each course meets once a month for four months, usually Friday evening for 3 hours and all day Saturday. Courses can be taken in any order and cannot be duplicated.

### **COURSES**

ST 2209 God and Human Suffering.

Deals with issues of theodicy—how we make sense of evil in a world that is supposed to be under the care of a good God while providing pastoral care in relation to those who are suffering. This course explores the relationship between human suffering and the human spirit.

### **OTHER CERTIFICATE COURSES**

SP 2150 Collective Trauma, Collective Memory: Systemic Issues of Trauma.

Explores the dynamics of trauma as a set of social patterns and relationships constructed through conditions that legitimate hostile imaginations, feelings, and actions. Using race as the central category for systemic issues that exacerbate collective trauma and collective memories of trauma, this course will examine socially traumatic events, and social constructs that lead to collective memories of collective traumas. From the pastoral care, spiritual, and psychological fields it

will identify the epidemiology of collective trauma and uncover roots of racial, gender, and class social injustices, such that social realities that create and reinforce collective trauma may be identified and eliminated.

**SP 4055 Dynamics of Trauma.**

explores the basic dynamics of trauma from a variety of perspectives: sociological, psychological, psychiatric, neuroscience, relational, theological and spiritual. Additional topics include: the great variety and demographics of trauma, and the emerging field of traumatology, along with the spiritual and moral dimensions to trauma and the traumatized person, including the emerging concept of “moral injury.”

**SPPS 4460 Trauma Care Resiliency: Developing Transformative Emotional Intelligence (EQ).**

Applies the principles of transformative learning to foster EQ growth. This approach requires sufficient time for implicit learning to occur, space for self-reflection and questioning one’s own assumptions, and an environment which supports, confronts and clarifies. In this class, students will learn critical care competencies for trauma care-giving including self-awareness, self-management and impulse control, empathy and the ability to attune to others, flexibility, creativity, decision-making and problem-solving, and the ability to engage and inspire others.

For admissions and application information regarding the Shaw Chaplaincy Institute, please visit <https://shawcpe.sfts.edu/education/>

For additional information regarding the C.P.E., please visit <https://shawcpe.sfts.edu/education/cpe/>

For additional information regarding the C.T.S.C., please visit <https://sfts.edu/academics/certificate-trauma-spiritual-care/>

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## **DIPLOMA IN CHAPLAINCY SPIRITUAL CARE RESEARCH LITERACY (D.C.S.C.L.R.)**

The Diploma in Chaplaincy & Spiritual Care Research Literacy is designed to equip chaplains, spiritual care providers and pastoral care educators who work in research-driven environments with the tools they need to work alongside interdisciplinary colleagues to develop practices informed by scientific inquiry, and design and implement their own evidence-based research. D.C.S.C.R.L. students will study alongside colleagues in the Doctor of Ministry program, in the Chaplaincy/Spiritual care concentration, in a professional learning community that is multi-faith, culturally competent, spiritually grounded, and pedagogically innovative.

The curriculum is designed to foster interest and curiosity in professional chaplains about their own and others' provision of spiritual and religious care that give rise to research inquiry and critical thinking. Students will develop and master rigorous data collection methodologies appropriate for their ministry setting.

San Francisco Theological Seminary has designed this program so that it may be considered by participants for use as continuing education to enhance the professional knowledge and pastoral competency of chaplains certified through the Board of Chaplaincy Certification Inc.® an affiliate of the Association of Professional Chaplains®.

### **REQUIREMENTS**

The Diploma in Chaplaincy & Spiritual Care Research Literacy requires

18 units. Students take three required courses, one elective, and six units fulfilled through a field research project.

### Hybrid Courses

Courses in the Chaplaincy & Spiritual Care Research Literacy concentration will be taught in a hybrid format that includes both an online component and a 2-3 day meeting on campus.

### Required Courses (9 units)

The three required courses provide a framework for evaluating existing research, understanding methods of data collection, quality, and usage that might be used within various chaplaincy contexts, and theological reflection on the history and politics of research. They are:

- Action Research and Evidence-Based Research Methods
- Quantitative vs Qualitative Research Methods
- The Politics of Research: Ethical, Epistemological, and Ontological Issues

### Elective Seminar (3 units)

Students will take 1 elective seminar, selecting from seminars offered in the Chaplaincy/Spiritual Care concentration and other program options within the D.Min. program, based on their particular professional needs and research interests.

### Field Research Project (6 units)

It is envisioned that most students will design a field research project through the work in the required core courses, that includes gathering data on a student-defined research question and presenting the results in a final paper.

## COURSES

### Action Research and Evidence-Based Research Methods

The first of three core courses in the Chaplaincy & Spiritual Care Research Literacy concentration, this course provides a framework for evaluating existing research, understanding methods of data collection, quality, and usage that might be used within various chaplaincy contexts.

Prerequisite: at least one of the following — 4 units of Clinical Pastoral Education, Board Certified Chaplain, or eligible for certification.

### Quantitative vs Qualitative Research Methods

The second of three core courses in the Chaplaincy/Spiritual Care

Research Literacy concentration, this course provides a framework for evaluating existing research, understanding methods of data collection, quality, and usage that might be used within various chaplaincy contexts.

Prerequisites: at least one of the following — 4 units of Clinical Pastoral Education, Board Certified Chaplain, or eligible for certification; and Action Research Methods course #1 (above)

The Politics of Research: Ethical, Epistemological, and Ontological Issues

The third of three core courses in the Chaplaincy/Spiritual Care Research Literacy concentration, this course provides a framework for evaluating and working with evidence-based research in various chaplaincy contexts through theological reflection on the history and politics of research.

Prerequisites: at least one of the following — 4 units of Clinical Pastoral Education, Board Certified Chaplain, or eligible for certification; and Action Research Methods courses #1 and 2 (above)

For additional information regarding the D.C.S.C.R.L., please visit the web page <https://sfts.edu/academics/diploma-in-chaplaincy-spiritual-care-research-literacy/>

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## **APPLIED WISDOM INSTITUTE (AWI)**

The Applied Wisdom Institute offers two certificates in

- Spirituality and Entrepreneurship
- Mental Health and Spirituality

### **CERTIFICATE IN SPIRITUALITY AND ENTREPRENEURSHIP (C.S.E.)**

Through an accelerated seven-month program, you learn to guide large-scale, mission-driven organizations and gain the skills to ignite positive social transformation. Our unique learning model includes expert instruction, a mentored community project of your choosing, as well as cohort feedback and collaboration.

Emerge as a leader for social change. You will be empowered to apply your learning throughout the modules and develop a working project plan. Whether completing the entire program or just one particular module, you will immediately gain wisdom and begin to get things done.

#### **Modules**

Each module costs \$1,000 and is equivalent to 24 continuing education units. 24 Contact Hours are available to Pastors, Pastor Counselor, Nurses, and Chaplains whose certifying agencies or organizations require CE hours. To determine whether or not your seminar qualifies for CEUs, please consult with your certifying body.

California Board of Behavioral Sciences accepts CE credits for license

renewal by LCSWs, LEPs, LPCCs, and MFTs for programs from CE approved sponsors.

LCSWs and MFTs from states other than California need to check with their state licensing board for approval. California Board of Registered Nursing (BRN Provider CEP16887) for licensed nurses in California. CA Emergency Medical Services for EMTs and Paramedics. For questions about these CE accreditations email [innovation@sfts.edu](mailto:innovation@sfts.edu).

Each module takes place online, with participants meeting over the internet using a browser-based conferencing system. Modules may be delivered in two ways:

1. Intensives are delivered in-person at the beginning of each Spirituality and Entrepreneurship module.
2. Modules are delivered online through the Zoom conferencing system. Meetings are live/synchronous. All participants are visible to each other and engage in conversations through the system.

The modules take place at various points in the year. Please check the Applied Wisdom Institute page for details on dates and meeting times.

Topics for each module vary. Please visit the Applied Wisdom Institute page for details <https://appliedwisdominstitute.org/project/certificate-in-spirituality-and-entrepreneurship/>.

## COURSES

AWI 300 Applied Wisdom: Ethical & Inclusive Leadership Development.

The Certificate in Spirituality and Entrepreneurship was designed for emerging social entrepreneurs, ordinary people from all walks of life with extraordinary passion for positive change.

Social entrepreneurs want to make a difference in the world, but they must paint an exciting vision for the future to align others with their goals. One of the first steps in establishing a vision (i.e., a Point B) is determining one's current "situatedness" (i.e., Point A).

Toward this end, Module 1 aims to provide learners with increased self-awareness, a deeper understanding of others, an improved ability to provide feedback to others, and the space to develop, support and articulate their unique, specific vision for improving the world.

Simply put, Module 1 hones learners' grasp of the intersections between



who they are, their spiritual journeys, why they care, how they need to develop, and what social entrepreneurship venture they wish to pursue.

### Objectives

- Understand the ancient wisdom behind contemporary organizational ethics, and articulate one's own ethical mile posts.
- Understand what makes people feel like they are welcome and valued in organizations, and how to make it happen.
- Critically analyze the sense of being the "other."
- Provide an actionable plan to mindfully apply the learning of this module in your personal and professional life.

### AWI 301 Measuring Social Impact: Mission-Based Data Evaluation & Strategy

When ministering, doing non-profit work, developing social responsibility programs, and growing organizations, there is often passion and mission behind it, but the gritty part that will grow an organization and accelerate impact – the numbers, the business strategy, and the operational know-how – may be back-of-mind or unknown.

Module 2 of the Certificate in Spirituality and Social Entrepreneurship will level-up your skills and strengthen the bond between your passion and mission to practical business skills. Here you will learn to measure impact with ability to scale. You will learn how to turn your altruistic goal into a practical endeavor that others will be motivated to join.

### Objectives

- Accelerate down a path to becoming systems leaders who can address complex organizational problems in innovative ways
- Know the six engineering habits of mind: systems thinking, creativity, optimism, collaboration, communication, and ethics
- Practice the core elements of information literacy

### AWI 302 Storytelling in Media & Technology

Accurately sharing your vision with the world matters. Are you using the right messages? Are you using the right media? Are you aligning technology with your audience? It is crucial that you understand how to craft and deliver a powerful message through the right channels.

Module 3 of the Certificate in Spirituality and Entrepreneurship will teach you how to best use media and technology in social ventures. The readings and discussions will apply to range of possible applications to

individual projects. For some people, the central piece of your project might be to make media (e.g., a website, movies, written material). For others, you may be using media and technology to advance your ideas (e.g., to seek funding, attract volunteers, communicate a project story). Whatever your needs, this module will take you the very latest strategies for using modern media to reach and influence your audience.

### Objectives

- Develop a knowledge and competency-driven mindset for problem solving and collection in fields of public service
- Learn how media and technology are influential in digital life.
- Apply the wisdom of the literature to make your project the most media savvy, digitally influential, and engaging project to funders, volunteers, partners and employees.

### **CERTIFICATE IN MENTAL HEALTH AND SPIRITUALITY (C.M.H.S.)**

Designed for working professionals and with Pastors, mental health providers, and graduate students in mind, the Certificate in Mental Health and Spirituality builds greater spiritual awareness that helps you connect with people of all faiths. Six synchronous interactive and immersive online seminars taken over six months first ground you in the connection between spirit and health, and then go deeper into chronic illness, bereavement, bipolar faith, healing and clinical practice. Participants will learn to identify the spiritual and mental health needs of members of their community and learn to work together to provide sensitive and effective care.

The Certificate in Mental Health and Spirituality prepares you for important conversations with people in tough situations, at critical moments in their lives. Valuable time is gained when you can immediately relate to people from their spiritual point of view, break down barriers and connect with them. And, each seminar comes with valuable continuing education units (CEUs) that can satisfy skills acquisition requirements for certain practicing professionals.

The certificate is broken into required seminars. The seminars are

- Paradigms of Healing and Wholeness
- Integrating Spirituality in Clinical Practice
- Spirituality in Mental Health

And two of the following electives:

- Spirituality in Bereavement
- Bi-Polar Faith
- Spiritual Journeys in Chronic Illness

Prices for the Certificates are as follows:

All Certificate seminars \$4,475

Individual seminars \$895

Alumni, employee, and group pricing is available. Please visit the AWI web page for more details <https://appliedwisdominstitute.org/project/spirituality-and-mental-health-certificate/>

Completion of seminars is estimated at around 7 months, with class times taking place on either Mondays and Wednesdays or Tuesdays and Thursdays. Classes are held between 4:30-6:00 p.m. PST. Seminars are delivered online through the Zoom conferencing system on the Internet. Meetings are live/synchronous. All participants are visible to each other and engage in the conversations through the system.

Topics and objectives for each seminar vary. Please check the Applied Wisdom Institute page for details <https://appliedwisdominstitute.org/project/spirituality-and-mental-health-certificate/>

## REQUIRED SEMINARS

### URAWI 501X Spirituality in Mental Health

Learn concepts and strategies for understanding and integrating spirituality in mental health services for mental health professionals, clinical chaplains, community leaders, and others. Topics include understanding of cultural frameworks, multi-faith and interfaith frameworks, implicit biases, and working with instead of solving for diverse communities.

### URAWI 502X Paradigms of Healing and Wholeness

Explores a range of paradigms for human healing and wholeness inspired by diverse spiritual traditions (e.g., Christian, Hindu, Jewish, Buddhist, Native American, Sufi) and clinical frameworks (e.g., meaning based therapy, Jungian depth psychology, inner cultivation of compassion and mindfulness). Emphasis is on experiential application of concepts and practices. As it relates to psycho-spiritual development.

### URAWI 503X Integrating Spirituality in Clinical Practice

Students learn to utilize spiritually informed strategies and techniques

to assess spiritual distress, guide treatment planning, implement appropriate evidenced-based interventions and evaluate therapeutic outcomes. Course is Practitioner focused and designed to develop clinical skills integrating spiritual issues in therapy.al justice and advocacy in clinical practice.

## ELECTIVES

### URAWI 504X Bi-Polar Faith

Learn concepts and strategies for providing spiritual care, mental health guidance, and culturally sensitive training for groups that seek to provide access to care. Topics include intertwining of familial, social, and spiritual issues; living with Bi-Polar disorder; finding, providing, and/or receiving resources; collaboration, and community; and forgiveness vs. reconciliation post-trauma.

### URAWI 505X Spirituality in Bereavement

Gain academic training to supplement the practical experience of providing clinical, palliative, and hospice care to those who are dying and those who survive the dying, shifting from best intention to best practices. Topics include types of grief, possible psychological and spiritual complications in grieving, and rituals in grieving.

### URAWI 506X Spiritual Journeys in Chronic Illness

Learn, practice, and develop best practices for palliative caregivers, medical practitioners, interfaith chaplains, and more, in dealing with issues of chronic illness, spirituality, and survival. Topics include understanding how age, degrees of function, and grief interplay in well-being.

For additional information regarding the Applied Wisdom Institute, please visit <https://appliedwisdominstitute.org/>

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## **FACULTY**

(Dates indicate first year of full-time service.)

Raúl Acero, Professor of Art, 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

Adriana Ruiz Alvarado, Assistant Professor of Education, 2016; B.A., University of California, Berkeley; Ph.D., M.A., M.Ed., University of California, Los Angeles

Nicholle Andrews, 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 Creative Writing, 1981; B.A., University of Washington; M.F.A., University of California, Irvine

Benjamin Aronson, Professor of Biology, 1998; B.A., Williams College; Ph.D., Purdue University

Graeme Auton, Professor of Political Science, 1987; B.A., M.A., Ph.D., University of California, Santa Barbara

Katherine Baber, Associate Professor, School of Music, 2012; B.M., Ph.D., Jacobs School of Music, Indiana University

Bing Bai, Associate Professor of Business, 2008; B.A., M.A., Renmin University of China; M.H.R.I.R., Ph.D., University of Illinois

Julius Bailey, Professor of Religious Studies, 2001; B.A., Occidental College; M.A., Ph.D., University of North Carolina at Chapel Hill

Chris Beach, Professor of Theatre Arts, 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

James Bentley, 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, Professor of Anthropology, 2003; B.A., University of Virginia; M.A., Ph.D., University of Arizona

Joanna Bieri, Associate Professor of Mathematics, 2009; B.S., Northern Arizona University; M.S., Ph.D., Northwestern University

Greg Bills, Professor of Creative Writing, 1998; B.A., University of Utah; M.F.A., University of California, Irvine

Mikela Bjork, Assistant Professor of Education, 2017; B.A., Smith College; M.Ed., Long Island University; Ph.D., M.A., Columbia University, New York

Ann Blankenship Knox, Associate Professor of Education, 2017; B.A., The University of the South; J.D., University of Tennessee; Ph.D., University of Georgia

James R. Blauth, Professor of Biology, 1999; B.A., Dartmouth College; Ph.D., Cornell University

Susan L. Blauth, Professor of Biology, 1999; B.S., Ph.D., Cornell University

Francis T. Bright, Associate Professor of French, 1993; B.A., University of Notre Dame; M.A., Ph.D., Cornell University

Piers Britton, Professor, Media and Visual Culture Studies, 2002; B.A., Ph.D., University of Manchester

Leslie Brody, Professor of Creative Writing, 1998; B.A., San Francisco State University; M.A., Ph.D., University of Connecticut

Tommi Cahill, Associate Professor of Art, 2009; B.F.A., California Institute of the Arts; M.F.A., Yale University School of Art

Leslie J. Canterbury, Associate Librarian, 1990; B.A., M.L.S., University of Arizona

Angelo Carlo Carrascoso, Associate Professor of Business, 2009; B.S., Ateneo de Manila University; M.B.A., Ph.D., University of Virginia

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

Anne Cavender, Professor of English, 2000; B.A., Middlebury College; M.A., Ph.D., University of Washington

Heung-Joo Cha, Associate Professor of Business Administration, 2008; B.B.A., Chonnam National University; M.S., University of Wisconsin; Ph.D., University of Houston

Pani Chakrapani, Professor of Computer Science, 1985; B.S., M.S., University of Madras, India

Brian Charest, Assistant Professor of Education, 2017; B.A., University of California, Santa Cruz; M.A., San Francisco State University; M.A., Roosevelt University; Ph.D., University of Illinois at Chicago

Teresa Chavez Saucedo, Assistant Professor of Ministry, 2019. Ph.D., Graduate Theological Union; M.Div., Austin Presbyterian Theological Seminary; B.A., Lewis and Clark College

Charng-Yi Chen, The William R. and Sue Johnson Endowed Chair in Finance and Professor of Business, 2008; B.S., National Central University; M.B.A., Northwest Missouri State University; Ph.D., University of Oregon

Nathaniel Cline, Associate Professor of Economics, 2012; B.A., Earlham College, Ph.D., University of Utah

Kimberley Coles, Associate Professor of Anthropology, 2006; B.A., University of California, San Diego; M.A., The American University; Ph.D., University of California, Irvine

Barbara Conboy, Professor of Communicative Disorders, 2009; B.A., Smith College; M.A., Temple University; Ph.D., University of California, San Diego and San Diego State

Solaman Cooperson, Associate Professor, Communicative Disorders, 2014; B.A., University of Pennsylvania, M.S., Pennsylvania State University, Ph.D., University of Texas at Austin

Patricia K. Cornez, Senior 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

Karen Derris, The Hunsaker Distinguished Teaching Chair and Professor of Religious Studies, 2003; A.B., Brown University; M.T.S., Harvard Divinity School; Ph.D., Harvard University

Alan DeWeerd, Professor of Physics, 1998; B.S., University of California, Irvine; M.S., Ph.D., University of Wisconsin, Madison

Esther Domenech, Lecturer in Spanish; M.S., California State University, San Bernardino

Elizabeth Doolittle, Senior Lecturer in Mathematics, 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

Hamid Falatoonzadeh, Associate 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

Wendy Farley, Rice Family Chair of Spirituality, Professor of Spirituality, 2019. Ph.D., M.A., Vanderbilt University; B.A., University of New Hampshire



Kathleen Feeley, Associate Professor of History, 2006; B.A., Colgate University; Ph.D., City University of New York

Michael J. Ferracane, Assistant Professor of Chemistry; B.S. University of Arizona; Ph.D., University of Virginia

Lawrence Finsen, Professor of Philosophy, 1979; B.A., Lake Forest College; Ph.D., State University of New York at Buffalo

Samuel Fischer, Artist Professor of Music, 2017; B.N., University of Southern California; M.M., Julliard School

Douglas Flewelling, Associate 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

Allison Fraiberg, Professor of Business, 1996; B.A., McGill University; M.A., Tulane University; Ph.D., University of Washington

Christopher Gabbitas, Artist Professor of Music, 2019. B.A. (Hons), M.A., St. John's College, University of Cambridge; Post Graduate Diploma in Law, Oxford Institute of Legal Practice

Munro Galloway, Assistant Professor of Art, 2016; B.A., Brown University; M.F.A., Bard College

Lorenzo Garbo, Professor of Economics, 1996; Laurea in Economics, University of Venice; M.A., M.Phil., Ph.D., Columbia University

Deon Garcia, Senior Lecturer in Mathematics, 2003; B.S., M.S., University of California, Riverside

Laurie Garrett-Cobbina, Shaw Family Chair for Clinical Pastoral Education, Assistant Professor of Pastoral Care and Education, 2019. Ph.D., Graduate Theological Union, Berkeley; M.Th., M.Div, Princeton Theological Seminary; B.S., Syracuse University

Patricia Geary, Professor of Creative Writing, 1987; B.A., Vassar College; M.F.A., University of California, Irvine

Andrew Glendening, Dean of the School of Music, 2004; B.M., Oberlin College Conservatory of Music; M.M., D.M., Indiana University

Candace Glendening, Senior Lecturer in Biology, 2004; B.Mus., Oberlin College Conservatory of Music; B.A., Oberlin College; M.S., Morehead State University

John Glover, 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, Professor of Business, 2005; B.A., University of Delhi; Ph.D., University of Wisconsin at Milwaukee

Rodney Goodyear, Professor of Education, 2008; B.A. Augustana College; M.Ed., Ph.D., University of Illinois

Neena Gopalan, Associate Professor, School of Business, 2016; B.A. University of Kerala, India, M.A., University of Hull, United Kingdom, M.S., Ph.D., Kansas State University

Frances Grace, 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

Janée Both Gragg, Associate Professor of Education, 2008; B.A., Southern Adventist University; M.S., Ph.D., Loma Linda University

Lua Gregory, Associate Librarian, 2008; B.A., University of Redlands; M.L.I.S., University of California, Los Angeles

Gerald M. Groshek, Professor of Business, 1999; B.A., Valparaiso University; M.A., Ph.D., University of Denver

Lawrence Gross, Associate Professor, Race and Ethnic Studies, 2011; B.A., University of Minnesota; A.M., Harvard University; M.A., Ph.D., Stanford University

Thomas F. Gross, Professor of Psychology, 1980; B.A., University of California, Berkeley; M.A., California State University, Fresno; Ph.D., University of Maine

Renée Hall, Clinical Professor, Business Administration and Accounting 2014; B.A., Whitman College; M.A., University of Chicago; M.S., Ph.D., Texas A&M University

Kelly Hankin, Professor of Film, Johnston Center for Integrative Studies, 2002; B.A., San Diego State University; M.A., Ph.D., University of Rochester

Faisal Harahap, 2017, Assistant Professor of Business; B.A., Arizona State University; M.A., University of Oklahoma; Ph.D., Florida International University

Jessica Hehman, Associate Professor of Psychology, 2009; B.S., Northern Kentucky University, Ph.D., University of California, Santa Barbara

Lamont C. Hempel, The Hedco Chair in Environmental Studies and Professor of Environmental Studies, 1999; B.A., University of Minnesota, Minneapolis; M.A., Ph.D., Claremont Graduate University

Jessie Hewett, 2017, Assistant Professor of History; B.A., University of California, Santa Cruz; Ph.D., University of California, Davis

Katherine Hickey, 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, Librarian, 2006; B.A., University of California, Davis; M.A., M.L.S., Indiana University

S. Eric Hill, Professor of Physics, 2001; B.A., Carleton College; Ph.D., University of Minnesota

Martin Hoecker-Martinez, Assistant Professor of Physics, 2017; B.S., Harvey Mudd College; M.S., California Institute of Technology' Ph.D., Oregon State University

Nicol Howard, Assistant Professor of Education, 2016; B.A., University of California, Los Angeles; M.A., Azusa Pacific University; Ph.D., Chapman University

William B. Huntley, The Will C. and Effie M. Crawford Professor of Religion, 1974; B.A., Duke University; B.D., Yale University; Ph.D., Duke University

Walter Hutchens, Senior Lecturer, Business Administration, 2013; B.A., Samford University, M.A., J.D., Washington University

Claudia Ingram, Professor of English, 1997; B.A., St. John's College; J.D., University of California, Berkeley; M.A., Ph.D., University of Oregon

Dorene Isenberg, Professor of Economics, 2003; A.B., San Diego State University; M.A., Ph.D., University of California, Riverside

Hillary Jenkins, 2014; Associate Professor of Environmental Studies, B.A., Wellesley College, Ph.D., Duke University

Kathie Jenni, Professor of Philosophy, 1988; B.A., University of Montana; M.A., Ph.D., University of California, Irvine

Priya Jha, Professor of English, 2005; B.S., Drexel University; M.A., Ph.D., University of Colorado at Boulder

Xinyan Jiang, Professor of Philosophy, 2000; B.A., M.A., Peking University; M.A., Ph.D., University of Cincinnati

Janelle Julagay, Assistant Librarian, 2015; B.A., University of California, Riverside; M.L.I.S., University of California, Los Angeles

William Kennedy, Associate Librarian, 1980; B.A., University of Redlands; M.S.L.S., University of Southern California

Daniel Kiefer, Professor of English, 1991; B.A., Boston University; M.A., Ph.D., Yale University

Heather King, Professor of English, 2000; B.A., Boston University; M.A., Ph.D., University of Wisconsin-Madison

Daniel Klooster, Professor of Latin American Studies, 2008; B.A., Macalester College; M.A., Ph.D., University of California, Los Angeles

Celine Ko, Associate Professor of Psychology, 2008; B.A., University of California, Riverside; M.A., San Diego State University; M.S., Ph.D., University of California, San Diego and San Diego State

Mehrad Koohikamali, Assistant Professor, School of Business, 2016; B.Sc. University of Tabriz, M.Sc., University of Tehran, M.Sc., Ph.D. University of North Texas

Alexander Koonce, Professor of Mathematics, 1993; B.A., Dartmouth College; Ph.D., Stanford University

Timothy P. Krantz, Professor of Environmental Studies, 1997; B.A., University of Redlands; M.A., Stanford University; Ph.D., University of California, Berkeley

James K. Krueger, Professor of Philosophy, 2004; B.A., Whittier College; M.A., Ph.D., University of Notre Dame

Mark P. Kumler, Professor of Geographic Information Systems, 2004; B.A., Dartmouth College; M.A., Michigan State University; Ph.D., University of California, Santa Barbara

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, Professor of Anthropology, 1997; B.A., Boston University; M.A., Ph.D., Harvard University

Lillian Larsen, 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

Lisa LaSalle, Professor, Communicative Disorders, 2011; B.S. Mary Washington College, Ph.D., Syracuse University

Victoria A. Lewis, Professor of Theatre Arts, 2000; B.A., Dunbarton College; M.A., Columbia University Teachers College; Ph.D., University of California, Los Angeles

Teresa Longin, Professor of Chemistry, 1998; B.S., Ithaca College; Ph.D., California Institute of Technology

Gregory Love, Associate Professor of Systematic Theology, 2019. Ph.D., M.Div., Princeton Theological Seminary; B.A., Pacific Lutheran University

Hongwei Lu, Professor of Asian Studies, 2004; B.A., Central-China Normal University; M.A., Clark University; Ph.D., University of Oregon

Rebecca Lyons, Associate Professor of Chemistry, 2011; B.S. University of Washington; M.A., State University of New York; M.S., Ph.D., State University of New York of Environmental Studies and Forestry

Ruijin Ma, Associate Professor, Geographic Information Systems, 2011, B.E., M.E., Shan Dong University of Science and Technology, Ph.D., Ohio State University

Denise M. MacNeil, Professor of Business, 2002; B.A., Evergreen State College; M.A., M.F.A., Chapman University; Ph.D., Claremont Graduate University

Michael MacQueen, Professor of Business, 2009; B.A., University of California, Los Angeles; M.B.A., California State Polytechnic University, Pomona; Ed.D., University of La Verne

Joseph Magedanz, Professor of German, 2000; B.A., Yankton College; M.A., Ph.D., University of Nebraska, Lincoln

Kimiya Maghzi, Assistant Professor, School of Education, 2018; B.A., University of California, Irvine; M.A. Loyola Marymount University; Ph.D. Chapman University, Orange

James R. Malcolm, Professor of Biology, 1981; B.A., Oxford University; Ph.D., Harvard University

Joy Manesiotis, Professor of Creative Writing, 1989; B.F.A., Virginia Commonwealth University; M.F.A., Warren Wilson College

Paige Mann, Assistant Librarian, 2017; B.S., University of Redlands; MLIS, San Jose State University

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## **ADMINISTRATORS**

### OFFICE OF THE PRESIDENT

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### ACADEMIC AFFAIRS

Kathy Ogren, Provost and Chief Academic Officer; B.A., Scripps College; M.A., Ph.D., The Johns Hopkins University

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### **Career and Professional Development**

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### **College of Arts and Sciences**

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### **School of Business**

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### **School of Continuing Education**

Vacant

### **Armacost Library**

Annie Downey, Associate Provost and Director of the Armacost Library and Learning Commons, B.A., M.L.S., Ph.D., University of North Texas, Denton

### **Information Technology Services**

Shariq Ahmed, Director of Academic Computing; LL.B., University of Karachi, MBA, International University, Pakistan; Ed.D California State University, Fullerton

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### **Registrar**

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Anne Escherich, Assistant Registrar; B.S., University of Redlands

## ENROLLMENT

Kevin Dyerly, Vice President for Enrollment; B.S., MBA, University of Redlands

### College of Arts and Sciences

Belinda Sandoval, Director, College of Arts and Sciences Undergraduate Admissions; B.A., University of San Diego; M.A., University of San Francisco

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Kenley Jones, Senior Associate Director of Admissions, Director of International Recruitment; B.A., Western Washington University, M. Ed., Washington State University

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Vacant, Campus Director, South Coast Metro Campus

Pamela Allen, Director, Burbank Campus; B.S., University of Phoenix; MBA, University of Redlands

Ziklag (Ziki) Malata, Campus Director, Temecula Campus; B.S., Biola University; MBA, University of Redlands

Thomas Bozman, Campus Director, San Diego Campus; B.S., Susquehanna University; MBA, University of Redlands

### **Enrollment Systems, Operations and Analytics**

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## **FINANCE AND ADMINISTRATION**

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### **Administrative Services**

Brett Telford, Director; B.S., University of Redlands

### **Bookstore**

Edgar Salas, Manager, Barnes & Noble College Bookstores

### **Human Resources**

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### **Facilities Management**

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### **Public Safety**

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### **Athletics**

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### **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**

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### **Counseling Center**

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### **Diversity and Inclusion**

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Demeturie T. Gogue, First Generation Student Programs Coordinator; B.A., University of California, Berkeley; M.Ed., The University of Vermont

Sadie Red Wing, Native Student Programs Assistant Director; B.F.A., Institute of American Indian Arts, New Mexico; M. Graphic Design, North Carolina State University, Raleigh

### **Health Services**

Vacant, Director of Health Center

### **Residence Life and Housing**

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Brandi Veigh, Assistant Director of Residence Life and Housing; B.A., M.S., Youngstown State University

### **Student Conduct and Peer Education**

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### **Student Leadership and Involvement**

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### **UNIVERSITY ADVANCEMENT**

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### **Alumni Relations**

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### **Development**

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### **UNIVERSITY COMMUNICATIONS**

Wendy Shattuck, Chief Communications Officer; B.A. Brown University; M.A., Stanford University

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## **FACULTY EMERITI**

(Dates indicate years of service.)

Rasool Azari, Professor Emeritus of Business, 1997-2019

A. Keith Barnes, Emeritus Hunsaker Professor of Management, 1984-1997

Michael J. Bloxham, Professor Emeritus of Mathematics, 1982-2009

Wayne R. Bohrnstedt, Professor Emeritus of Music, 1953-1993

David Bragg, Professor Emeritus of Mathematics, 1967-2001

John Brownfield, Professor Emeritus of Art, 1965-2004

Elaine S. Brubacher, Professor Emerita of Biology, 1980-2008

Richard F. Carlson, Professor Emeritus of Physics, 1967-2001

Aaron J. Cox, Professor Emeritus of Physics, 1970-2008

Emily Culpepper, Professor Emerita of Women's and Gender Studies and Religious Studies, 1989-2011

H. Ben Dillow, Professor Emeritus of Speech, 1969-2004

Bob Eng, Professor Emeritus of History, 1980-2019

Carol Ann Franklin, Professor Emerita of Education, 1976-2008



Michael Groher, Professor Emeritus of Communicative Disorders, 2004-2016

Marcia L. Halvorsen, Professor Emerita of Economics, 1975-1996

Lawrence Harvill, Professor Emeritus of Engineering and Applied Mathematics, 1964-1998

Fred Hearsh, Librarian Emeritus, 1983-1994

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

Robert J. Jackson Professor Emeritus of American Politics, 1997-2016

Yukiko Kawahara, Associate Professor Emerita of Asian Studies, 1999-2016

James H. Keys, Professor Emeritus of Music, 1972-2009

Louanne Fuchs Long, Professor Emerita of Music, 1962-2012

Diane Macunovich, Professor Emerita of Economics, 2003-2014

William E. McDonald, Professor Emeritus of English and Virginia C. Hunsaker Distinguished Teaching Chair, 1969-2005

Josette Melzer, Professor Emerita of French, 1969-1993

Dr. Laurel Mitchell, Professor Emerita of Accounting, 2004-2017

Anna Marie Napoli, Associate Professor Emerita of Psychology, 1969-2008

Christopher J. Niggle, Professor Emeritus of Economics, 1983-2010

Kevin O'Neill, Professor Emeritus of Philosophy, 1969-2011

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Alexandra Pierce, Professor Emerita of Music, 1968-2001

Phillip R. Rehfeldt, Professor Emeritus of Music, 1969–2004

Cheryl Rickabaugh, Professor Emerita of Psychology, 1988-2018

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1973–2004

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Dr. Lowell Kent Smith, Professor Emeritus of Biology, 1966-2017

Jean Swanson, Librarian Emerita, 1987–2007

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Dora Van Vranken, Professor Emerita of German, 1965–1999

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Disorders, 1978–2011

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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 (WASC), please contact WASC, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501; (510) 748-9001.

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The University of Redlands generally reserves the right to modify, delete, or supplement terms, provisions, or policies set forth or referred to in this Catalog.

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The University of Redlands does not discriminate on the basis of race, color, national origin, gender, disability, age, marital status, or sexual orientation in its programs and activities. The following has been designated to handle inquiries regarding the non-discrimination policies:

Human Resources Department/ Equal Opportunity Office  
University of Redlands  
P.O. Box 3080  
Redlands, CA 92373-0999

(909) 748-8040 (Telephone Number)

(909) 335-5154 (Fax Number)

#### 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 Registrar, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999.

#### JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT

The University of Redlands' annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by the University; and on public property within or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by contacting the Director of Public Safety or by accessing the following website: [www.redlands.edu](http://www.redlands.edu).

#### 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 website at [www.meganslaw.ca.gov](http://www.meganslaw.ca.gov).

#### 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 Athletic Director or the Registrar.

#### ACCESS TO STUDENT RECORDS

In accordance with the Federal Family Educational Rights and Privacy Act (FERPA) of 1974 (as amended), access to academic and behavioral student records is limited to students, dependent students' parents, and



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#### CONSUMER INFORMATION

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint at 2535 Capital Oaks Drive, Suite 400, Sacramento, CA 95833.

Website: <http://www.bppe.ca.gov>, telephone: (916) 431-6924, fax: (916) 263-1897.

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## **COMMUNICATION WITH THE UNIVERSITY**

General Information Address  
1200 E. Colton Avenue, PO Box 3080  
Redlands, California 92373-0999  
[www.redlands.edu](http://www.redlands.edu)

**Switchboard** (909) 793-2121

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Housing, Student Life (909) 748-8053

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President's Office (909) 748-8390

Provost Office (909) 748-8072

Public Events: Use of Facilities (909) 748-8116

Public Safety, Parking (909) 748-8888

Registrar's Office (909) 748-8019

Student Financial Services (909) 748-8047

Student Health Services (909) 748-8021

University Communications (909) 748-8070

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Academic Programs: Dean's Office (909) 748-8359

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Communicative Disorders (909) 748-8061

**Geographic Information Science (909) 748-8128**

**School of Music (909) 748-8700**

**School of Business**

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**Graduate and Professional Enrollment (909) 748-8918**

**School of Continuing Studies**

**Information (909) 748-8868**

**School of Education**

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