

# CATALOG

**2003-2005**

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## Mission Statement

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

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

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

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

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

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# Introduction to the University

## Introduction to the University

Located in Redlands, California, the University of Redlands is an independent, coeducational, liberal arts and sciences university of 4,000 students. Approximately 2,200 of these students are enrolled in the College of Arts and Sciences, of which 80 percent reside in on-campus housing. The remainder of the student body is enrolled in the University's adult learning programs for business or education, attending classes either on campus or at locations throughout Southern California.

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

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

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

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

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

In seeking to develop responsible citizenship as part of a complete education, faculty members and other personnel strive to provide

students with a variety of opportunities for learning and personal growth through excellent teaching and close personal interaction beyond the classroom. Intense intellectual activity is complemented by time for quiet reflection as well as programs for cultural enrichment, community involvement, recreation, and social life.

The University's full-time faculty consists of 213 teaching faculty, librarians, and coaches. Ninety-one percent of the teaching faculty hold a Ph.D. or terminal degree.

## The College of Arts and Sciences

The College of Arts and Sciences offers undergraduate majors in more than 30 traditional liberal arts disciplines. A smaller number of graduate programs are offered at the master's level as well. Numerous opportunities exist for students to take advantage of special honors courses on campus and more than 100 approved off-campus study programs.

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

Students in the College of Arts and Sciences may enroll in almost any course (assuming they satisfy prerequisites), regardless of major, and are encouraged both to study in depth in a major and to explore the range of ways of knowing and creating through the Liberal Arts Foundation and additional elective courses.

# Introduction to the University

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## The Johnston Center for Integrative Studies

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

## The School of Education

Founded in 1924, the School of Education has long prepared leaders in California public and private education. Teachers, counselors, and administrators have selected Redlands for its long tradition of academic excellence, personalized approach to instruction, innovative programs, and focus on urban education. The School offers multiple- and single-subject teacher credential programs to University undergraduate students and to applicants who have earned their Baccalaureate degrees. The School also has three Master's programs and corresponding service credentials: Educational Administration, School Counseling, and Curriculum and Instruction. 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. Professional Development and Teacher Induction courses are taught in partnership with area school districts. All credentials are accredited by the California Commission on Teacher Credentialing. The teacher credentials are aligned with the SB2042 standards, and service credentials meet new state standards. Students receive personal attention from an outstanding full-time faculty, seasoned adjunct practitioners, and experienced field supervisors. The curriculum purposefully blends theory and application, integrating professional development and personal reflection into each of its programs of study.

## The School of Business

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

## The Campus Setting

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

The University itself serves the surrounding community as a rich source of cultural and educational programming. It is home to the Redlands Symphony Orchestra and sponsors numerous performances in music and theatre, as well as exhibits in the Peppers Art Gallery. It also provides a forum for the exchange of ideas as speakers of national and international importance visit campus each year to participate in the Convocation Series, University High Tables, Visiting Writers Series, Woodrow Wilson



Visiting Fellows Program, the Charlotte S. Huck Children's Literature Festival, and events sponsored by the Jameson Center for the Study of Religion and Ethics. Members of the faculty also present public lectures, mini-courses, and discussions on a range of topics of current interest throughout the year.

Forty-eight buildings, including eleven residence halls housing about 80 percent of the students in the College of Arts and Sciences, are situated on the 140-acre campus. The campus is also home to the Orton Center, a modern conference building; the 1,500-seat Memorial Chapel (site of many major events as well as voluntary weekly worship services); the 350-seat Glenn Wallichs Festival Theatre; the Alumni-Greek Amphitheatre; and the Alumni House.

## The Hunsaker University Center

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

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

## The Armacost Library

The Armacost Library plays a central role in the intellectual and cultural life of the University of Redlands. It contains approximately 700,000 books, periodicals, CDs, videos, music scores, maps, government documents, archival documents, and microforms. Professional librarians assist students with their research, provide bibliographic instruction, and help library users with finding academic materials on the Web. Students can access the library's online catalog, databases, and the Internet from on-campus terminals or from remote locations. The Library subscribes to numerous online databases, including many which provide the full text of journal articles.

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

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

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

## The Academic Computer Center

The Fletcher Jones Academic Computer Center (FJC), located under the Armacost Library, supports and enriches the University's academic programs. Classes for the College of Arts and Sciences and the Schools of Education and Business use the projection-equipped electronic classrooms and laboratories for class sessions and special projects. The General Use Lab has PC and Macintosh computers, scanners, and laser printers that are always available for assigned work and research. FJC houses over 140 computers for campus use. Each Regional Center also provides a computer lab

# Introduction to the University

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with projection capabilities. A variety of productivity and class-related software is provided in all of the FJC classrooms and labs as well as the regional centers.

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

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

The Faculty Technology Center (FTC) houses specialty computers for the faculty. Here, faculty members can work on high-end technology projects such Web page development and video editing. The FTC also provides services and support for faculty members who want to learn new ways to enhance learning using technology.

# Academic Standards

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

## ACADEMIC STANDING AND ACADEMIC ACTIONS

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

#### Satisfactory Academic Standing

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

#### Academic Warning, Probation and Disqualification

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

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

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

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

#### Academic Warning

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

#### Academic Probation

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

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

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

#### Continued Academic Probation

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

#### Academic Disqualification

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

# Academic Standards

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## Restoration to Satisfactory Academic Standing

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

## Reinstatement from Academic Disqualification

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

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

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

Academic Disqualification to Continued on Academic Probation.

## Johnston Center for Integrative Studies

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

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

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

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

## Undergraduate Academic Standing—School of Business

### Satisfactory Academic Standing

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

### Academic Warning

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

### Academic Probation

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

### Academic Disqualification

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

### Restoration to Satisfactory Academic Standing

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

### Reinstatement from Academic Disqualification

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

Appeals of academic disqualification include documentation of the following:

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

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

### Graduate Academic Standing

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

# Academic Standards

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one term to restore the cumulative grade point average to 3.00. Any student who fails to restore his or her cumulative GPA to 3.00 at the end of the probationary period will be academically disqualified. Academic disqualification also occurs if a student receives one grade of 0.0 or two grades of 1.0.

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

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

## The Academic Review Board (ARB)

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

1. to review and approve all recommendations of the Office of Academic Affairs regarding the academic status of students as established by the guidelines of the Faculty Assembly;
2. to review, upon receiving a valid appeal from any student, any decision to disqualify the student for academic reasons;
3. to hear the case and make a decision regarding the sanction to be imposed on any student accused of violating the Policy on Academic Honesty;
4. to rule, in consultation with the department or individual involved, on any request by a student for a variance or exemption from any of the general graduation requirements (such exemptions are seldom given);
5. to act on appeals by students who have failed to comply with University deadlines in cases where exceptional circumstances made compliance impossible;

6. to review exceptions to satisfactory academic progress to determine financial aid eligibility;
7. to review petitions appealing disputed grades and determine whether changes are appropriate. (Students are responsible for following the procedures outlined under "Disputed Grades.")

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

## Committee on Academic Planning and Standards

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

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

## Disputed Grades Policy

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

### Grounds for Appealing Grades

The following are considered grounds for appeal of a grade:

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

### Decisions Regarding the Appeal of Grades

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

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

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

### Procedure

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

1. The student first should discuss any complaints with the instructor.
2. If the student remains dissatisfied, she or he should contact the department chair or program director, who may review the case and attempt to mediate the dispute.

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

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

### Academic Honesty

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

#### 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

# Academic Standards

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- on disks, and examinations submitted under one's own name;
- properly and appropriately referencing all work that draws on the ideas, words, and work of others to credit those thinkers;
- identifying the co-contributors or co-authors of all work done in collaboration;
- completing examinations without giving or receiving assistance or tampering with the examination;
- submitting one's own original work for each course;
- respecting computer software copyrights, computer security systems, and file privacy of individuals, and protecting computer system performance;
- accurately and completely disclosing research data, manuscripts, books or other documents, academic records/credentials, transcripts, and letters of recommendation; and
- 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:

- work together to design orientation and first-year experiences that introduce students to academic life, to the "currency of ideas" that fuel our intellectual pursuits, and to University standards. Experiences that make independent intellectual work possible are engaging in intellectual discussion, learning how to use the library and obtain academic assistance, learning how to engage in research, referencing the work of others, and becoming familiar with the catalog (Students needing additional information on proper referencing are advised to consult such sources as J. Garibaldi and W.S. Aschert's *MLA Handbook for Writers of Research Papers* or H.R. Fowler's *Little, Brown Handbook*. A selection of such handbooks can be found at the Writing Lab or Armacost Library and are available for purchase at the University Bookstore.);
- 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.);
- 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.);
- 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.);
- 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.);
- act on cases of suspected violations of academic honesty as outlined below in section IV.1.

Students are expected to

- prepare adequately for all academic exercises (Thorough preparation will decrease the temptation of cheating.);
- make sure that they understand the parameters on assignments in each course;
- 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.);
- refuse to cheat and/or assist others in dishonest acts (this includes a responsibility to ensure that others may not cheat for them).



### III. Violations of Academic Honesty

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

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

# Academic Standards

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University form regarding oneself or others;

- B. causing any false information to be presented at an academic proceeding or intentionally destroying evidence important to an academic proceeding;
- 4. Offering bribes (e.g., monetary remuneration, gifts, or favors) to any University representative in exchange for special consideration or waiver of procedures.

## IV. Procedures for Addressing Academic Dishonesty

### 1. Procedures for Addressing Faculty Academic Dishonesty

#### A. Reporting Alleged Offenses

**Against Academic Honesty.** When a member of the University community suspects an incident of faculty academic dishonesty, documentary evidence or other means supporting that suspicion will be reported to the dean of the appropriate school or college. The dean will refer the case to the Faculty Review Committee within one week for further review and investigation.

- B. **Sanctions.** The Faculty Review Committee must notify the accused member of the University community of the charges within two weeks; within two weeks from the date of notification, the accused person must acknowledge receipt of the charges and work with the chair of the committee to determine a mutually agreed upon timetable for disposition of the case. Upon the recommendation of the Faculty Review Committee, a faculty member found to be in violation of the University Academic Honesty Policy is subject to sanctions up to and including dismissal under the guidelines and provisions specified in the appropriate section (Dismissal) of the *University of Redlands Faculty Handbook*.

- C. **Appeals.** The decision rendered by the Faculty Review Committee can be appealed to the Faculty Grievance Committee within two weeks of the decision. (See the appropriate section

of the *University of Redlands Faculty Handbook*.)

### 2. Procedures for Addressing Student Academic Dishonesty

#### A. Reporting Alleged Offenses Against Academic Honesty.

Faculty are expected to report alleged offenses in a timely manner. When a faculty member suspects an incident of academic dishonesty and establishes through conversation, documentary evidence, or other means that the suspicion is reasonable, the faculty member must contact the Registrar to determine if it is a first offense. The Registrar checks the student's file to see if there is documentation of a prior offense. The faculty member is then expected to contact the student for a personal conference to discuss the allegation.

(1) If it is a first offense, the faculty member has two options: (a) the faculty member may impose a sanction, or (b) the faculty member may refer the case directly to the Academic Review Board (hereafter ARB). The range of sanctions that may be applied by the faculty member includes the following: repetition of the examination or assignment, completion of an additional assignment or examination, failure on the examination or assignment, failure in the course. When the faculty member applies a sanction, a letter of documentation must be sent by the faculty member to an administrator designated by the Office of Academic Affairs (hereafter, the facilitator). The facilitator will send to the student, by registered mail, the original letter of documentation; the facilitator also will include information concerning the appeal process and its timelines. A copy of the original documentation letter must be delivered to the Registrar to be available in case of any subsequent offense. The letter will remain sealed in the student's file unless called for by the ARB. For the first offense, the student has recourse

of appeal to the ARB through the facilitator. The student then has twelve calendar days from the date of receipt of the documentation letter to contact the facilitator and indicate a desire to initiate an appeal. If the student does not respond within twelve calendar days, it is assumed the student has received the letter, waived the right to appeal, and accepted the sanction. If the student chooses to appeal, the ARB will determine the guilt or innocence of the student. For the first offense, the ARB may overturn the faculty sanction if the student is found not guilty. The faculty sanction will not be overturned, modified, or amended by the ARB if the student is found guilty. (2) If the incident is a second or subsequent offense, a written description of the incident must be sent directly to the ARB. The facilitator will initiate formal charges by informing, by registered mail, the accused student of the charges and that such charges will be presented to the ARB. A student charged with an offense has the right to a formal hearing before the ARB.

- B. When any student suspects an incident of academic dishonesty and establishes through conversation, documentary evidence, or other means that the suspicion is reasonable, the student has a responsibility (1) to report the infraction to the faculty member teaching the course or to the appropriate academic administrator (in cases related to the library, computer center, etc.) or (2) to refer the case in writing directly to the ARB. The faculty member/administrator will deal with the infraction in the manner described in IV.1 or 4. If the case is referred directly to the ARB, the facilitator will initiate formal charges by informing, by registered mail, the accused student of the charges. Such charges will be presented to the ARB. A student charged has the right to a formal hearing before the ARB.
- C. When any other University-related individual (e.g., administrator or staff)

suspects an incident of academic dishonesty and establishes through conversation, documentary evidence, or other means that the suspicion is reasonable, the individual must refer the case in writing directly to the ARB. The facilitator will initiate formal charges by informing, by registered mail, the accused student of the charges and that such charges will be presented to the ARB. A student charged with an offense has the right to a formal hearing before the ARB.

- D. After receiving notification of the charges from the facilitator, the student is responsible for arranging a meeting with the facilitator within twelve calendar days. The student may be accompanied to the meeting by a person of his or her choice, but may not be represented by an attorney. If more than one student is charged in a particular incident, each student may meet privately with the facilitator.
- The facilitator will explain the procedures to each student charged and will define the rights and responsibilities of all parties to the charges as indicated in this policy, including the right of the student to select an advisor. The Office of Academic Affairs will develop a list of volunteer advisors from administrators, faculty, and upper-division students.
  - The advisor assists the student in the preparation of the case, provides advice during the hearing if it takes place, or assists in preparation of an appeal, if necessary. The advisor may be selected from the list of available advisors or may be any 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.

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- A student charged with an offense against the Academic Honesty Policy who wishes to appeal in writing must submit his or her written appeal no later than six (6) weeks, not counting scheduled breaks in the academic calendar, following receipt of notification of the infraction. A student who wishes to appeal to the Academic Review Board (ARB) in person must make himself or herself available so that a hearing can be scheduled to occur no later than six (6) weeks, not counting scheduled breaks in the academic calendar, following receipt of the infractions. Failure to meet these deadlines will be regarded as acceptance of any sanction(s) imposed as a result of the infraction.
3. The Academic Review Board (ARB)  
The Academic Review Board meets throughout the year at the call of its chairperson and hears cases of academic dishonesty and student academic grievances brought to its attention. The ARB consists of two faculty from the College of Arts and Sciences, one from the School of Business, one from the School of Education, and two students (one from the School of Business or the School of Education, and one from the College of Arts and Sciences). Representatives of the offices of the Registrar and Student Services will function as consultants to the board. If any member of the ARB is party to the case before the board, that member shall not participate in the hearing.
  4. Waiver of Hearing  
The student may waive the right to a hearing and admit to the charges in writing. In cases of admitted guilt, the ARB will assign the appropriate sanction, readmission procedures if appropriate, disposition of the record, and other matters pertinent to the case. Within twelve calendar days following the receipt of the waiver of hearing, the chair of the ARB will send a registered letter to the student specifying the assigned sanction. The chair will also send a confidential notice of the decision to the individual who initiated the charges. The right to a hearing is automatically waived if, without reasonable cause, the student fails to respond to the letter of notification within twelve (12) calendar days of its receipt.
  5. The Hearing  
The hearing is an internal University matter. Only members of the immediate University community who are invited to attend by the Chair of the ARB are permitted to attend. This community is defined as current students, faculty, administrators, or staff members. In rare cases the Chair of the ARB may, by virtue of their relevance to the case at hand, invite other person or persons to appear. The Chair's ruling on all matters determining who may attend the hearing will be considered definitive. The following persons must be present at the hearing: the person initiating the charges, the facilitator, and the members of the ARB as defined in 3 above. After proper notification (see 2, 3, and 4 above), if the student against whom charges are brought does not attend the hearing, the hearing will proceed without him or her. All of the persons identified are participants in the hearing and may initiate or respond to questions by other participants. If the student's advisor is a member of the University community, as defined above, he or she may be present throughout the hearing and may, with approval of the chair, address the ARB on behalf of the student charged, but only on matters directly relevant to the charge. Witnesses may be present only during their own testimony and may be recalled. Any student, faculty member, or other person who is asked to testify at a hearing is expected to do so. It is expected that all statements made to the ARB, while not provided under oath, will be truthful.
    - It will be assumed that the student is innocent of the charges until proven guilty. Any student charged will be provided adequate opportunity to present his or her version of the case

and will be allowed to call relevant witnesses. The chair of the ARB will ensure that the hearing be conducted in a fair, objective, and dignified fashion, with special attention to the protection of rights of all participants. The chair is responsible for maintaining order during the hearing and for ensuring that testimony is succinct, precise, and relevant to the charge. The chair will announce a recess, if requested, for the student charged to consult with his or her advisors. In the case of a second offense, the ARB will have access to the contents of the sealed envelope from the student's file if requested. When the ARB is satisfied that all relevant evidence has been presented and that all participants have been afforded the opportunity to state their versions of the case or to provide relevant information, the ARB will retire to executive session to consider the evidence and reach a decision. The ARB will find a student guilty of the stated offense if and only if it is satisfied by the preponderance of the evidence presented that the student's actions meet the description of an offense against academic honesty provided above (Section III).

In addition to determining whether the evidence presented justifies a finding of guilt of the charge, the ARB may choose to consider extenuating circumstances in its report. The ARB determines guilt or innocence of the specific charge by majority written vote. The chair maintains a record of the vote.

- If the ARB finds the student not guilty of the charges, the student will be permitted to drop the course in which the charges arose without academic penalty. If the course is dropped, the record of the course will be removed from the student's transcript.
- If the ARB finds the student guilty of the charges, it will decide on a sanction by majority written vote. The chair of the ARB will inform the student by registered mail of the sanction and its

effective dates. The chair of the ARB will send a confidential notice of the decision to the individual who initiated the charges.

- The ARB has the option of prescribing a sanction different from the standard sanctions described below but may do so only in case of extraordinary extenuating circumstances.
- The student will be informed by the facilitator that an appeal may be directed to the appropriate academic dean. The written appeal, based solely upon issues of procedure or clear abuse of discretion, must be forwarded to the appropriate dean within twelve calendar days of receipt of the letter indicating the assigned sanction. The sanction will become effective immediately unless an appeal is filed in a timely manner. If an appeal is filed in a timely manner, but is denied, the sanction will become effective as originally assigned. If the appeal is approved, the sanction may be modified or dropped by the appropriate dean.

## 6. The Range of Sanctions

Sanctions from the ARB for instances of academic dishonesty will include, but are not be limited to, the following: failure in the assignment, failure in that portion of the course directly related to the falsified work, failure in the course, suspension from school (usually taking effect at the beginning of the semester following the one in which the violation occurred), permanent dismissal from the University, or revocation of admission. Academic dishonesty discovered after the conferring of a degree may result in revocation of the degree upon vote of the Board of Trustees.

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

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## 7. Records

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

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

## ACADEMIC RECORDS

### Public Information

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

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

Student name, date, and place of birth; major field of study; dates of attendance; degrees, honors, and awards received; most recent educational institution attended; campus address and telephone number; home address and telephone number; participation in special academic programs; participation in recognized student activities; participation in officially recognized sports;

class level, weight, and height of athletic team members.

### College of Arts and Sciences

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

### School of Business and School of Education

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

### Release of Academic Information

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

### Transcripts

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

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

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

### Recording of Degrees

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

August 31

December 31

April 30

Commencement day

### Attendance

#### College of Arts and Sciences

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

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

#### School of Business

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

#### School of Education

Students are expected to attend all scheduled meetings of the courses for which they are registered. Students who miss two consecutive class meetings without notifying their instructor may be administratively dropped from the course. Other consequences may

arise as a result of enforcement of the requirements of financial aid programs.

### Auditing for No Credit

#### College of Arts and Sciences Undergraduate

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

#### Graduate

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

### Capstone Requirement

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

#### Undergraduate Class Level

Students are classified by level based on academic credits completed:

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

# Academic Standards

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## College of Arts and Sciences Undergraduate Standing: Full-time Student Load

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

## Degree-Seeking Candidates

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

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

students with at least 32 credits at Redlands, may take coursework on a part-time basis to meet graduation requirements.

## Special Status Non-Degree Students

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

## Guest Student Status

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

## Graduate Standing

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

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

1. bachelor or higher-level degree from an accredited college or university;



2. a minimum undergraduate GPA of at least 2.5 on a 4.0 scale  
(*Note: Some programs may require a higher minimum GPA.*); and
3. maintenance of a satisfactory academic standing. (See the paragraph titled, “Graduate Academic Standing” at the beginning of this section.)

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

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

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

**Special Status Graduate Standing** is available only to students who are taking individual courses on a part-time basis and do not intend to become candidates for a degree or credential program. Departments set their own criteria for special status graduate students. However, for those who later seek regular graduate standing, no more than 6 credits earned under Special Graduate Standing may be applied toward a degree program.

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

## Candidacy

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

## CONCURRENT COURSEWORK

### College of Arts and Sciences

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

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

### School of Business

A matriculated School of Business student may take one regular (accelerated) course plus one elective (non-accelerated) course, or three non-accelerated courses (one of which must be an elective) concurrently if all courses total no more than thirty hours per week for undergraduates or thirty-four hours per week for graduate students. If these limits are to be exceeded, the student must obtain approval of his or her academic advisor or program director.

## Course Syllabi

University policy requires that instructors provide a syllabus to all students at the beginning of each course. The syllabus must include course objectives, an outline of the

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topics to be covered, a schedule (by date or topic) of major quizzes and examinations, the dates on which major assignments are due, and a detailed statement of grading explaining how test and assignment scores are translated into reportable grades. The syllabus must also state the minimum requirements for receiving credit in the course. (See Credit/No Credit Grading Option.)

## CREDIT BY EXAMINATION

### Undergraduate

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

Upon payment of a processing fee, students who satisfy a course by challenge will receive the approved credit on their academic record and a mark of C.E. Grades and grade points will not be given. No entry of any type will be made on the academic record if the examination is failed. See the Tuition and Fees section of this *Catalog*.

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

### Graduate

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

## CREDIT OBSOLESCENCE

### Graduate

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

## DISMISSAL

### School of Business

#### Administrative Dismissal for Non-Attendance

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

### School of Business and School of Education

#### Administrative Dismissal for Financial Obligation

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

## EXAMINATIONS

### College of Arts and Sciences

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

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

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

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

### School of Business and School of Education

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

## GRADING SYSTEM

### 4.0 or 3.7

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

### 3.3, 3.0, or 2.7

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

### 2.3, 2.0, or 1.7

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

### 1.3, 1.0, or 0.7

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

### 0.0

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

# Academic Standards

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<b>CR</b>	Grade of 2.0 or better in CN course (Undergraduate only)
<b>CR</b>	Grade of 2.7 or better in CN course (Graduate only)
<b>NC</b>	Grade below 2.0 in CN course (Undergraduate only)
<b>NC</b>	Grade below 2.7 in CN course (Graduate only)
<b>I</b>	Incomplete
<b>AU</b>	Audit
<b>CE</b>	Credit by Examination
<b>W</b>	Withdraw
<b>EV</b>	Evaluation included in academic record
<b>VZ</b>	Evaluation satisfactory, not yet in file
<b>VI</b>	Incomplete Evaluation
<b>VF</b>	Failure to complete terms of evaluation contract
<b>Z</b>	No grade submitted by instructor (a temporary grade)

**Numeric Grade Option (NU).** It is assumed that all courses are taken for a numeric grade. Arts and Sciences students may choose an alternate grading option (Credit/No Credit or Evaluation), if it is available and if they do so by the deadline published in the Academic Calendar. Students 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 (EV).** A student may receive, by agreement with the professor, a written evaluation of work in any course. The evaluation becomes part of the student's permanent academic record.

**Credit/No Credit Grading Option (CN).** Grades of CR (Credit) and NC (No Credit) do not enter into the computation of a student's grade point average (GPA). University policy requires that the quality of work must be

equivalent to a grade of 2.0 or better for an undergraduate and 2.7 or better for a graduate student to receive "Credit." More stringent requirements may be set by individual instructors. Arts and Sciences students may elect to take only one course of up to 6 credits for Credit/No Credit in any one semester. Catalog courses offered on a CN only basis are not included in this total.

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

## Repeating Courses

A student may repeat any course but only the grade and credits earned the second, or latest, time are counted toward graduation and in the cumulative and semester GPAs. Notation of the first or earlier attempts remains on the academic record. Courses may be repeated only for the same grading option as when the course was initially taken. Students must inform the Registrar's office when they repeat a course. Repeating courses outside of the University of Redlands does not remove transcript notations of courses previously taken at the University of Redlands.

## Individualized Study—College of Arts and Sciences

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

The following provisions apply to all individualized study:

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

## Directed Study

**Directed Study 170, 270, 370, 470, 670 (department alpha):** This provides students the opportunity to gain experience with

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

## Departmental Internships

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

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

## Honors Research

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

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

## Independent Study—School of Business and School of Education

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

Independent Study is arranged only under the following circumstances:

1. to investigate topics not offered in the catalog;
2. for catalog courses not currently offered; or
3. for catalog courses not available in the

# Academic Standards

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student's geographical area and not offered in the region within three months of the end of the core program or date of request.

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

## Leave of Absence

### College of Arts and Sciences

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

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

one year are withdrawn from the University. To return they must be formally readmitted.

## Overloads

### College of Arts and Sciences

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

## Prerequisite Courses

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

## Re-enrollment

### College of Arts and Sciences

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

### School of Business

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

# Academic Standards

## Major Program Credits to be Completed

20 or fewer  
21 to 30  
More than 30

## Time Extension

Two years  
Three years  
Four years

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

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

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

## School of Education

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

## Registration

### College of Arts and Sciences

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

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

College of Arts and Sciences Academic Calendars sections of this *Catalog*.)

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

## Transfer Credit

### College of Arts and Sciences

Subject to approval by the Registrar, courses (but not grades) taken at other accredited institutions will be accepted for credit. The University will accept up to 66 credits from accredited two-year colleges and 100 credits from accredited four-year colleges, but the last 32 credits prior to graduation must be completed at the University of Redlands. A student will not be granted credit for any prior transferable coursework that is not declared at admission or during the first semester of attendance. Students already admitted to Redlands who wish to take work at other institutions either concurrently or during May term or summer sessions may transfer only work with a grade of 2.0 or higher subject to approval by the Registrar in advance of the term in which the course is taken.

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

Students seeking credit from the University of Redlands for courses taken through a Redlands-approved but not regionally-accredited institution can do so only by enrolling for a directed study course approved by a Redlands faculty member. Quality grade points (derived from numeric grading) are not awarded for transfer work and credits from these courses are not calculated into the GPA. Students must provide appropriate evidence that they have completed the proposed work, as required by the sponsoring faculty member or department. Students receiving credit in this

# Academic Standards

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manner will be charged a fee rather than tuition. See the College of Arts and Sciences Tuition and Fees section of this *Catalog* for more details.

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

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

## Advanced Placement and International Baccalaureate

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

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

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

## School of Business Undergraduate

A maximum of 66 lower-division semester credits may be transferred from regionally accredited, two- and four-year colleges. Of the

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

## School of Business and School of Education Graduate

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



## Academic Standards

counted toward a University of Redlands graduate degree.

### Definition of a Unit of Academic Credit

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

### Veterans

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

### Withdrawal

#### College of Arts and Sciences

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

#### School of Business

School of Business students who find it necessary to withdraw from a course or their program must do so in writing. Additionally, students must first discuss their course or

program withdrawal requests with their Academic Advisor. Written requests from School of Business students reaching the Registrar's office without evidence of this consultation will not be processed; the Academic Advisor will be asked to contact the student to discuss the student's plan to withdraw. There may be financial ramifications; withdrawing from a course that satisfies prerequisite requirements may also impact the student's ability to remain in the program.

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

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

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

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

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

# Academic Standards

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## School of Education

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

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

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

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

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

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

# College of Arts and Sciences Academic Calendar

Note: the academic calendar for the 2004–05 will be included in the Catalog supplement to be published in the summer of 2004.

## 2003–2004

### FALL 2003

Tuesday, September 2	New students arrive
September 2 to September 7	New-Student Week, all new students register
Saturday, September 6	Continuing students arrive
Sunday, September 7	Continuing students check-in for Fall 2003
Monday, September 8	Classes begin, late check-in fee assessed
Monday, September 22	Final day to add classes, Arts and Sciences and Johnston Individualized Study contracts
Monday, September 29	Final day to submit Johnston regular course contracts
October 13–14	Fall recess
Friday, October 17	Final day to drop classes and change grading options and unit value
October 17–18	Family/Homecoming weekend
October 27 to November 21	Advising and registration period for Spring and May Term 2004
Friday, October 31	Final day to record a grade for Spring, May Term, or Summer 2003 Incomplete
November 26–28	Thanksgiving recess
Monday, December 1	Deadline for departmental honors awards to be completed for Fall 2003 graduates
Friday, December 12	Last day of classes
Saturday, December 13	Study day
December 15–19	Final exams
Saturday, December 20	Winter recess begins
Monday, December 22	Deadline for Fall 2003 grade submission: 5:00 P.M.
Friday, February 6	Final Day to submit JNST evaluations for Fall 2003

### SPRING 2004

Sunday, January 11	All students arrive on campus
Monday, January 12	New students register and continuing students check-in for Spring 2004; New student orientation
Tuesday, January 13	Classes begin; Late check-in fee assessed
Monday, January 26	Final day to add classes, submit Arts and Sciences and Johnston Individualized Study contracts
Monday, February 2	Final day to submit Johnston regular course contracts
Friday, February 13	Final day to drop classes, change grading options and unit value
Monday, March 1	Continuing students' deadline for 2004–2005 financial aid applications (FAFSA and institutional forms) to be sent to processor
March 1-5	Spring recess
Monday, March 8	Classes resume
Monday, March 8	Final day to record a grade for Fall 2003 Incomplete
March 22 to April 2	Advising and registration period for Fall 2004
Thursday, April 8	Honors Convocation
Monday, April 19	Last day of classes

# College of Arts and Sciences Academic Calendar

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Tuesday, April 20	Study day
April 21–25	Final exams
Wednesday, April 28	Deadline for Spring 2004 grade submission: 12:00 noon
April 26–30	May Term recess
Friday, June 4	Final day to submit Johnston evaluations for Spring 2004

## MAY TERM 2004

Sunday, May 2	Continuing students return to campus
Monday, May 3	Classes begin
Wednesday, May 5	Final day to add a class, submit Johnston regular course contract, submit Arts and Sciences and Johnston Individualized Study contract
Thursday, May 6	Final day to drop a class and change grading option or unit value
Friday, May 7	Publication deadline for departmental honors awards to be completed for Spring 2004 graduates
Friday, May 14	Final deadline for departmental honors awards to be completed for Spring 2004 graduates
Wednesday, May 26	Last day of classes
Thursday, May 27	Final Exams
Friday, May 28	Baccalaureate
Saturday, May 29	Commencement
Tuesday, June 1	Deadline for May term 2004 grade submission: 12:00 noon
Monday, June 28	Final day to submit Johnston evaluations for May Term 2004

# College of Arts and Sciences Admissions

## UNDERGRADUATE

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

### Selection Criteria

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

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

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

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

### First-year Student Application Procedure

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

1. **A completed and signed application with the appropriate application fee** (\$35 for online application available at [ww.redlands.edu](http://ww.redlands.edu), \$45 for paper application). Checks or money orders should be made payable to the University of Redlands. If the fee poses a financial hardship, it may be waived. Applicants should ask their counselors to request a fee waiver.
2. **Results of either the SAT I or ACT.** Applications and scheduled dates for these examinations can be obtained at secondary schools. The SAT code number for the University of Redlands is 4848 and the ACT code is 0464.
3. **An official transcript.** Request that an official transcript from the high school registrar or counselor be sent directly to the University of Redlands Office of Admissions. Hand delivered transcripts, even if they are in a sealed envelope, cannot be accepted.
4. **Two personal recommendations.** One should be given to an administrative official (principal, vice principal, dean, director of guidance, or counselor) and the other to a teacher of an academic subject at the last school attended. If the applicant has been out of school for more

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

## Transfer Application Procedure

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

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

An application for admission will be acted upon only after the University has received:

1. **A completed and signed application with the appropriate application fee** (\$35 for online application available at [www.redlands.edu](http://www.redlands.edu), \$45 for paper application).
2. **Official transcripts** of record from the last high school and each college attended. (No portion of a college record may be omitted in consideration of eligibility for admission.)
3. **Two letters of recommendation.**
4. **A personal interview** for transfer applicants, although not required, is recommended.

## Admissions Options and Action

### Regular Application for Fall Semester Admission

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

The University of Redlands operates on a “rolling admissions” policy with “phased” deadlines for Fall entrants. Applicants for the Fall semester should apply by December 15, February 1, or March 1. Students receive admission notification approximately one month after the application is complete. Those notified of acceptance who decide to matriculate must submit a \$200 admission deposit to guarantee both a place in the class and on-campus housing. The deposit, which will be applied toward tuition and fees, must be submitted prior to the published deadlines. For the Fall semester, the admission deposit deadline is May 1. Students who are admitted after May 1 should submit the admission deposit within three weeks of notification.

Realizing that circumstances may arise that make attendance impossible, the University does provide a refund of \$100 if a written request is received prior to June 15. After that date, no part of the deposit is refundable. (This refund policy applies only to the Fall semester and does not apply to students who defer matriculation.)

### Spring Semester Admission

Spring matriculants must have a completed application on file by November 15. The application will be processed when the file is complete on a policy of “rolling admissions.” As most mid-year entrants are transfers, they are advised to request all official transcripts well ahead of the one-month deadline. The \$200 admission deposit is due three weeks after admission and financial aid notification, and prior to registration.

## 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 and have a personal or telephone interview.

## Common Application

The University of Redlands is one of more than 230 select, private colleges that accepts the Common Application. Students applying to more than one participating institution are encouraged to submit the Common Application, obtained at high school counseling offices. The Common Application should be submitted along with the \$45 application fee and the University of Redlands Common Application Supplement.

## Deferred Admission

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

## International Students

The University of Redlands welcomes the diversity provided by students from various nations and cultures. To be considered for admission, an international student must submit: a completed University of Redlands Application or a Common Application and a University of Redlands International Student Supplement; a US \$35 online application fee, or a US \$45 paper application fee payable in the form of a bank draft in US dollars or by an American Express, Visa, Mastercard or Discover Credit Card; two letters of recommendation; "Certified True Copies" of original secondary school records and certificates; an autobiographical essay; and a bank statement or certification of Finances form. International students whose primary language is not English must submit the results of the Test of English as

a Foreign Language (TOEFL). The results of the SAT 1 and ACT are not required of international students but may be submitted. Assuming above average or superior academic credentials, unconditional admission will be offered to students with TOEFL scores above 550 (213 for the computer-based test). Applicants with TOEFL scores between 500–550 (or 173–210 for the computer-based test) may be admitted full-time with the condition that they take ESL 55 Advanced English as a Second Language as one of their courses during their first semester. Successful completion of Level 112 of ELS Language Centers is accepted in lieu of TOEFL. International students must submit all credentials to the Admissions office by April 1 for Fall entry and by November 1 for Spring entry.

## Guest Students

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

## Part-time Students

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

## Readmission

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

# College of Arts and Sciences Admissions

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## Appeal Procedure

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

## Dates and Deadlines

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

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

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

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

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

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

**May 1.** Candidate’s reply date. \$200 admission deposit due. International Students should submit the \$200 deposit in the form of a bank draft in US dollars, or with an American Express, Visa, Mastercard, or Discover credit card.

**June 15.** Deadline for obtaining admission deposit refund of \$100 for students withdrawing. (Refund policy only applies to the Fall semester and does not apply to students who defer matriculation.)

## GRADUATE PROGRAM ADMISSIONS

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



# College of Arts and Sciences Financial Aid

## GENERAL INFORMATION

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

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

*This information reflects the policies, tuition, and fees for the 2003-2004 academic year. These will change for the 2004-2005 academic year. New information will be available during summer 2004.*

## Financial Aid Vocabulary

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

<b>COA</b>	Cost of Attendance
<b>EFC</b>	Expected Family Contribution
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>FFELP</b>	Federal Family Education Loans Program
<b>PLUS</b>	Parent Loan for Undergraduate Students
<b>GPA</b>	Grade Point Average
<b>IRS</b>	Internal Revenue Service
<b>SEOG</b>	Supplemental Educational Opportunity Grant
<b>SAR</b>	Student Aid Report
<b>AMS</b>	Academic Management Services TuitionPay

## Eligibility

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

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

## Outside Funding Sources

### Army ROTC, Air Force ROTC

These programs provide college-trained officers for the U.S. Army, the National Guard, the U.S. Air Force, the Air National Guard, and the U.S. Army Reserve. ROTC scholarships pay for college tuition, books, lab fees, and other purely academic costs. Scholarship cadets also receive a tax-free living allowance up to \$1,000 for each academic year the scholarship is in effect. Applicants must be citizens of the United States when they accept the award, at least 17 years of age, and under 25 years of age on June 30 of the year they become eligible for appointment as officers. The SAT or ACT must be taken no later than November of the year the candidate applies for the scholarship. For further information, contact the Department of Military Science at (909) 621-8102 for Army ROTC, and (909) 880-5440 for Air Force ROTC.

### Veterans Assistance

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

# College of Arts and Sciences Financial Aid

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- Chapter 30, Montgomery G.I. Bill-Active Duty
- Chapter 31, Veterans and Vocational Training and Rehabilitation Act (Public Laws 894 and 97-815)
- Chapter 32, VEAP
- Chapter 35, War Orphans Educational Assistance Act
- Chapter 1606, Montgomery GI Bill-Select Reserve

Veterans and widows and children of deceased veterans who wish to inquire about their eligibility for benefits should contact the regional office of the Veterans Administration by calling 1-800-827-1000, or contact the Registrar's office, Pam Verosik, at (909) 335-4055.

## UNDERGRADUATE INFORMATION

### Sources of Financial Aid

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

### Need-Based Grants

#### University of Redlands Grants

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

Academic performance for transfer students is determined by the cumulative GPA of all previous college work completed.

Please note that these grants will not be offered to students who have received non-repayable funds from a California and/or Pell grant or from a University of Redlands departmental or other scholarship that meets the total need level of the applicant's financial aid package.

*Note: Students must reapply for financial aid every year by March 2. Students who apply after March 2 will have a ten percent reduction in University grant. After July 1 there will be a twenty-five percent reduction in University grant.*

### Cal Grant A and Cal Grant B

A **Cal Grant A** provides up to \$9,708 at the University of Redlands.

A **Cal Grant B** is available to California high school graduates who have not taken any college courses prior to entering the University of Redlands. This grant is awarded to students from disadvantaged economic backgrounds. Awards range from \$1,551 as a first-year student up to \$11,259 as a sophomore, junior, or senior. Additional information and applications concerning the Cal Grant Program are available at all high school and community college guidance offices and at college and university financial aid offices.

California resident students applying for a Cal Grant (A or B) must apply directly to the California Student Aid Commission by filling out a GPA verification form by March 2. The Free Application for Federal Student Aid (FAFSA) must also be submitted by March 2 each year.

### Federal Pell Grant

This federal grant ranges from \$400 up to \$4,050 for a full-time undergraduate student. The award is determined by the amount of the calculated family 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.

### Federal Supplemental Educational Opportunity Grant (SEOG)

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

### Loans

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

### Federal Perkins Student Loan

This federal loan carries an interest rate of 5 percent and is repayable starting nine

# College of Arts and Sciences Financial Aid

months after graduation, upon termination of an academic program, or after enrolling for fewer than 6 credits during a semester. Repayment extends over a maximum of 10 years at a minimum monthly payment of \$40. An additional 10 years may be requested for low-income individuals based upon criteria developed by the U.S. Secretary of Education. The exact quarterly repayment will be greater for loans in excess of \$1,800. This loan is administered by the University of Redlands. Annual loans generally range from \$200 to \$3,000, with an average award of \$1,500.

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

## Federal Subsidized Stafford Student Loan

This long-term student loan is available from banks, savings and loan associations, and credit unions. No interest is charged to the student, nor is repayment required, while the borrower is enrolled at least half-time. The interest rate is variable and caps at 8.25 percent. Students are eligible for this loan if they demonstrate a financial need using standards established by the U.S. Secretary of Education.

**Loan Limits.** Students with a demonstrated need of more than \$500 can borrow only what is needed, not to exceed a maximum of \$2,625 a year for freshmen, up to \$3,500 a year for sophomores, up to \$5,500 a year for juniors and seniors, and up to \$8,500 a year for graduate students.

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

## Unsubsidized Federal Stafford Student Loan

All students are eligible for this loan if determined to be ineligible for the Federal Subsidized Stafford. Repayment is the same

as the Federal Subsidized Stafford, but there is no in-school federal interest subsidy on these loans. Students have the option to defer interest while in school, leaving the interest capitalized at repayment.

## Federal Parent Loans for Undergraduate Students Program (PLUS)

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

## Work Opportunity

Work may be included as part of the financial aid award package. Such jobs are usually located on campus, although some can be off campus. Part-time jobs can add depth to a student's educational experience and can be a valuable asset when seeking employment after graduation. Students may not work more than 10 hours a week during regular class sessions and should expect to earn between \$2,000 and \$2,300 during the academic year, although the exact earning potential depends upon the student's academic schedule. Institutional funds and federal funds are allocated to provide part-time employment to students.

## Academic and Talent Awards Not Based on Need

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

## Achievement Award

Up to \$10,000. Submission date: Apply to the University by Phase 1 (December 15) and

# College of Arts and Sciences Financial Aid

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indicate on the application your interest in the award. Include a resume of activities, positions, and honors achieved. Basis of award: Awarded to students who have superior academic records and/or have demonstrated an unusual degree of leadership and accomplishment in school or community service. Renewal criterion: 3.00 GPA or higher.

## Presidential Scholarships

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

## Talent Awards

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

## Renewal Policy on Merit Awards

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

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

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

renewals must be approved by the director of Financial Aid.

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

## Method of Payment of Financial Aid Awards

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

## Cost of Attendance

The following table outlines the cost of attendance for the 2003-2004 academic year:

### On-Campus Student Budget

Tuition	\$23,796
Room (double occupancy)	4,730
Board (Meal Plan B)	3,750
ASUR fee	300
Books and supplies*	850
Total	\$33,426

*\*Estimate of possible cost to student.*

## Analysis Systems

### Family Contribution

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

# College of Arts and Sciences Financial Aid

## How a Financial Aid Award Is Determined

An award package is a combination of grant, loan, and/or work funds designed to assist in meeting a student's need. Financial need equals the difference between educational cost [see "Cost of Attendance" above] and the family contribution (parental contribution plus a student's income and asset contribution).

## Financial Aid Policies and Practices

### Dependent or Independent

Students (and their families) have the primary responsibility to meet the cost of their college education to the extent determined possible by the analysis system. Financial aid is available only to cover the difference between each student's resources and the required expenses of attendance.

To qualify as an independent student for federal funds, state funds, and/or University of Redlands funds, the applicant must meet one of the criteria listed below. The individual must be:

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

### Duration of Financial Aid Eligibility

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

## Who Sets the Rules, Regulations, and Procedures

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

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

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

**College** (Awards of Merit, Achievement Awards, University Scholarships and Grants, Presidential Scholarships, Talent Awards)—Members of the University of Redlands Board of Trustees, in coordination with the Financial Aid Committee, regulate the distribution of college funds, adhering first to federal and state regulations.

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

### Satisfactory Academic Progress

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

# College of Arts and Sciences Financial Aid

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minimum standards based on a 12-month calendar year.

## Minimum Requirements for Full-time Status

Academic year	1	2	3	4
Credits completed	24	48	72	96
Cumulative GPA	2.0	2.0	2.0	2.0

## Special Notes

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

- Students will not be eligible for the Cal Grant programs or University of Redlands financial aid if they have completed eight semesters of college education.
- Part-time students are not eligible for University of Redlands funding.

## STUDENT RIGHTS AND RESPONSIBILITIES

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

### What students have the right to know:

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

determined, how decisions on eligibility are made, the basis for these decisions, and the procedures for appealing decisions if you believe you have been treated unfairly.

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

### Responsibilities of students:

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

# College of Arts and Sciences Financial Aid

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

## Revisions of Financial Aid Awards

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

error. Any revision will be subject to the availability of funds.

## Drug Related Convictions

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

For drug possession convictions, eligibility is suspended:

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

For drug sale convictions, eligibility is suspended:

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

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

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

## Uniform Crime Reporting

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

## Emergency Student Loan Funds

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

## Refund Policy

Refunds are calculated from the date of official withdrawal or leave of absence. Students who withdraw unofficially or at the request of the University are not entitled to any institutional refund for the current semester.

# College of Arts and Sciences Financial Aid

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A withdrawal or leave of absence is considered official when written notice has been provided to the College of Arts and Sciences Office of Admissions for undergraduate students (excluding Liberal Studies) and specific program director's offices for graduate and Liberal Studies students. Written withdrawal or leave of absence notification is required to state the intention of the student to discontinue the course(s) in which he or she is registered and their last date of attendance. The withdrawal will be considered effective as of the last date of attendance. The refund calculation schedule is outlined in the Tuition and Fees section of this *Catalog*.

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

## APPLICATION PROCEDURE

### How to Apply for Financial Aid—

#### New Students

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

#### Returning Student Deadlines

#### Free Application for Federal Student Aid (FAFSA)

March 2 prior to the next academic year, which can be completed on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

**Cal Grant A and B Application Supplement (California residents applying for Cal Grant A and B)** March 2 prior to the academic year of anticipated entrance

#### Appeal Process

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

#### Information and Assistance

For further information about financial aid, or for assistance in completing any of the application forms, write to the Office of Financial Aid, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999; or call Monday through Friday, 8 a.m. to 5 p.m., at (909) 335-4047; or contact them at [financialaid@redlands.edu](mailto:financialaid@redlands.edu).

## GRADUATE INFORMATION

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

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

#### Graduate Assistantships

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

#### Loan Programs

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



# College of Arts and Sciences Financial Aid

## Federal Subsidized Stafford Student Loan

This long-term student loan is available from banks, savings and loan associations, and credit unions. No interest is charged to the student nor is repayment required while the borrower is enrolled at least half-time. The interest rate is variable and caps at 8.25 percent. Students will be eligible for this loan if they demonstrate a financial need using standards established by the U.S. Secretary of Education.

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

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

## Unsubsidized Federal Stafford Student Loan

This long-term loan is available from banks, savings and loan associations, and credit unions. The same terms and conditions apply as to Subsidized Federal Stafford Loans, except the borrower is responsible for the interest that accrues during deferment

periods (including time in school) and during the six-month grace period. The student's options in handling the interest of the loan are: (1) Pay the interest and the principal; (2) Pay the interest quarterly and defer the principal; (3) Defer the interest and principal until the student goes into repayment (interest will accrue and be capitalized to the loan when the student enters repayment).

**Loan Amounts.** A student is eligible to borrow up to \$10,000.

## Satisfactory Academic Progress

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

## Minimum Requirements for Full-time Status

Academic year completed	1	2
Minimum number of academic credits satisfactorily completed	18	36
Minimum cumulative GPA	3.0	3.0

# College of Arts and Sciences Tuition and Fees 2003–2004

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2003-2004 academic year (Fall and Spring semesters and May Term session). Fees and course offerings for summer programs are covered in separate publications. (For all matters not covered specifically in other publications, this *Catalog* will apply.) **Expenses are subject to change.** When such changes are made, notice will be given as far in advance as possible.

Fees for the 2004-2005 academic year will be published during summer 2004.

## DEFINITIONS

### Undergraduate

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

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

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

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

### Graduate

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

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

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

### Graduate Assistantships

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

## TUITION, FEES AND EXPENSES

(Numbers in columns indicate dollar amounts.)

### Undergraduate Tuition

Full Year . . . . . 23,796

Half Year . . . . . 11,898

May Term only, per credit . . . . . 744

### Special Status Undergraduate

Part-time tuition, per credit . . . . . 744

Individualized Study, per credit . . . . . 744

### Undergraduate Auditing, per credit

Degree candidates . . . . . 744

Non-degree students . . . . . 188

High school students . . . . . 100

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

### Liberal Studies Evening Program

Full year . . . . . 13,770

Student Services Fee, per term . . . . . 60

All students pay a minimum of \$150 tuition deposit; this deposit is applied to the student's account.

## Graduate Tuition

### Music and Communicative Disorders

Per credit . . . . . 517

### M.S. in GIS

Per program . . . . . 27,156

### Graduate Individualized Study

Per credit . . . . . 517

### Graduate Auditing, per credit

Degree candidates . . . . . 517

Non-degree students . . . . . 188

### 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 Education or

# College of Arts and Sciences Tuition and Fees 2003–2004

School of Business registration cards 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.

(Thanksgiving, Christmas, Spring recesses, and semester breaks).

## Non-returning Student Contract

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

## Residence Hall Fees

Room	Full Year	Half Year
Double room	\$ 4,730	\$ 2,365
Single room, double size	7,330	3,665
Single room, single size	5,990	2,995
Triple room	3,890	1,945
Central Apartment, single	5,550	2,775
Central Apartment, double	4,970	2,485
Central Apartment, family	6,570	3,285
Brockton Apartments	5,990	2,995

## Village Apartment Rent

Studio	396
One bedroom	473
Two bedroom	538

Board	Fall	Spring	Total
Plan A	\$ 1,845	\$ 1,845	\$ 3,690
Plan B	1,875	1,875	3,750
Plan C	1,930	1,930	3,860
Plan D*	980	980	1,960
Plan E	2,010	2,010	4,020
No meal plan** (Dining Facility Fee)	375	375	750

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

\*\*Students who live on campus (residence halls) and obtain permission to cancel their subscriptions to a meal plan, regardless of the reason, are charged \$678 (\$339 per semester).

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

The board fee covers food costs for students during the entire period school is in session, excluding scheduled vacation periods

## Other Special Costs

### Accident and Sickness Insurance

(optional for Domestic Students), per year . . . . . 350

**Supplemental Major Medical Insurance** (optional for Domestic Students), per year . . . . . 100

**Accident and Sickness Insurance with Supplemental Insurance** (mandatory for International Students), per year . . . . . 438

**Admissions Deposit** . . . . . 200

*Each Arts and Sciences student admitted to the University must pay a \$200 admissions deposit. For students who enroll, the deposit is credited toward the student's entering semester tuition. For students who do not enroll, \$100 is refundable if a written request is received by June 15 of the year of admission. After that date, no part of the deposit is refundable.*

### Application Fee (not refundable)

Used to cover the cost of processing admissions applications.

Computerized . . . . . 35  
Non-computerized . . . . . 45

### Associated Students Fee

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

Regular student, per year . . . . . 300  
Full-time graduate, per semester . . . . . 74

# College of Arts and Sciences Tuition and Fees 2003–2004

**Special Status**  
 undergraduate, per year . . . . . 100  
 Part-time graduate,  
 per semester . . . . . 54  
 Visiting student for May Term. . . . . 56  
 International Off-Campus  
 Programs, per semester . . . . . 46  
*(The Salzburg semester is charged at the regular  
 student rate.)*

**Duplicate Diploma Fee** . . . . . 50

**Examination for Credit  
 in Lieu of Classwork**, per unit . . . . . 280  
*Available only to full-time students who have not  
 previously audited or attended the course.*

**Excess Credits Fee**, per credit . . . . . 744  
*For academic credits taken in excess of the limit (41  
 per year or 19 per semester). All credits, including  
 those for performance (applied) and ensemble music  
 courses, are considered academic credits. Only physi-  
 cal education activities are excluded from considera-  
 tion as academic credits. Excess credits apply only to  
 undergraduate students.*

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

**Late Check-in Fee**  
 For the first occurrence of checking in  
 after the approved deadline . . . . . 100  
 For second and subsequent  
 occurrences . . . . . 200

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

**Late Payment Fee**,  
*For bills not paid three weeks prior to the start of  
 each semester;*  
 per occurrence . . . . . 250

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

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

**Reader's Fee** . . . . . 365  
*Assessed to students who make up "incomplete" work  
 after the deadline and after leaving the institution.  
 Approval to complete such work must be secured from  
 the Registrar's office.*

**Replacement ID Fee** . . . . . 10

**Room and Board Contract  
 Cancellation** . . . . . 84

**Technology Fee\*** . . . . . 300  
 \*fee waived for 2003-04

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

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

**MUSIC FEES**  
 Unless stated otherwise, these are charged in  
 addition to tuition and apply to all students.  
 Music fees are not refundable after the  
 second week of classes.  
 Group Lessons, per credit . . . . . 125  
 Private Lessons\*, per credit . . . . . 175  
 Class Lessons, per class  
 Full-time students . . . . . no extra cost  
 Part-time and non-degree students . . . . . 125  
 \*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. Major conducted ensembles are:  
 MUSI 111 University Choir, 132 University of  
 Redlands Symphony Orchestra, and 138 Wind  
 Ensemble.

## Waiver or Reduction of Private Lesson Fees

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

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

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

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

## Methods of Payment

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

**Students with past due balance on their University account are subject to dismissal from the University. The University will not release transcripts or a diploma until the past due balance is paid in full.**

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

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

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

## Policy on Refunds

Refund policies at the University of Redlands are established in compliance with the 1992 amendments to the Higher Education Act of 1965. The University has adopted the federal refund policy guidelines as its institutional policy. Refund policies are subject to change at any time, according to federal and state regulations. When such changes are made, notice will be given as far in advance as possible. To obtain a refund or a separate publication outlining examples of refund policy requirements and calculations, please contact the Student Accounts office.

Refunds are determined from the date of **official** withdrawal or approved leave of absence. Students who withdraw unofficially or at the request of the University are not entitled to refunds for the current semester.

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

## Official Withdrawal

A withdrawal is considered official when written notice has been provided to the College of Arts and Sciences Office of Admissions for undergraduate students (excluding Liberal Studies) and specific program director's office for graduate programs for graduate students and Liberal Studies. Written withdrawal or leave of absence notification is required to state the intention of the student to discontinue the course(s) in which he or she is registered and their last date of attendance. The withdrawal will be considered effective as of the last date of attendance.

## Returning Students

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

## Allocation of Federal Portion of Refunds

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

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

## Repayment Policy

Some students receiving financial aid will receive cash for living expenses in addition to having their tuition and registration charges paid by their financial aid. If a student withdraws completely or is disqualified, a portion of the cash disbursement may need to be repaid. Based upon the amount of aid received offset by the cost of attendance up to the point of withdrawal, a repayment calculation is performed to determine the amount of aid the student is obligated to repay.

## Other Fees

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

## Temporary Absence

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

# Graduation Requirements

## UNDERGRADUATE PROGRAMS

### CATALOG REQUIREMENT

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

### QUANTITY AND QUALITY OF WORK

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

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

### Activity Credit

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

### RESIDENCE

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

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

### FIRST-YEAR SEMINAR

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

### MAY TERM

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

### COMMUNITY SERVICE ACTIVITY (CSAC)

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

# Graduation Requirements

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

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

## APPLICATION FOR GRADUATION

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

## COMPREHENSIVE EXAMS

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

## THE LIBERAL ARTS FOUNDATION

The Liberal Arts Foundation endows students with the fundamental skills 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 (CN) basis.

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

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

## Creative Process (CP)

Creative expression calls forth the whole of human experience: the emotional, intellectual, and spiritual dynamic of our singular selves. The creative process reaches past what we understand into the unknown. On the other hand, each creative medium—painting or sculpture, creative writing or musical composition, theatrical or musical performance—pays homage to its own tradition and ongoing history. Creative expression is a wholly process-oriented concentration, a combination of vision and technique. Classes engage students in the experimentation and the discovery that produce good work.



## Cross-cultural Studies (CC)

These courses expose students to the political, literary, historical, artistic, and religious heritage of cultures outside the United States. Students come to understand a different culture and gain fresh appreciation of their own. The category includes approved study-abroad programs as well as on-campus courses that study peoples and cultures in Africa, Asia, Europe, and Latin America.

## Dominance and Difference (DD)

These courses analyze the relations between a dominant culture and groups that have been oppressed or rejected by that culture. They focus on the marginalization of particular groups (in the United States or elsewhere) such as those identified by race, ethnicity, class, religion, sexual orientation, and/or gender. They study the experiences, beliefs, practices, and world-views generated by these differences.

## Foreign Language (FL)

A language expresses in speech and writing the thought and emotion of the individuals within a certain culture; it opens up that cultural tradition and transmits it to others. Modern language courses use a variety of methods to develop the skills needed to communicate in a foreign language. By studying the foundations of grammar, students learn about the structure of language. By examining the differences and similarities among various cultures, they increase their own cultural awareness. For the B.A., fulfillment of this requirement is attained by completing two college semesters of a language at the 200 level or below or one semester of a language at the 300 level or above. For the B.S., fulfillment of this requirement is attained by completing one course at the second college-level or higher. By application to the chair of Modern Languages, students whose first language is not English may be exempted from this requirement if they demonstrate competence in reading, writing, and speaking in their first language.

## Human Behavior (HB)

Courses in human behavior introduce students to the basic concepts, theories, and methods that advance our understanding of human behavior at the individual and societal levels. Students are asked to reflect on the ways that scholars collect data through observation and on the ways that scholars use those data to test theories and assumptions about human action. These courses challenge students to examine the human implications of such studies for issues of social concern.

## Humanities

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

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

## Humanities History (HH)

These courses address the ideas, documents, and events that have shaped the Western tradition. They emphasize, in broad historical contexts, the interpretation and analysis of primary sources, whether verbal, musical, or artistic. The understanding of these cultural artifacts deepens our insight into the nature of Western civilization and into the lives and thinking of the people who contributed to its development. Art history, history, music history, theatre history, or appropriate ID courses fulfill the history category.

## Humanities Literature (HL)

Poetry, drama, fiction, and film represent in specific form the aspiration and dejection that human beings experience. These courses investigate how such genres express feeling and propose truth. Through literature, students become immersed in other consciousness as they study the contexts of history, culture, and biography that produce an individual work. Discussion in class leads students to more precise analysis in their writing and greater commitment to their own

# Graduation Requirements

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ideas. Asian, Biblical, English, French, German, Spanish, or select ID literature courses may be chosen.

## Humanities Philosophy (HP)

Philosophical reflection poses fundamental questions about the nature of reality, the possibility of knowledge, and the meaning of life. Courses in philosophy introduce the issues and methods of metaphysics, ethics, logic, and epistemology. They engage students in critical reflection on the presuppositions of other human inquiries, such as art and religion, the natural and the social sciences. Courses in religion introduce the beliefs and spiritual principles embraced by different faiths. All these courses train students in critical and analytical skills and nurture intellectual autonomy by encouraging students to challenge their deepest assumptions. Humanities, philosophy, religion, or designated ID courses fulfill the philosophy category.

## Mathematics and Science (MS)

Achievements in mathematics, biology, chemistry, and physics have shaped modern culture in profound ways. Courses in natural science give students understanding of the range and limitations of scientific knowledge. They emphasize the central role of observation and experimentation according to the scientific method. The study of mathematics leads students to discover the beauty and power of mathematical conception. This requirement provides students with the ability to reason mathematically and to perform scientific investigations.

Applicable courses are provided on an approved list. Advanced courses may be substituted with permission.

Students must complete **three** courses:

1. At least one course in the natural sciences that includes a laboratory experience.
2. At least one course in mathematics.
3. A third course selected from the following options:
  - a. Another course in the natural

sciences, with or without a laboratory experience;

b. Another mathematics course;

c. A computer science course numbered 110 or higher.

## State and Economy (SE)

The decisions made by political and economic bodies affect everyone. The political map changes; the scale of economic institutions expands. Understanding the workings of political and economic institutions and our relation to them is vital to our participation in today's world. To gain this understanding, students take courses in government and economics that examine practical issues within a theoretical context. Completing an economics, government, or designated ID course fulfills this category.

## Writing Across the Curriculum (WA, WB)

Writing is both a powerful learning tool and an important means for expressing thought. Students advance their competence in written communication by completing at least two writing-intensive courses: (1) one in the first year (WA), and (2) a course in the junior or senior year that concentrates on forms of writing appropriate to the major (WB). These courses give students practice in research techniques and documentation. The main emphasis, however, is on the actual work of writing: generating ideas, identifying an audience, constructing an argument with relevant details into a coherent whole, and revising fearlessly.

**New students** will be placed in WA classes according to their entrance test scores or a challenge exam. Students should meet this requirement during their first year.

1. Students who score 500 or above on the SAT verbal or 20 or above on the ACT English Test satisfy the WA requirement by completing any 3- or 4-credit course labeled WA in the current *Schedule of Classes*.
2. Students who score below 500 on the SAT verbal or below 20 on the ACT English Test must complete ENGL 100,

Expository Writing and then complete ENGL 102. Students may challenge their placement by taking a writing examination during new student week. Students will be placed in appropriate WA classes based on their examination.

All students satisfy the upper-division requirement by completing any course labeled WB after they have attained junior standing.

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

**Transfer students** who have transfer credit for freshman composition and SAT verbal scores of 500 or above (or ACT English scores of 20 or above) satisfy the Liberal Arts Foundation requirement in writing by completing any course labeled WB after they have attained junior standing.

Students who have transfer credit for freshman composition and whose SAT verbal scores are below 500 (or whose ACT English scores are below 20) must write the challenge exam offered at the end of their first semester on campus. That exam either will complete their WA requirement or indicate the need for ENGL 301, a 1-credit tutorial in writing. They satisfy the WB requirement by completing any course so labeled after they attain junior standing.

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

## MAJOR REQUIREMENTS

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

### Declaration of a Major Field

Students must declare their major before registration for the junior year. Forms and

instructions are available in the Registrar’s office and in academic departments. Before declaring a major, students should discuss their proposed course of study with the chair or director of the program. A declaration of a major can be made at any time prior to registering for the junior year. Students are encouraged to explore several fields during their freshman and sophomore years.

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

### Multiple Majors and Minors

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

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

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

### Major Requirement Options

Students at Redlands are given the choice of pursuing a traditional course of study leading to either one or a combination of the degrees bachelor of arts, bachelor of science, or bachelor of music, or of electing to design their

# Graduation Requirements

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own course of study leading to the B.A. 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 (Studio or Art History)  
Asian Studies  
Biology  
Business Administration  
(requires a second major)  
Communicative Disorders  
Economics  
English (Writing or Literature)  
Environmental Studies  
French  
German  
Government  
History  
International Relations  
Latin American Studies  
Liberal Studies  
Music  
Musical Theatre  
Philosophy  
Physics  
Psychology  
Religious Studies  
Sociology and Anthropology  
Spanish  
Theatre Arts

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

## Bachelor of Science

Students may select a major field from the following areas:

Accounting  
Biochemistry and Molecular Biology  
Biology  
Business Administration  
Chemistry

Computer Science  
Economics  
Environmental Management  
Environmental Science  
Financial Economics  
Global Business  
Mathematics  
Physics

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

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

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

## Bachelor of Music

Students may select a major field from the following areas:

Composition  
Music Education  
Musical Studies  
Performance (Applied Music)

The requirements for the Bachelor of Music degree are listed under School of Music in this *Catalog*. No course for the

# Graduation Requirements

major may be taken for Credit/No (CN) credit except in instances where a course is offered only on that basis.

## Interdisciplinary Major

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

## Requirements for a Second Bachelor's Degree

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

## MINOR REQUIREMENTS

### Declaration of a Minor Field

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

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

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

## Interdisciplinary Minor

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

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

## GRADUATE PROGRAMS

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

## Credit Obsolescence

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

## Thesis

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

# Graduation Requirements

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## Thesis Guidelines

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

## Oral Examinations

Some programs require a candidate to pass an oral examination in his or her major field of study before receiving the master's degree. The examination is administered by a committee approved by the program director or department chair. Such an examination generally centers on the thesis or project completed by the candidate but may critically examine all phases of the candidate's work. The examination is scheduled only after payment of the thesis fee (if applicable) and after all members of the candidate's committee have approved its scheduling. The candidate is responsible for paying all necessary fees and ensuring that all committee members have approved the date of the oral examination.

## Comprehensive Examinations

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

## Minimum Credit and Curriculum Requirements

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

# Awards and Honors

## DEAN'S LIST

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

## GRADUATION WITH HONORS

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

### Departmental or Programmatic Honors

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

### Cum laude

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

### Magna cum laude

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

### Summa cum laude

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

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

## INTERDISCIPLINARY HONORS

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

## PHI BETA KAPPA

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

## SPECIAL AWARDS

### Barbara Jean Duncan Hardy Award

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

### Marcus Forcinelli Award

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

### Richard Lane Memorial Award

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

## Awards and Honors

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

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

### **Velma Hooper McCall Award**

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

### **Outstanding Senior Award**

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

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

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

### **Ray Wilson Award**

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

## **ART**

### **Art Awards**

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

## **BUSINESS ADMINISTRATION AND ACCOUNTING**

### **Senior Scholar in Accounting**

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

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

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

### **Hunsaker Scholar Award**

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

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

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

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

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

## **COMMUNICATIONS**

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

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

## **COMMUNICATIVE DISORDERS**

### **Outstanding Senior Award**

Awarded each year to an undergraduate student in recognition of academic achievement, qualities, clinical abilities, and the potential for future contributions to the field of communicative disorders.



## Phil Kiddoo Scholarship

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

## Crawford Award

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

## John Hitchcock Award

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

## William R. Parker Scholarship

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

## EDUCATION

### Alpha Delta Kappa, Outstanding Student Teaching Award

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

### Iola Threatt Elementary Teaching Award

Presented annually to an undergraduate or post-Baccalaureate candidate in a multiple subject teacher credential program who

possesses the qualities of creativity, conscientiousness, insight, perception, and commitment to teaching.

## Stanley Combs Secondary Teaching Award

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

## ENGLISH: WRITING AND LITERATURE

### The Creative Writing Awards

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

### Eugene Kanjo Prize for Excellence in Literary Studies

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

## GOVERNMENT

### Colwell Prize

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

### Frederick John Wiley Memorial Award

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

### Robert L. Morlan Awards

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

## HISTORY

### Henry G. Dittmar Award

Presented to an outstanding senior history major.

## Awards and Honors

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### Social Science Program Award

Presented to an outstanding senior in the Social Science Program.

## INTERCOLLEGIATE ATHLETICS

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

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

## MUSIC

### Thelma Beardsley Memorial Award

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

### Graduate Student Service Award

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

### Helen Johnston Memorial Performance Award

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

### Phi Mu Alpha Sinfonia Award

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

### Pi Kappa Lambda

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

## PHI BETA KAPPA

### Albert Crum Essay Award

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

## STAUFFER CENTER FOR SCIENCE AND MATHEMATICS

### Robert D. Engel Award

Presented to the outstanding senior biochemistry and molecular biology, biology, chemistry, computer science, or physics major in memory of Professor of Engineering Robert D. Engel. Professor Engel inspired generations of University of Redlands students with his love for teaching, his wit, his smile, and his friendship.

## Biology

### Edmund C. Jaeger Award

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

## Computer Science

### Lawrence R. Harvill Award

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

## Mathematics

### Judson Sanderson Award

Presented to the senior mathematics major who best exemplifies the standards of excellence epitomized by professor Emeritus Judson Sanderson in his teaching, his intellect, and his service to the University.

### Paul Krantz Award

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

### Elementary Mathematics Education Award

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

# Johnston Center for Integrative Studies

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## THE DIRECTOR

Kathy J. Ogren

## THE ASSOCIATE DIRECTOR

Carlos Arboleda

## THE FACULTY\*

Kelly Hankin, Film Studies

*\*Additional 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 an alternative mode 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 the living and learning environments. These ideals are made concrete in individual courses by contract; in the graduation contract/review process; and in the integrated administrative, classroom, and living space of the Johnston Complex (Bekins and Holt Halls), the home of Johnston Center.

## Course and Contract Systems

A Johnston Center course involves the following:

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

In addition to identifying specific Johnston courses created at the Center, the Schedule of Classes always notes departmental courses of particular interest to Johnston students, courses that are geared to the Johnston educational process. Cross-listing a course 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 “Admission” below.) Such graduation contracts are written with the help of a faculty advisor and include a narrative autobiographical statement, a list of completed and proposed courses, and a stated area of concentration with either a traditional disciplinary or an interdisciplinary focus. Examples of the former are English literature, biology, and psychology, while the latter includes such possibilities as the history of ideas, communications, humanistic psychology, anthropology and environmental studies, and women’s studies.

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

- the contract addresses the objectives of the College of Arts and Sciences’ Liberal Arts Foundation;
- there is sufficient representative work taken in each of the broad areas of humanities, social sciences, natural sciences, and fine arts;
- there is sufficient depth in the student’s area of concentration;
- the area of concentration is one in which the University of Redlands can provide appropriate faculty resources;
- the student addresses the relevance of this educational experience to his or her past and future;
- the student has included a provision for

an in-depth cross-cultural experience. This expectation can be met by participating in one of the international programs offered by the University or by having the student create his or her own independent study involving the experience of being a minority in a majority culture.

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

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

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

The academic progress of Johnston students is monitored by the director of the Center. Students who are experiencing academic difficulty are reviewed individually by the Center director, who makes decisions regarding academic probation or disqualification after consultation with a committee

## Johnston Center for Integrative Studies

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comprising faculty advisors and the Johnston assistant registrar in the Registrar's office. Criteria upon which such decisions are made include the quantity of work completed, the quality of work in both graded and evaluated courses, and the student's demonstrated ability to complete a degree program. Appeal of a decision on academic standing is possible through the Academic Review Board. (See the paragraph entitled Undergraduate Academic Standing—Johnston in the Academic Standards section of this *Catalog* for details.)

Johnston students must have an approved graduation contract on file in the Registrar's office no later than the end of the first semester of their junior year. Thus, three full semesters and two May Terms are open for 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 narrative evaluations. Johnston students have no special difficulty in gaining admittance to graduate or professional schools or employment as a result of this narrative transcript format.

Johnston students are eligible to apply for departmental honors only. A student must complete an honors project or a capstone experience in accordance with established departmental standards and procedures.

Johnston students may apply for interdisciplinary program honors (Proudian, Asian Studies, etc.). They also may be considered for election to Phi Beta Kappa. Because the Latin honors (cum laude, etc.) are dependent upon cumulative GPAs, Johnston students are not eligible to apply for a program leading to Latin honors.

### Admission

First-year student applicants who are interested in this program should fill out the Johnston Center Supplement as well as the regular University application form. Continuing students who are interested in writing a graduation contract rather than pursuing a departmental major should contact the associate director of the Johnston Center in their first or second year at the University of Redlands.

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. Information regarding the procedure for assessment is available from the director of Johnston Center.

## UNDERGRADUATE

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

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

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

### Student Governance (ASUR)

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

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

### Convocations

Redlands enjoys a significant reputation for its Convocation Series, which brings major speakers to campus. Additional speakers are brought by student groups and academic departments. Recent guests have included such notables as Robert F. Kennedy Jr.;

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

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

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

### The Fine and Performing Arts

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

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

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

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

### Forensics

The University of Redlands has one of the oldest and most successful debate programs in the nation. In 1991, the debate team claimed the national championship for the third time in the history of the University. Students may compete in both NDT and

# Student Life

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CEDA debate as well as individual events. Annually, Redlands is represented by one or more teams at tournaments held at institutions such as Harvard, Wake Forest, and Baylor. Competition is available for beginners as well as seasoned debaters with high school experience.

## Diversity

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

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

Various programs, activities, and organizations have been developed to promote, encourage, and celebrate diversity on campus and in the surrounding community. One such activity is the Multicultural Festival, held each spring. Additionally, a number of major cultural celebrations are held each year, alongside many more informal discussions on a wide array of diversity topics. Students might choose to participate in one or more of the many multicultural clubs on campus that host educational programming, cultural events, political workshops, and guest speakers. Please refer to the web site for a complete listing of these clubs.

The Multicultural Center, established on campus in 1999, supports the multicultural clubs and programs. One of the main purposes of the Multicultural Center is to serve as a catalyst to the campus community on matters related to diversity, multicultural programming, and cultural pluralism,

including expanding the notion of diversity and multiculturalism beyond race, gender, and sexual orientation. The Multicultural Center welcomes involvement from every student on campus in whatever form is comfortable: “hanging out” talking with other students, borrowing books or videos, attending programs, suggesting programs, and anything else that will contribute to the dynamism of a diverse campus community.

## International Students

Students from more than twenty-five countries add an important dimension to campus life. International student events throughout the year, culminating in an International Dinner for the campus, provide opportunities to interact with students from many cultures.

Orientation and advising is provided for international students in areas of cross-cultural adjustment, visa regulations, and problem-solving within the context of the University.

## Student Services

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

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



accommodations through the director of Academic Support Services.

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

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

**Counseling** offers a staff of professional, licensed therapists. Free, confidential psychological counseling is available to individuals, couples, and groups. Referrals for psychiatric care, or other community resources, are also available. Counseling can help students manage stress, anger, or hurt, and can significantly improve academic performance. Also, AA and NA groups meet on campus to support student needs in those areas.

## Religious Activities

The Office of the Chaplain coordinates religious programs and activities. Weekly services draw on the talents of the campus community, including performances by the Chapel Singers in both traditional and contemporary forms. Worship leadership is

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

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

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

## RESIDENCE HALLS AND FOOD SERVICE

### Undergraduate

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

Approximately eighty percent of Redlands students live in on-campus residence halls or immediately adjacent houses and apartments. These facilities vary in size and are designed to accommodate many lifestyles. Living arrangements include both coed and

# Student Life

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single-sex halls. In co-ed halls, alternatives range from women housed in one wing and men in a separate wing while sharing a joint lounge, and recreational and television facilities; to men and women residing on different floors of the same building; to suites of all males and all females on the same floor.

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

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

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

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

Most residence halls and dining rooms are closed during vacations and semester breaks. However, the University recognizes that some students who come from distant locales may need to stay on campus during these periods, so it provides space in Cal-Founders

Hall free of charge for those who live more than 500 miles away from Redlands. A small fee is charged to other students who wish to stay on campus during breaks. All students who desire vacation housing must make a reservation. Food service is not available over most breaks but can be arranged by those remaining on campus, if desired.

## Graduate

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

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

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

## RESIDENCE REGULATIONS AND POLICIES

A student handbook containing the specific regulations governing student conduct, is available to each student at the beginning of the academic year. Detailed information on administrative policies and procedures in non-academic areas is presented in official University publications.

## FRATERNITIES AND SORORITIES

Approximately seventeen percent of Redlands student body belongs to one of seven local social fraternities and five local social sororities. In addition to internal activities such as pledging, rush parties, and service projects, Greek organizations provide a variety of campus-wide formal and informal social events. These organizations are also instrumental in promoting community and alumni interaction. All Greek organizations are required to operate under guidelines set forth by the Student Leadership and Involvement Center and are reviewed each year. They are governed by an Inter-Fraternity Council, Panhellenic Council, and President's Council.

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

## HEALTH CENTER

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

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

## COMMUNITY SERVICE LEARNING

The Office of Community Service Learning, established in 1991, places interns, work-study students, volunteers, and service learning students in hundreds of agencies throughout Redlands and other locations in the United States and abroad. During May Term, an ideal time for focused study, between 250 to 350 students embark on a one-month service experience in places as far away as India and as close as the Redlands

Smiley Library. Throughout the year, students contribute sixty-five thousand service hours at a variety of local not-for-profit agencies where excellent learning opportunities are created. These experiences not only fulfill a graduation requirement but reaffirm the University's belief that each individual does make a difference.

## STUDENT LEADERSHIP AND INVOLVEMENT CENTER

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

## ATHLETIC ACTIVITIES

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

# Off-Campus Study

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## GENERAL INFORMATION AND REGULATIONS

The University encourages all students to plan for, and participate in, a significant international study experience.

Academic performance in any approved off-campus program is recorded on the student's transcript and grades earned are computed in the student's U of R grade point average. Credit earned in these programs is applied toward graduation when the Office of the Registrar receives evidence that studies have been completed with a grade of 1.7 or above.

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

Once matriculated at the University of Redlands, a student can apply academic credit earned abroad toward the University of Redlands degree only if the student has received prior approval for his or her off-campus program from the dean of Special College Programs. Students wishing to study off campus must complete an application for that program no later than November 1 of the preceding year. Applications are obtained from and returned to the Office of Special College Programs. It is the student's responsibility to make certain that his or her participation in the program of off-campus study is fully compliant with the application and review calendar for study abroad, as well as all University rules and regulations regarding off-campus study.

To qualify for participation in an off-campus program a student typically must be a junior or senior; carry a 3.00 GPA, both as an applicant and at the time the proposed study is to commence; and must demonstrate proper personal and academic preparation for the program.

All approved programs of off-campus study are offered to Redlands students at the current cost of room, board, tuition, and fees at the University of Redlands. The University, in turn, underwrites the direct and required program expenses of tuition, room, and board. Elective program choices (e.g. field

trips, overloads, etc.) are the direct personal responsibility of the student.

## International Programs

Potential applicants should consider carefully how a semester abroad would complement their general education, majors, or career plans. Applicants should also recognize the impossibility of taking full advantage of study abroad without adequate preparation. Candidates will be carefully evaluated on the basis of grades, language competency, and academic preparation, as demonstrated by specific courses in the proposed field of study and general coursework.

Typically, 12 credits of coursework in the history, literature, and culture of the proposed study site are considered minimal preparation for study abroad. Language programs usually require a minimum of two years of college-level language training.

As part of preparation for a semester abroad, students are responsible for arranging and paying for their own transportation to and from the study center. Programs that include transportation to the study site as part of the comprehensive program fee will be advised to bill the student directly for these charges.

The University is constantly evaluating and changing its off-campus program profile. Students are advised to seek the most current information from the Special College Programs office.

Each year, some Redlands students determine that programs of study not included on this list are persuasively linked to their career or academic plans. In such cases, the student must propose and receive individual approval from his or her major department advisor and the dean of Special College Programs. Such approval is conducted under the traditional calendar guidelines noted below.

The guidelines for off-campus study noted here are accurate but not complete. To receive the complete off-campus study guidelines and policies, contact the Special College Programs office.

## Calendar

Students anticipating off-campus study must make a preliminary application no later than November 1 and complete all program application materials by December 1 of the preceding year. Approvals will normally be provided after receipt of third term grades.

## Salzburg Semester

**Director: Dr. James M. Fougerousse**

Redlands has sponsored a one-semester study program in Salzburg, Austria, since 1960. The program is available to undergraduates regardless of major, with preference given to class and academic standing and to those students who have shown evidence of preparing themselves academically and personally for this group travel-study program.

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

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

The fourth course for music students will be applied music, and all other students will undertake a Directed Study Project.

## COURSE DESCRIPTIONS (IDS)

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

Designed to enhance students' perspectives on European intellectual history and culture. Students will read works of drama, poetry, and short fiction by European authors from ancient Greece to Twentieth-Century Austria. Themes that trace the traditions of Western culture are explored and discussed. EV and NU only.

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

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

### 263S Individualized Cultural Studies Project (Writing). Fall (4), Spring (4).

The Directed Study Project offers each non-music student an opportunity to undertake a field research project of his or her own design as part of the Salzburg Semester. Students propose a project as part of the application process, and conduct initial library research in the semester prior to departure. During the semester in Salzburg, projects provide a special opportunity to encounter people, places, events, and institutions while conducting the research project. Students are encouraged to develop projects that will make their experience in Austria as personally meaningful as possible, whether this involves a project that ties into their major (with departmental approval) or offers an opportunity to explore a topic that is simply of personal interest. EV only.

### 264S Individualized Cultural Studies Project. Fall (4), Spring (4).

This course is identical to IDS 263S, but does not fulfill the WB requirement. EV only.

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

Students in the Music track will augment the three core classes with four units of applied music, while students in the Humanities track will add to the above a four-credit Individualized Cultural Studies Project (IDS 263S or IDS 264S) initially designed with a faculty member on campus, but conducted and completed in Salzburg.

## Off-Campus Study

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The Salzburg Semester offers a unified core of courses designed to build from each other while seeking to take advantage of the richness of the Salzburg environment. Extended field excursions to major European cities such as Rome and Florence are a significant part of the program.

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

### Guest Students

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

### Beyond the Salzburg Semester

It is up to the Redlands student, working in consultation with his or her advisor, to determine the most appropriate fit of an international study option with a student's overall academic plan. The vast majority of Redlands students participate in one of the following off-campus study options.

### Recognized Exchange Programs

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

- The University of East Anglia, Norwich, England. This site is particularly attractive for majors in creative writing, theatre, art history, and the sciences.
- The University of Bristol, Bristol, England. Broad ranging curricular choices available to students for most University of Redlands majors, particularly strong in international relations.
- Macquarie University, Sydney, Australia. Semester or full-year option for the Redlands student wishing a "near" Sydney experience. (Macquarie is located a convenient thirty-minute ride from the famed Sydney Harbor.) Macquarie offers a broad range of curricular options exemplary of a major Australian university.
- Chung Chi College in Hong Kong. This is

a full-year option only. Broad curriculum choices in English, combined with residence hall living in this vibrant city makes for a rich study option in Hong Kong.

- Reitaku University, Tokyo, Japan. Reitaku provides a small residential college environment and residence halls. Near Tokyo, Reitaku offers a program emphasizing intensive study of a Japanese language.
- Hokkaido University, Sapporo, Japan. Located in the capital of Japan's northernmost island, this program brings together students from all over the world to study, in English, everything from Japanese art, business, and culture to environmental studies, science, and Japanese language.

### Institute for the International Education of Students

The University of Redlands is an affiliate institution with the Institute for the International Education of Students (IES). IES offers more than 20 programs of study around the world. These programs typically offer opportunities for study in the language of the host country. Many centers offer integration into a host university as well as home stays to enrich the cultural experience of a student's term. Specific requirements and curricula for programs vary.

### The School for International Training

For students interested in small-group field experiences with a heavy emphasis on language and cultural studies, the University's association with the School for International Training (SIT) offers more than fifty program options around the world. Specific program requirements and program themes vary from center to center, and interested students should refer to SIT publications for this information.

### School for Field Studies

The University of Redlands is an affiliate member of the School for Field Studies (SFS). SFS offers semester programs for students interested in focusing on environmental

issues. The diverse field-study centers operate in interesting locales around the world, and undertake long-term projects in which SFS students directly participate.

## **The Institute for Study Abroad (IFSA) and the Center for Education Abroad (CEA)**

IFSA, associated with Butler University, and CEA, associated with Arcadia University, both offer students extensive opportunities for integrated study programs in England, Wales, Ireland, Scotland, New Zealand, and Australia. Through both of these national organizations, Redlands students can access world class academic programs that stretch from Oxford and Cambridge to Sydney. These internationally recognized university programs offer any Redlands student a rich opportunity to extend their major field of study while integrating themselves into a campus culture quite different from the University of Redlands campus.

## **Tokyo**

The University of Redlands belongs to a consortium of Southern California colleges providing full-year and term study opportunities with the International Division of Waseda University in Tokyo, Japan. Courses from the International Division are designed especially for American students. Except for Japanese language classes, all work is offered in English and centers on Asian fine arts, language and literature, history, culture, politics, and government. Monthly cultural events are also part of the program. All students participate in intensive Japanese language training at a level appropriate for them. Students live in Japanese homes and take breakfasts and dinners with their host families.

## **The Washington Semester and the Sacramento Semester Programs**

Students interested in spending a semester in either the California state capitol or the nation's capitol can do so with these programs. Both offer coursework to complement rich and varied internship opportunities.

## **Additional Off-Campus Study Opportunities**

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

- Lexia, with programs in nine different countries of the world, offers rich options for the study of language and culture, including opportunities for field study.
- Programs of study offered by Syracuse University are available in Hong Kong, China, London, Strasbourg, Florence, Madrid, and Zimbabwe.
- Central College programs offer study sites in Mexico, Spain, France, the Netherlands, and Austria.
- Studio Art majors at Redlands have frequently selected SACI (Studio Arts Centers International) Florence as a favored study site.
- The Brethren College Abroad program also offers study opportunities in China, Japan, India, Ecuador, and Mexico.

Additionally, each year a few individual University of Redlands students petition for approval of program study that is not noted above; with solid support of the student's academic advisor and major department, permission is often granted.

## **Individualized Study**

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

## Off-Campus Study

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### May Term Off-Campus Programs

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

### More Information

More information on off-campus study may be obtained from the Special College Programs office or the University Web site at [www.redlands.edu](http://www.redlands.edu) where you can find links to the programs mentioned above.



## Course Numbering System

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

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

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

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

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

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

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

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

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

## Course Frequency

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

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

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

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

## Definition of an Academic Credit

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

## Explanation of Course Markings

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

## Schedule of Classes

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

# Accounting

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## THE FACULTY\*

Jeanne Neil

Stephen Welborn

*\*Adjunct faculty are listed in the back of this Catalog.*

## THE MAJOR

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

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

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

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

Majors in Financial Economics should consult with an accounting faculty member as to the best integration of accounting courses within the economics major.

## Requirements

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

### 1. Introductory Related Field Courses

Note that these courses satisfy Liberal Arts Foundation requirements.

BUS 125 Behavioral and Historical Foundations of Organizations, or one of the following: PSYC 100, SOAN 100, or SOAN 102 (HB)

ECON 250 Principles of Microeconomics (SE)

ECON 251 Principles of Macroeconomics (SE)

MATH 121 Calculus I (MS2)

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

### 2. Advanced Related Field Requirements

BUS 220 Statistical Analysis and Research Methods in Business and Management, or one of the following: ECON 200, MATH 111 or MATH 311

BUS 353 Managerial Finance

BUS 459 Business Policy and Strategy

ECON 350 Intermediate Microeconomics

One of the following:

ECON 352, ECON 354, ECON 356, ECON 331, ECON 333, or ECON 323.

### 3. Accounting Courses

ACCT 210 Principles of Financial Accounting and Reporting

ACCT 211 Financial Accounting Process

ACCT 220 Principles of Managerial Accounting

ACCT 310–320 Intermediate Accounting I, II

ACCT 315 Advanced Managerial Accounting

ACCT 400–401 Financial Reporting

Theory I, II

ACCT 410 Auditing

ACCT 415 Tax Accounting

ACCT 421 Governmental and Not-for-Profit Accounting  
ACCT 425 Business Law  
ACCT 331 Accounting Information Systems  
ACCT 440 Financial and Business Report Analysis

## Minor Requirement

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

## Sequence of Courses

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

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

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

## Freshman Year

### Fall

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

### Spring

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

### May Term

Liberal Arts Foundation course

## Sophomore Year

### Fall

BUS 125, or one of the following: PSYC 100  
or SOAN 100 (HB) Liberal Arts Founda-  
tion course  
Liberal Arts Foundation course  
ECON 251 (SE)

## Spring

ECON 350 Intermediate Microeconomics  
Statistics: BUS 220, ECON 200, MATH  
111, or MATH 311  
ACCT 210  
ACCT 360 Volunteer Income Tax Assistance  
community service course (CSAC)

## May Term

ACCT 211

## THE MINOR

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

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

## Internships

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

## Study Abroad

Foreign study programs offer an enriching personal experience to students while they earn academic credit. Study abroad is encouraged, but requires planning in consultation with the advisor. The recommended semester for study abroad is the Fall semester of the junior year or earlier. Major requirements may be fulfilled with coursework from universities in Asia, Australia, and the United Kingdom. Consult the Off-Campus Study section of this *Catalog* for more information.

## Departmental Honors in Accounting

Applications are accepted in the junior or senior year from majors with a 3.30 cumulative GPA and a 3.45 GPA in accounting who desire to work toward honors in accounting.

# Accounting

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Departmental honors are an academic distinction and are necessary in order to achieve the GPA-based Latin honors at graduation. Successful applicants will work under the guidance of an accounting faculty member to complete a research project on an accounting issue. Contact an accounting faculty member for detailed information.

## **COURSE DESCRIPTIONS (ACCT)**

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

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

Financial accounting and reporting concepts and procedures that provide a history of economic resources, obligations, and related economic activities of financial entities. Topics include the Financial Accounting Standards Board and its accepted principles for assets, liabilities, and equity. Prerequisite: ECON 250, second semester sophomore or permission.

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

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

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

Analysis of financial and relevant non-financial information used in planning, motivating, evaluating, and controlling economic and behavioral concepts and quantitative techniques are integrated throughout. Topics: cost behavior, budgeting, analysis of variance, performance measurement, and pricing. Prerequisites: ACCT 210, ECON 250, and a department-approved statistics course. Coreq-

uisite: ECON 251. Pre- or co-requisite: any Liberal Arts Foundation Human Behavior (HB) course.

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

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

### **315 Advanced Managerial Accounting. Fall (3).**

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

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

Study of the design and application of accounting systems intended to provide financial and non-financial information which informs decisions and influences behavior within business processes. Topics include intelligent systems, electronic commerce, information technology, systems analysis, documentation and controls. Prerequisites: ACCT 310, or ACCT 220 or permission. NU only.

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

Topics in Federal and California income tax regulations for filing basic income tax returns. Introduction to issues of providing volunteer service. Experiential learning is required through a community service component. Offered every year. CN only.

## **400–401 Financial Reporting Theory I, II. Fall (2), Spring (2).**

Study of economic, legal, political, and social influences on the evolution of financial accounting institutions, standards, and reporting in the United States. Emphasis on the FASB's conceptual framework, standards, and emerging issues. Prerequisite: ACCT 310 or permission.

## **410 Auditing. Fall (4).**

Examination of the purposes, expectations, and responsibilities of independent public auditors as the profession evolves in society. Emphasis on the auditor's decision process. Topics: legal liability, ethics, sampling theory, evidence, audit standards, internal control, and the audit report. Prerequisite: ACCT 320.

## **415 Tax Accounting. Fall (4).**

Determination of federal and state income tax liability for individuals, corporations, and partnerships. Filing returns, paying taxes, and getting refunds. Legislative and judicial development of tax law. Legal recourse available to taxpayers. Prerequisites: ACCT 210, and senior standing, or permission. ACCT 360 Volunteer Income Tax Assistance (CSAC) recommended.

## **420 Advanced Accounting. Spring (3).**

Intensive study of financial accounting for such topics as entity forms, business combinations and consolidation, interim and segment reporting, and foreign exchange translation. Prerequisite: ACCT 320. Offered as needed.

## **421 Governmental and Not-for-Profit Accounting. Spring (2).**

Theory and practice of governmental and not-for-profit financial accounting. Topics include theoretical framework, fund accounting, and basic financial statements. Prerequisite: ACCT 310 or permission.

## **425 Business Law. Fall (4).**

The law, its historical source, and its implications. Law and remedies in the following areas: torts, business crimes, contracts, agency, bankruptcy, suretyship, and creditor and consumer rights. Prerequisite: junior standing or permission.

## **440 Financial and Business Reporting Analysis. Fall (4) or Spring (4).**

Concentration on disclosure standards, differential effects of alternative accounting and reporting, management's choices of accounting and reporting policies, and interpretation of financial information. Analyses of the quality of reported earnings will be emphasized. Prerequisites: ACCT 310 and BUS 353. Offered as needed.

## **469 Advanced Topics in Accounting. Fall (2–4), Spring (2–4), May Term (2–3).**

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

## **489 Accounting Internship. Fall (1–3), Spring (1–3), May Term (1–3).**

Placement in an internship with academic work under faculty direction. Prerequisite: junior or senior standing.

# Art and Art History

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## THE FACULTY

Piers Britton  
Rebecca Brown  
John Brownfield  
Valerie Gilman  
Charmaine Martinez  
Penny McElroy

## THE MAJORS

The department offers programs leading to Bachelor of Arts degrees in Studio Art and Art History.

### The Art History Major

A major begins in the junior year after students have declared the major in writing. Students would normally have completed the following freshman and sophomore courses by the end of the Fall semester of the junior year.

- ART 100 Art Principles
  - and any two of the following:**
  - ART 121 Aspects of Western Art
  - ART 123 Art of the Americas
  - ART 124 African and Oceanic Art
  - ART 126 East Asian Art
  - ART 127 Indian and Southeast Asian Art
- Students must also complete the following, presumably during their junior and senior years:
- Four art history courses at the 300 or 400 level
  - ART 496 Senior Project in Art History
  - Two studio art courses

### The Studio Art Major

Studio art majors elect to complete a concentration from those described below. All studio concentrations share the following requirements:

- ART 131 Drawing
- ART 132 2-D Design
- ART 133 3-D Design or THA 125 Stage Design Fundamentals
- One Art History course
- ART 495 Senior Project: Studio Art (must be taken Fall and Spring)

Studio majors who plan to go to graduate school should seriously consider completing a minor in art history. Further, courses in other

art forms are also recommended. Studio majors should try to include at least one course each in theatre, creative writing, and music during their college careers.

### Ceramics and Sculpture Concentration

#### Required Courses:

##### One of the following:

- ART 140 Introduction to Ceramics
- ART 142 Ceramics: Raku
- ART 141 Ceramics: Potter's Wheel and Beyond
- ART 144 Ceramics without the Wheel

##### At least three of the following:

- ART 239 Sculpture: Figure to Abstraction
  - ART 241 Ceramics: Potter's Wheel Level 2
  - ART 244 Ceramic Sculpture
  - ART 248 Sculpture: Welding and Mixed Media
  - ART 249 Sculpture: Modeling and Casting
  - ART 339 Sculpture: Figure to Abstraction Level 2
  - ART 344 Ceramic Sculpture Level 2
  - ART 348 Sculpture: Welding and Mixed Media Level 2
  - ART 349 Sculpture: Modeling and Casting Level 2
  - ART 442 Advanced Projects in Ceramics
  - ART 447 Advanced Projects in Sculpture
- #### Recommended Courses:
- ART 328 Art Since 1945
  - Another art form which emphasizes color

### Drawing and Painting Concentration

#### Required Courses:

- ART 233 Painting
- ART 250 Life Drawing
- ART 333 Advanced Painting

#### Recommended Courses:

- ART 328 Art Since 1945
- THA 260 Theatre Topics: Introduction to Scene Painting
- One printmaking course

## Graphic Design Concentration

### Required Courses:

- ART 150 Book Arts or  
ART 251 Typography
- ART 252 Introduction to Graphic Design
- ART 352 Intermediate Graphic Design
- ART 455 Advanced Design Workshop

### Recommended Courses:

- ART 135 Beginning Photography
- ART 158 Computer Graphics
- ART 227 History of the Graphic Arts
- ART 250 Life Drawing
- One printmaking course

## Photography Concentration

### Required Courses:

- ART 135 Beginning Photography
- ART 337 Digital Photography
- ART 435 Advanced Photo Problems

### Recommended Courses

- ART 158 Computer Graphics
- ART 229 History of Photography

## Printmaking Concentration

### Required Courses:

#### Three of four introductory printmaking courses:

- ART 151 Printmaking: Etching
  - ART 152 Printmaking: Lithography
  - ART 153 Printmaking: Relief
  - ART 154 Printmaking: Serigraphy
- and**
- ART 450 Advanced Printmaking Workshop

### Recommended Courses

- ART 135 Beginning Photography
- ART 158 Computer Graphics
- ART 227 History of the Graphic Arts
- ART 250 Life Drawing
- ART 251 Typography

## THE MINORS

### Art History Minor

- ART 100 Art Principles
- and any two of the following:**
- ART 121 Aspects of Western Art
  - ART 123 Art of the Americas
  - ART 124 African and Oceanic Art
  - ART 126 East Asian Art
  - ART 127 Indian and Southeast Asian Art

Students must also complete the following during their junior and senior years:

- Two art history courses at the 300 or 400 level
- One studio art course

### The Studio Art Minor

- Two of the three foundation courses:  
ART 131 Drawing  
ART 132 2-D Design  
ART 133 3-D Design
- One art history course
- Three studio art courses, at least one of which is at the 200 level or above

### Advanced Placement in Art

**Art History:** Students who earn a score of three or more on the Advanced Placement Test earn 4 credits as determined by faculty interview. Prerequisites for admission to advanced courses may be waived.

**Studio Art:** Students who earn scores of three or more on the Advanced Placement Test receive 4 credits in studio art, subject to confirmation by faculty review.

### Departmental Honors

All art and art history majors complete a senior project, which is evaluated when determining departmental honors. Completion of an exemplary senior project is a necessary condition for receiving departmental honors.

### Fees

All studio courses and some art history courses require a lab fee. All lab fees are charged to the college bill of the student, unless other arrangements for payment are made. If a student drops a course after using some of the materials provided, a partial fee is computed and charged.

In studio courses, the lab fee pays for shared supplies used by the students in the course, as well as tools that become the property of the student. This practice results in significant savings in the cost of art tools and materials. Lab fees in studio courses range from \$45 to \$500.

Some art history courses require a lab fee for printed materials and/or transportation off campus.

# Art and Art History

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## Time

For studio classes, the department requires three to four hours of work per week for each credit, in addition to time spent in class. (Thus, a 4-credit course requires the six hours in class plus at least twelve hours of studio work outside of class.)

## 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.

## COURSE DESCRIPTIONS (ART)

### 100 Introduction to Art History. Fall (4) or Spring (4).

Students gain a solid grounding in aesthetic philosophy and critical art theory and develop core skills necessary in art history (critical reading, analysis, and writing). EV or NU only.

### 118 The Art of Children. Fall (4), Spring (4).

Child development through art. For those planning to teach or work in education and speech therapy. Related studio work in various media.

### 121 Aspects of Western Art. Fall (4) or Spring (4).

Slide lectures and discussion focus on major works of art and architecture from the Renaissance period in Europe through period styles and avant-garde movements in Europe and the U.S. The relationship of art to politics, religion, patronage, and definitions of art and aesthetics are explored. Offered every year.

### 123 Art of the Americas. Fall (4) or Spring (4).

Survey of the art forms of North, Central, and South America. Examination of regional art practices in North America from prehistory to the historic era, and survey of the sequence of cultures which developed in the area between (and including) Mexico and Peru from c. 1000 B.C. to the conquest. Offered as needed.

### 124 African and Oceanic Art. Fall (4) or Spring (4).

Comparative approach emphasizing economic, religious, and social aspects of selected artistic traditions in the Pacific Basin (Polynesia, Melanesia, Micronesia, and Australia) and Africa. Offered as needed.

### 126 East Asian Art. Fall (4) or Spring (4).

Slide lectures and discussions explore the painting, sculpture, ceramics, and architecture of China, Korea, and Japan. Focus on the history of style and iconography, the religious and social functions of art, and cross-cultural influences on art production and meaning. Offered as needed.

### 127 Indian and Southeast Asian Art. Fall (4) or Spring (4).

Survey of the art forms and architectural monuments of India (and environs) and Southeast Asian cultures. Focus on the religious and political context of art production as well as style, function, iconography, and patronage. Offered as needed.

### 131 Drawing. Fall (4), Spring (4).

Skills of observation, representation, pictorial organization, perspective, and techniques with classic drawing materials are developed. NU or EV 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. EV and NU only.

### 133 3-D Design. Fall (4), Spring (4).

Introduction to the visual language of sculptural form. Students create projects using a variety of 3-D media to explore the use of design elements (line, form, space, volume, light, texture, etc.) organizing principles (unity, balance, rhythm, etc.) and compositional structures in creating interesting and effective sculptural form.



## **135 Beginning Photography.**

**Fall (4), Spring (4).**

Introduction to black-and-white photography as an expressive and creative art. Students work with camera, film, and paper. Darkroom work (enlarging and developing) leads to the production of a portfolio of black-and-white fine prints. Some of the history of black-and-white photography is explored.

## **140 Introduction to Ceramics.**

**Fall (4), Spring (4).**

Introduction to the shaping of clay with handbuilding techniques and on the potter's wheel. A variety of surface design and firing techniques are also taught.

## **141 Ceramics: Potter's Wheel and Beyond.**

**Fall (4).**

Introduction to ceramics with a focus on the potter's wheel. Students learn the basics of wheel throwing, manipulating form, trimming, surface design, glazing techniques, and firing techniques. There will be reading and discussions on formal and conceptual issues of functional and non-functional ceramics. Offered every year.

## **142 Ceramics: Raku. May Term (3).**

Mixed-level ceramics course focusing on Raku. Raku is a fast and active low temperature firing method using a post-firing combustion chamber and typically results in very active iridescent, crackle, and carbon black surface effects. Hand building and surface design will be emphasized. Offered as needed.

## **144 Ceramics without a Wheel.**

**May Term (3).**

Concentrated course on handbuilding techniques such as pinch, slab, and coil. A variety of surface design and firing techniques will also be taught. Offered as needed.

## **145 Introduction to Sculpture.**

**Fall (4) or Spring (4).**

Introduction to materials, concepts, and tools of sculpture. Techniques covered include carving construction and modeling. Offered as needed.

## **150 Book Arts. Fall (4) or Spring (4).**

Students explore various ways and means to create unique books. This includes learning to make paper by hand, book binding, an introduction to letterforms, pop-up construction, and theoretical and conceptual approaches to the multiple and sequential picture plane.

## **151 Printmaking: Etching.**

**Fall (4) or Spring (4).**

Basic techniques of etching which involve drawing on a metal plate through an asphaltum ground. The plate is soaked in an acid bath and the drawing is "bitten" into the plate. The plate is subsequently inked and printed, using a press. Etching allows for rich line work and drawn textures. Offered in alternate years: 04F.

## **152 Printmaking: Lithography.**

**Fall (4) or Spring (4).**

Basic techniques of plate and stone lithography, involving drawing on a slab of limestone with greasy inks and crayons. The drawing is fixed to the stone. The stone is inked and printed, using a printing press. Lithography can yield an impressive range of tones and subtle "watercolor" textures. Offered in alternate years: 04S.

## **153 Printmaking: Relief.**

**Fall (4) or Spring (4).**

Basic techniques of relief printmaking: woodcut and linocut. This involves carving blocks of wood or linoleum. The parts of the block not cut away are inked and printed, using a press. Prints are characterized by vigorous carved textures and high contrast of values. Least technical of the printmaking mediums. Offered in alternate years: 04S.

## **154 Printmaking: Serigraphy.**

**Fall (4) or Spring (4).**

Basic techniques of serigraphy (silkscreen printing). Various stencils applied to a fabric screen stretched across a wooden frame. The ink is squeezed through the stencil and screen, thus deposited on the paper underneath. Serigraphy is characterized by extensive use of color and allows for painterly or

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photographic approaches. Offered in alternate years: 03F.

## **158 Computer Graphics. Fall (4).**

Introduction to digital art. Development of skills in creating and manipulating digital images using Adobe Photoshop.

## **160 Art in Varying Locales. May Term (3).**

Art appreciation course emphasizing the relationship of subjects studied to the cultural and historical settings that produced them. Offered as a travel course. Places visited will be announced during Fall semester preceding May Term. May be repeated for degree credit if a different country is visited. CN or EV only.

## **165 Special Topics.**

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

Various offerings ranging from specialized studio workshop experiences to art history lecture series and seminars on selected topics. Lower-division.

## **224 History of American Art.**

**Fall (4) or Spring (4).**

In-depth analysis of the art created in the United States from the Colonial era to the present. Study of primary and secondary texts and discussions addressing theoretical contexts of interpretation as well as cultural, political, and gender issues relevant to problems of interpretation. The relationship between American and European art history is analyzed. Prerequisite: sophomore standing or permission. Offered as needed.

## **225 History of Renaissance Art.**

**Fall (4) or Spring (4).**

In-depth study of the visual arts created in Europe between 1300 and 1500. Study of primary and secondary sources and discussions address cultural, political, and gender issues relevant to problems of interpretation. Includes an examination of the socio-economic, intellectual, and philosophical contexts of the visual arts. Prerequisite: sophomore standing or permission. Offered as needed.

## **227 History of Graphic Arts.**

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

Examination of significant concepts of form in relation to social and technological developments, and the varieties of style and techniques of expression in the graphic arts from prehistory to the present. Prerequisite: sophomore standing or permission. Offered as needed.

## **229 History of Photography. Fall (4) or Spring (4).**

Lectures and discussion trace the development of photography from its inception in 1839 to the present. A range of material and issues will be explored, including portraiture, documentary photography, street photography, advertising and the role of the medium in identity politics. Prerequisite: sophomore standing or permission. Offered every year.

## **233 Painting. Fall (4) or Spring (4).**

Traditional and experimental approaches to painting are explored and basic skills developed. Attention given to appropriate selection and application of tools, materials, and techniques. Prerequisite: ART 131 or 132.

## **239 Sculpture: Figure to Abstraction. Spring (4).**

Introduction to the study of the human form in 3d. Students learn rendering skills from the live model and various forms of figurative abstraction. Materials might include clay, stone, plaster, casting, wood, and mixed media. Emphasis on rendering and creating meaning through form. Study contemporary and historical figurative sculpture. Prerequisites: ART 133 and ART 140, 141, or 142. Offered in alternate years.

## **241 Ceramics: Potter's Wheel Level 2.**

**Fall (4).**

Continuation of Ceramics: Potter's Wheel and Beyond. Students expand on skills in wheel throwing, manipulating form, trimming, surface design, glazing techniques, and firing techniques. There will be reading and discussions on formal and conceptual issues of functional and non-functional ceramics. May be repeated for degree

credit for a maximum of 8 credits. Prerequisites: ART 133; and ART 140, 141, or 142; or permission. Offered every year.

## **244 Ceramic Sculpture. Spring (4).**

Introduction to the use of ceramics as a sculptural medium. Exploration might include hand-building, paper-clay, alternative surface design, slip casting, armatures, mixed media construction, clay additives, large forms, and installation. Readings and discussion of contemporary ceramic sculptural work. Emphasis on personal expression through craftsmanship, design, and concept development. Prerequisites: ART 133 and ART 140, 141, or 142; or permission. Offered in alternate years.

## **248 Sculpture: Welding and Mixed Media. Fall (4).**

Introduction to welding, metal fabrication, and mixed media construction. Students work with combinations of materials, exploring their physical properties, cultural significance, and metaphoric potentials. Work might include installation, mobiles, and construction. Emphasis on personal expression through form and content. Students will also study modern and contemporary sculpture. Prerequisites: ART 133 and ART 140, 141, or 142; or permission. Offered in alternate years.

## **249 Sculpture: Modeling and Casting. Fall (4).**

Intermediate level sculpture focusing on developing skills in modeling with materials such as clay, plaster, and wax. Various mold making techniques taught and work cast in materials such as bronze, aluminum, plastic, plaster, or paper. Emphasis on formal and conceptual development of personal expression. Prerequisites: ART 133 and ART 140, 141, or 142; or permission. Offered in alternate years.

## **250 Life Drawing. Fall (2), Spring (2).**

Intermediate-level drawing course. Drawing materials, techniques, and concepts. Intensive work with the human figure, working from live models. Prerequisite: ART 131. May be repeated for degree credit for a maximum of 12 credits.

## **251 Typography. Spring (4).**

Book arts course with a focus on fine printing and the creation of edited books that are works of art. Letterpress printing, typesetting by hand, papermaking, and book design are addressed. Prerequisite: ART 131 or 132 or 133.

## **252 Introduction to Graphic Design. Fall (4), Spring (4).**

Introduction to technical and conceptual aspects of graphic design. Design principles and problem-solving processes are stressed. Students build illustration skills and sensitivity to type. Words and images are combined to create works of art. Basic work with Adobe Illustrator included. Prerequisite: ART 131 or 132 or 133.

## **264 Special Topics in Art History. (2–4).**

Topics of current interest in art history. Prerequisite: ART 100. May be repeated for degree credit for a maximum of 12 credits. Offered as needed. EV or NU only.

## **265 Special Topics in Studio Art. (2–4).**

Various offerings in studio art—workshops and/or seminars. Offered as needed. Prerequisites: ART 131 or 132 or 133.

## **325 History of 19th-Century Art. Fall (4) or Spring (4).**

In-depth analysis of works of art created in Europe between 1775–1880. Primary and secondary texts focus on theory interpretation in the visual arts from the Rococo period to Impressionism. Prerequisites: sophomore standing or permission. Offered as needed.

## **326 European Art: 1880–1940. Fall (4) or Spring (4).**

Analysis of the avant garde in Europe from Post-Impressionism to World War II. Both literary and visual texts are used to explicate the cultural and political agenda of movements such as Cubism, Dada, and Surrealism. The relationship between avant-garde practice and mainstream art institutions is analyzed. Prerequisites: sophomore standing or permission. Offered as needed.

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**328 Art Since 1945. Fall (4) or Spring (4).** In-depth examination of the major developments in the visual arts of the contemporary era including abstract expressionism, minimalism, feminist art of the 1970s, and Post-Modernism. Primary texts for each major movement address issues of theory and critical responses. Feminist, semiotic, and deconstructionist strategies of interpretation are employed. Prerequisites: sophomore standing or permission. Offered as needed.

**331 Advanced Projects in Drawing. Fall, (2–4), Spring (2–4).** Advanced work in drawing media with emphasis upon the development of personal style. Prerequisites: ART 131, 132, and 133. EV or NU only.

**333 Advanced Painting. Fall (4), Spring (4).** Advanced work in painting, with emphasis on development of personal style. Prerequisite: ART 131, 132, 133, and 233. May be repeated for credit with permission.

**336 Intermediate Photography. Spring (3).** Sequel to ART 135, including intermediate-level camera and darkroom techniques and production of a portfolio of fine black-and-white prints. Exploration of materials including toners and hand coloring, and a discussion of contemporary trends and photographic criticism. Emphasis on development of personal vision. Prerequisites: ART 131, 132, 133, and 135. Offered as needed.

**337 Digital Photography. Fall (4) and Spring (4).** A class using black and white and color digital format to make images and pictures. Focus will be on traditional photographic principals (composition, color) and developing the ability to deal with content and conceptual issues. Emphasis is on shooting material in the field and editing digitally. Students should provide their own 35mm or digital cameras. Prerequisites: ART 131, 132, 135 or permission. Recommended prerequisite: ART 336. Offered every year. NU or EV only.

**339 Sculpture: Figure to Abstraction Level 2. Spring (4).** Continuation of the study of the human form in 3d. Students refine rendering skills from the live model and various forms of figurative abstraction. Materials might include clay, stone, plaster, casting, wood, and mixed media. Emphasis on rendering and creating meaning through form. Study contemporary and historical figurative sculpture. Prerequisites: ART 131, 132, 133 and ART 140, 141, or 142. Offered in alternate years.

**342 Intermediate Ceramics. Fall (4) or Spring (4).** Continuation of ART 140 with the emphasis of improving handbuilding and throwing skills, learning new techniques, and developing personal expression. Introduction to glaze chemistry and firing techniques. Students fire their own kilns. Prerequisites: ART 131, 132, 133 and 140. May be repeated for degree credit for a maximum of 12 credits. Offered as needed.

**344 Ceramic Sculpture Level 2. Spring (4).** Intermediate exploration of ceramics as a sculptural medium. Exploration might include hand-building, paper-clay, alternative surface design, slip casting, armatures, mixed media construction, clay additives, large forms, and installation. Readings and discussion of contemporary ceramic sculptural work. Emphasis on personal expression through craftsmanship, design, and concept development. Prerequisites: ART 131, 132, 133; and ART 140, 141, or 142; or permission. Offered in alternate years.

**347 Intermediate Sculpture. Fall (4) or Spring (4).** Further work in sculpture using advanced techniques including bronze or aluminum casting, welding, or stone carving. Emphasis on technical skills, concept development, and design. May be repeated for degree credit for a maximum of 8 credits. Prerequisites: ART 131, 132, 133 and 145. Offered as needed.

## **348 Sculpture: Welding and Mixed Media Level 2. Fall (4).**

Intermediate level welding, metal fabrication, and mixed media construction. Students work with combinations of materials, exploring their physical properties, cultural significance, and metaphoric potentials. Work might include installation, mobiles, and construction. Emphasis on personal expression through form and content. Students will also study modern and contemporary sculpture. Prerequisites: ART 131, 132, and 133 and ART 140, 141, or 142; or permission. Offered in alternate years.

## **349 Sculpture: Modeling and Casting Level 2. Fall (4).**

Advanced level sculpture focusing on developing skills in modeling with materials such as clay, plaster, and wax. Various mold making techniques taught and work cast in materials such as bronze, aluminum, plastic, plaster, or paper. Emphasis on formal and conceptual development of personal expression. Prerequisites: ART 131, 132, and 133 and ART 140, 141, or 142; or permission. Offered in alternate years.

## **352 Intermediate Graphic Design. Fall (4).**

Further work in graphic design: words and images employed in functional art. Students work at developing personal vision and style as graphic designers. Complete design process from concept through mechanicals is emphasized. Intensive work with Quark XPress. Prerequisites: ART 131, 132, 133, 158, and 252 or permission.

## **365 Special Topics in Art History. Fall (2-4), Spring (2-4), or May Term (2-3).**

Topics of current interest in art history such as Art and Identity, Art and Memory, Women Artists, Gender and Sexuality in Renaissance Art, Contemporary Architectural Theory and Practice, Design for Film and Television. Prerequisite: permission. May be repeated for degree credit given a different topic. Offered as needed.

## **433 Advanced Projects in Painting.**

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

Advanced work in painting on the basis of individual course contracts. Intended for students with extensive prior coursework in painting. Prerequisite: ART 333 and permission.

## **435 Advanced Photo Problems.**

### **Fall (4), Spring (4).**

A class using darkroom and digital photo processes to build an individual body of work. Emphasis is placed on conceptualization, integration of content, and developing an awareness of current trends in the art world. Class time includes lectures, readings, discussions, and critiques. Students should supply own 35 mm or digital cameras. Prerequisite: ART 131, 132, 133, 135, and ART 336 and/or 337; or permission. Offered every year. NU or EV only.

## **442 Advanced Projects in Ceramics.**

### **Fall (4), Spring (4).**

Continuation of techniques learned in previous classes with emphasis on development of an original body of work. Concentration on individual direction with a strong foundation in the craft of clay work. Prerequisite: ART 131, 132, 133; and 241, 339, 342, or 344. May be repeated for degree credit for a maximum of 8 credits.

## **447 Advanced Projects in Sculpture.**

### **Fall (4), Spring (4).**

Advanced work on sculpture on the basis of individual course contracts. Intended for students with extensive prior coursework in sculpture. Prerequisite: ART 131, 132, 133; and 339, 344, 347, 348, or 349.

## **450 Advanced Printmaking Workshop.**

### **Fall (4), Spring (4).**

Advanced work in printmaking media. Individual course contracts and class assignments are negotiated with instructor. Emphasis on development of individual style and statement. Prerequisites: ART 131, 132, 133; and 151 or 152 or 153 or 154. May be repeated for degree credit with permission.

## Art and Art History

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### **455 Advanced Design Workshop.**

**Fall (4), Spring (4).**

Advanced work in graphic design. Focus on refinement of technique and development of individual style and statement. Development of portfolio materials to prepare for graphic design job search. Prerequisite: ART 352

**485 Program Internship. Fall (2–14), Spring (2–14), May Term (2–3).**

### **495 Senior Project: Studio Art.**

**Fall (4), Spring (4).**

Opportunity for students to work independently on a culminating body of work in their concentration. Studio art work, if acceptable, is exhibited in the spring senior show. Prerequisite: ART 131, 132, 133, and at least 2 courses from the concentration. May be repeated for degree credit for a maximum of 8 credits.

### **496 Senior Project: Art History.**

**Fall (1–4), Spring (1–4), May Term (1–3).**

Students participate in discussion about historical writing and work independently on a research paper in their area of concentration. Spring semester graduates should enroll for 1 credit in the Fall, 1 credit in the May Term, and 3 credits in the Spring. The variable credit option is provided for students graduating during the Fall or May Term semesters. May be repeated for degree credit for a maximum of 8 credits.

## THE PROGRAM DIRECTOR

Jack Osborn, Business Administration  
and Accounting

## THE FACULTY

Anne Cavender  
Yukiko Kawahara

## THE ADVISORY COMMITTEE

Sawa Kurotani Becker, Sociology and  
Anthropology  
Robert Eng, History  
Lawrence Finsen, Philosophy  
William Huntley, Religious Studies  
Xinyan Jiang, Philosophy  
Michael Ng-Quinn, Government  
Yasuyuki Owada, Anthropology, Emeritus

## 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 humanities and the social sciences. In addition to the Asian Studies faculty, members of the Advisory Committee regularly offer courses which are credited with fulfilling requirements of the degree(s).

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 program emphasizes China and Japan. Courses are also offered, spanning the entire geographic area, which compare and contrast the development and current state of cultures throughout the Asian region.

## THE MAJOR

The following is required for the major: Fourteen courses including the completion of two semesters of the third-year level of Chinese or Japanese language courses counting as two courses.

The other twelve courses must be in at least two different disciplines. Three courses should be taken at the 300 or 400 level, in addition to the language courses.

A semester or year abroad from the list of places below.

A senior honors thesis or portfolio.

## Honors

To be eligible for Asian Studies honors, a major must have at least a 3.45 cumulative GPA and submit an honors thesis to three Asian Studies faculty members as thesis committee members. The honors thesis should be carefully discussed with all three members; additional details are available from the Program Director. The honors thesis provides an opportunity for a highly motivated and accomplished major to pursue a research project that is both meaningful to him/her and contributes to a common understanding of a significant issue or topic.

## The Portfolio

See the Program Director, faculty, or any Advisory Committee member for details.

## Breadth courses for the Major and Minor (check with the Program Director for recent course additions):

ART 126 East Asian Art  
ART 127 Indian and Southeast Asian Art  
ART 142 Ceramics: Raku  
ART 362 Selected Topics in Asian Art  
ART 464 Topics in the Historiography and Methodology of Art History (when dealing with Asia)  
AST 111 Introduction to Asian Literature  
AST 160 Topics in Asian Studies  
AST 255 Contemporary Japan  
BUS 335 Global Marketing  
BUS 336 International Business  
BUS 451 Government and Business in China  
BUS 452 Japanese Corporations and Global Business  
BUS 457 Strategic Issues in International Business  
CHNS 101/102 Beginning Chinese (Mandarin)

# Asian Studies

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CHNS 120 Chinese Calligraphy  
CHNS 201–202 Intermediate Chinese  
(Mandarin)  
GOVT 222 Asian Politics and Development  
GOVT 242 Asian International Relations  
GOVT 420 Advanced Seminar in Comparative Politics (when dealing with Asia)  
GOVT 440 Advanced Seminar in International Relations (when dealing with Asia)  
HIST 141 Classical Asian Civilizations:  
China and Japan  
HIST 142 Modern Asian Civilizations:  
China and Japan  
HIST 240 Modern China  
HIST 241 Contemporary China: A Literary and Cinematic Perspective  
HIST 242 Modern Japan  
HIST 252 America and Asia  
HIST 343 China Since 1949  
HIST 344 The Pacific Rim: Economic Dynamism and Challenge for America  
JPNS 101/102 First-Year Modern Japanese  
JPNS 201/202 Second-Year Modern Japanese  
JPNS 301/302 Third-Year Modern Japanese  
PHIL 150 Introduction to Chinese Philosophy  
PHIL 160 Introductory Topics in Philosophy (when dealing with Asia)  
PHIL 360 Topics in Chinese Philosophy  
REL 125 World Religions  
REL 325 Japanese Religion and Arts  
REL 411 Masterpieces of Asian Literature  
SOAN 256 Japanese Society and Culture  
Other courses from study abroad, the Johnston Center, and First-Year Seminars may be contracted in fulfillment of the Asian studies major.

## THE MINOR

The minor requires completion of at least one year in Chinese or Japanese language study consisting of two courses, and six other courses from the list above. Of the six courses, at least one must be taken at the 300 or 400 level, and the student must take courses from at least two disciplines other than language study.

## Sequence of Study

**First and Second Years:** Language and breadth courses

**Third Year:** Study abroad: China, Hong Kong, India, Japan, Malaysia, Nepal, Singapore, South Korea, Thailand. Other study venues may be approved by the Program Director, with the concurrence of the Advisory Committee.

Among the more valuable are the courses at Waseda University in Tokyo and the Hokkaido University in Sapporo, the Institute for Educational Studies in Beijing, and the Chinese University of Hong Kong. For work in Buddhism, consider the School for International Training programs in Thailand. For Tibetan studies, consider the programs in India and Nepal.

**Fourth Year:** Fall: The cross-cultural reflection and conceptualization of experiences abroad, definition of a research topic for the following Spring semester, and remaining depth courses. Independent study, development of an Honors thesis, or a portfolio are options that can be pursued.

## COURSE DESCRIPTIONS

### Asian Studies (AST)

#### 111 Introduction to Asian Literature.

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

Introduction to the literatures of Asia. Topics may vary between national literatures, genres, time periods, and thematic focus. Special attention to developing critical and analytical skills.

#### 120 Chinese/Japanese Calligraphy. Fall (4), Spring (4), May Term (3).

Chinese and Japanese characters as an art form, from basic strokes to more complex characters and various styles. Students learn traditional methods of writing calligraphy using brush and ink. Emphasis on Japanese or Chinese styles depends on instructor. No prior knowledge of Chinese or Japanese language is required. NU or EV only.



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

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

Topics of current interest in Asian Studies. Course content varies from term to term. May be repeated for degree credit, given a different topic, for a maximum of 8 credits. Offered as needed.

## 210 Classical Chinese Poetry. Fall (4) or Spring (4).

Study of all genres of poetry through the end of the Imperial period. Special attention to the development of classical themes (love, feasting and drinking, the power of nature, reclusion, travel, bidding farewell, and images of women), differences in formal structure, and the particularities of Chinese poetic imagery. Prerequisite: sophomore standing or permission. Offered in alternate years.

## 255 Contemporary Japan. Spring (4).

Interdisciplinary study of Japanese society. Japanese values, perceptions, attitudes, and belief systems are explored and related to the economic, political, and social organization of the country. NU or EV only.

## 330 Chinese Nature Writing. Fall (4) or Spring (4).

Environmental literature from the Chinese perspective, including nature imagery in the *Yijing*, Daoist-and Buddhist-inspired nature poetry, and the myths of river and mountain spirits. Examination of topics such as human civilization vs. nature; nature and the feminine; and the impact of Chinese literature on environmental writers such as Gary Snyder. Prerequisites: AST 111; or PHIL 150 with ENGL 201 recommended; or permission. Offered in alternate years.

## Chinese (CHNS)

### 101–102 Beginning Chinese (Mandarin).

Fall (4), Spring (4).

Chinese language for students with no previous Chinese experience. Introduction to basic Chinese conversation and the Chinese writing system. NU only.

### 201–202 Intermediate Chinese (Mandarin).

Fall (4), Spring (4).

Continuation of 101–102. Prerequisite: CHNS 101–102 or permission. NU only.

## Japanese (JPNS)

### 101–102 First-Year Modern Japanese.

Fall (4), Spring (4).

Introduction to basic modern Japanese conversation, grammar, reading, and composition. Development of oral and written communication in a cultural context. NU only.

### 201–202 Second-Year Modern Japanese.

Fall (4), Spring (4).

Further instruction in modern Japanese conversation, grammar, reading, and composition. About 100 new kanji will be introduced. Prerequisite: JPNS 102 or equivalent. NU only.

### 301–302 Third-Year Modern Japanese.

Fall (4), Spring (4).

Intermediate Japanese. Emphasis on oral presentation and discussion. Three hundred new kanji will be introduced. Prerequisite: JPNS 202 or equivalent. NU only.

# Biochemistry and Molecular Biology

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## THE PROGRAM ADVISORS

James R. Blauth, Biology  
Susan L. Blauth, Biology  
Caryl A. Forristall, Biology  
David P. Schrum, Chemistry  
Linda A. Silveira, Biology  
Daniel B. Wacks, Chemistry

## THE PROGRAM

The Program in Biochemistry and Molecular Biology is designed to prepare students for careers in biochemistry and molecular biology, in the related fields of cell biology, microbiology, molecular genetics, or in the health sciences. Students who satisfactorily complete the following courses receive a bachelor of science degree with two majors, one in biology and one in chemistry.

## Degree Requirements

To receive a B.S. degree, the student must complete:

BIOL 131 and 133 Principles of Biology  
BIOL 239 Molecular Genetics and Heredity  
BIOL 338 Cell Biology  
BIOL 342 Genomics, or other 200-300 level course emphasizing topics in genetics (e.g., some offerings of BIOL 260 or 360). Consult a program advisor for approval.  
BIOL 343 Microbiology or BIOL 345 Immunology or BIOL 348 Developmental Biology or BIOL 356 Plant Physiology  
CHEM 345 Advanced Biochemistry or BIOL 260 Topics in Biology or BIOL 360 Advanced Topics in Biology may be substituted for BIOL 343, 345, 348, or 356 with permission from the departments of Biology and Chemistry  
BIOL 344 Human Physiology or BIOL 334 Comparative Physiology  
CHEM 131 and 132 General Chemistry  
CHEM 231 and 232 Organic Chemistry  
CHEM 320 Biochemistry  
CHEM 330 Analytical Chemistry  
CHEM 331 and 332 Physical Chemistry  
CHEM 333 Spectroscopy Laboratory  
CHEM 431 or 432 (431 preferred) Advanced Laboratory

Either:

6 credits of BIOL 499 Honors Research or 6 credits selected from one of the biology research courses (BLCM 460, BIOL 403 to 460) and BIOL 394 Biology Seminar and BIOL 495-496 Senior Seminar

Or:

4 credits of CHEM 499 Honors Research or CHEM 378 Chemistry Research, or 6 credits of BLCM 460 Advanced Interdisciplinary Research in Biology and Chemistry, and three semesters of CHEM 394 Chemistry Seminar and one semester of CHEM 495 Senior Seminar

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

The Chemistry Department requires each major to take the Graduate Record Examination advanced test in chemistry, or the field examination for chemistry majors, and score in the twenty-fifth percentile or above.

The Biology Department requires each major to submit a contract to the department listing the courses that will be used to complete the degree. Degree contracts must be approved by the end of the second semester of the junior year, or, in the case of upper-division transfer students, the end of the first semester of residence.

## Related Field Requirements

MATH 121 and 122  
PHYS 220 and 221 (or PHYS 231 and 232)

## Course Descriptions (BLCM)

### 360 Interdisciplinary Research in Biology and Chemistry. Fall (1-3), Spring (1-3), May Term (1-3).

Experimental study of project both from a biological and chemical perspective. Three hours laboratory, eighty minutes discussion, three hours independent work. May be repeated for degree credit for a maximum of 9 credits. Prerequisite: permission. Offered as needed. NU only.

**460 Advanced Interdisciplinary Research in Biology and Chemistry. Fall (1-3), Spring (1-3), May Term (1-3).**

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

# Biology

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## THE FACULTY

Benjamin Aronson  
James R. Blauth  
Susan L. Blauth  
Elaine S. Brubacher  
Caryl A. Forristall  
James R. Malcolm  
Lisa E. Olson  
Linda A. Silveira  
Lowell Kent Smith

## THE MAJOR

There are five categories of courses within the biology curriculum, each designed for different needs. The first group (BIOL 103 through 114) consists of courses for non-majors and may include consideration of scientific methodology as well as subject matter of interest to non-scientists. These courses may not be taken for credit toward the bachelor of science or bachelor of arts in biology.

The second category (BIOL 131, 133, and 239) is part of both the major and minor requirements and consists of courses that introduce key aspects of biology.

Courses in the third group (BIOL 250 through 360) are designed to provide a firm foundation in basic sub-disciplines. By careful selection with a faculty advisor, students can tailor a program to fit individual career goals. Most of the courses in this category have prerequisites and are taken by majors, but non-majors who have the prerequisites often enroll.

The fourth category (BIOL 403 through 460) provides an opportunity for biology majors to take part in research under faculty supervision. A two-semester sequence is required of all B.S. majors except those taking departmental honors (BIOL 499).

In courses in the fifth category, the biology seminars (BIOL 394, 495–496), junior and senior students learn about careers in biology, research methods, and present and share the results of their research.

## Bachelor of Science Requirements

To receive a B.S. degree, the student must complete:

BIOL 131 and 133 Principles of Biology  
BIOL 239 Molecular Genetics and Heredity  
Six additional courses from BIOL 250–360 (except 341), by contract with department faculty  
BIOL 394 Biology Seminar, BIOL 495–496 Senior Seminar  
6 credits of coursework selected from BIOL 403 through 460, BLCM 460, or departmental honors project work (BIOL 499)

## Related Field Requirements

CHEM 131–132; 231–232  
MATH 121–122  
PHYS 220–221 or 231–232

Degree contracts must be approved by the end of the second semester of the junior year or, in the case of upper-division transfer students, the end of the first semester of residence.

## Bachelor of Arts Requirements

Students who are not planning post-graduate work in biology may wish to consider the bachelor of arts in biology combined with a major or minor in another discipline. To receive a B.A. degree, the student must complete:

BIOL 131 and 133  
BIOL 239  
CHEM 131–132; 231–232  
PHYS 220–221 or 231–232

Three additional courses from BIOL 250–360 (except 341), by contract with department faculty

BIOL 394 Biology Seminar, BIOL 495–496 Senior Seminar

Completion of Senior Seminar Capstone Project

A major or minor in another discipline, or an interdisciplinary minor, or equivalent approved by department faculty.

Degree contracts must be approved by the end of the second semester of the junior year, or the end of the first semester of residence in the case of upper-division transfer students.

### Program in Biochemistry and Molecular Biology

Please see the Biochemistry and Molecular Biology section of this *Catalog*.

### Premedical and Other Health Professions

Premedical students should refer to the Premed Program description in the Integrated Programs of Study section of this *Catalog*.

### Teaching Credential Subject Matter Program in Biology

Students who wish to be certified to teach science must pass the PRAXIS, SSAT, and CBEST examinations. The best preparation for the examinations is a B.S. or B.A. in biology or another science. Students should meet with an advisor in the School of Education for information concerning certification and the teacher preparation program. Most students complete the teacher preparation program, including student teaching, during a fifth year after graduation. Please refer to the School of Education section of this *Catalog* for a more detailed list of requirements.

### THE MINOR

To earn a minor in biology, students must complete:

BIOL 131 and 133;

BIOL 239;

Three additional courses from BIOL

250–360 (except 341), by contract with department faculty.

### Advanced Placement in Biology

For students not majoring in biology, those who earn a score of three or four on the Advanced Placement Test receive 4 credits and MS3 credit for the LAF requirements. Those who earn a score of five on the Advanced Placement Test receive 4 to 6 credits and MS3 and/or MS1 for the LAF requirements.

For students majoring in biology, a score of three receives 4 credits, depending upon an evaluation of AP essays, the high school record of study, and an interview with department faculty. A score of four or five receives 4 to 8 credits as determined by evaluation of

AP essays, high school record of study, and an interview with department faculty.

### Departmental Honors

The Department of Biology offers the opportunity for honors research to those outstanding biology majors desiring to undertake substantive original research during their senior year. Application to pursue honors must be made to the Biology Department during the second semester of the junior year. Students selected for honors will carry out, with the guidance of a member of the department faculty or other departmentally approved professional, an empirical research project that includes:

- problems definition and experimental design;
- literature search;
- laboratory or field data collection and analysis;
- preparation of a manuscript suitable for submission to a selected journal;
- a public presentation and defense of the project before an examining committee consisting of members of the department and at least one person outside the department.

More specific guidelines regarding format and a timetable for completion of honors projects are available from the Biology Department.

To be awarded honors, students must complete all components of the project as outlined above at a level of academic performance acceptable to the examining committee.

### Study Abroad

Students wishing to study abroad for a semester or two can usually do so by careful scheduling, arranged with the help of their faculty advisors.

## COURSE DESCRIPTIONS (BIOL)

### 103 Issues and Techniques in Genetic Engineering. Fall (4), Spring (4), May Term (3).

Explanation of current developments in modern molecular biology that affect the lives of non-scientists. Topics such as DNA testing

# Biology

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and genetically engineered foods, vaccines, and drugs are discussed. Provides basic information about DNA and an opportunity to perform techniques used in genetic engineering. Offered as needed. NU or EV only.

## **106 The Nature of Life.**

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

Nonteleological account of life using concepts about genes, protein synthesis, reproduction, sex, and evolution. Three hours lecture. Offered as needed. NU only.

## **107 Concepts of Biology.**

**Fall (4), Spring (4), or 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) or Spring (4).**

Biological phenomena observable in natural flora and fauna including ecology, behavior, life cycles, and evolution. Emphasis on understanding plants and animals observed in nature. Four hours lecture and discussion.

## **109 Contemporary Issues in Ecology.**

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

Environmentally oriented issues of current concern as they relate to fundamental generalizations about ecology. Sharpens the layman's critical powers of observation and analysis and provides tools for intelligent decision-making. Three hours lecture, three hours lab. Offered as needed.

## **114 Bioethical Issues.**

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

Current ethical issues in medicine including abortion, euthanasia, genetic manipulation, research consent, and allocation of medical resources are examined through analysis of relevant cases. Offered as needed.

## **131–133 Principles of Biology.**

**Spring (4), Fall (4).**

Introduction to the study of life from molecules, cells, and genes, to functioning organisms in their environments. Laboratory work emphasizes quantitative data collection and

analysis while introducing students to biochemical, genetic, physiological, and field techniques. Prerequisite for BIOL 131: CHEM 131 or permission. Prerequisite for BIOL 133: BIOL 131 or permission. NU or EV only.

## **239 Molecular Genetics and Heredity.**

**Fall (4), Spring (4).**

This course emphasizes the importance of molecular genetics in contemporary biology. Patterns of inheritance, gene structure and function, and techniques using recombinant DNA technology will be emphasized. Laboratory includes classical genetic analysis as well as molecular and biochemical techniques. Prerequisite: BIOL 131-133. Offered every year. EV and NU.

## **250 Introduction to Digital Biology.**

**May Term (3).**

An introduction to selected theories, research, applications, and technologies, including hardware and software, that flow from an examination of the relations between the structures and functions of digital computers and those of living organisms. Projects. Student presentations. Three hours lecture/demonstration/discussion, three hours semi-independent computer work. Prerequisite: BIOL 131 or permission. Some knowledge of computers, molecules, cells, and of the sciences recommended. Offered in alternate years.

## **260 Topics in Biology.**

**Fall (1–4), Spring (1–4), May Term (1–3).**

Topics of current interest in biology are covered. Prerequisite: permission. Offered as needed.

## **331 Ecology. Fall (4) or Spring (4).**

Analysis of the biotic and abiotic factors controlling the distribution and abundance of plant and animal species. Emphasis on ecological relationships of individuals and populations. Three hours lecture, three hours laboratory. Prerequisite: BIOL 133. Offered in alternate years.

**332 Nutrition. Fall (4) or Spring (4).**

The physiology, biochemistry, and practical aspects of nutrition. Current controversial issues in nutrition are also examined. Laboratory includes biochemical, microbial, animal, and human studies. Three hours lecture, three hours laboratory. Prerequisite: BIOL 131-133. Recommended prerequisites: BIOL 235, 240, or 239. Offered as needed. EV or NU only.

**334 Comparative Physiology. Fall (4) or Spring (4).**

Comparison at the cellular, organ, and whole animal levels of physiological adaptations exhibited by various invertebrate and vertebrate animals, including humans. Three hours lecture, three hours laboratory. Prerequisite: BIOL 133. Offered as needed.

**336 Botany. Fall (4) or Spring (4).**

Comprehensive exploration of plants from cellular to organismal level. Topics include anatomy, morphology, fundamentals of physiology, and systematics. Labwork and fieldwork are stressed. Three hours lecture, three hours laboratory. Prerequisites: BIOL 131 or sophomore standing. Offered as needed. EV and NU.

**337 Vertebrate Anatomy.****Fall (4), Spring (4), or May Term (3).**

Comparative study of vertebrates as whole organisms. Laboratory work is entirely devoted to anatomical structure. Lectures primarily cover morphology and evolution. Six hours laboratory/lecture. Offered in alternate years.

**338 Cell Biology. Fall (4), Spring (4).**

Structure and function of cells, with emphasis on events outside the nucleus. Study of cytoskeleton, bioenergetics, intracellular communication, control of cell division, and sorting of proteins to appropriate organelles. Laboratory includes fluorescence microscopy, *in vitro* reconstitution of cellular processes, and subcellular fractionation. Three hours lecture, three hours laboratory/discussion. Prerequisites: BIOL 131–133 and 235, 239, or 240, or permission. BIOL 239 or 240 recommended. Offered in alternate years.

**339 Zoology. Fall (4) or Spring (4).**

Investigation of the major animal phyla, illuminating the widely different ways in which functioning animals are constructed. Emphasis on protozoans and arthropods. Dissection is involved. Experience in recognizing and culturing invertebrates. Six hours laboratory/lecture. Prerequisites: BIOL 131–133. Offered as needed.

**340 Conservation Biology.****Fall (4), Spring (4), or May Term (3).**

Analysis of the ecology, population biology, and behavior that is needed to understand the process of extinction. Prerequisites: BIOL 131–133, or permission. Offered as needed.

**341 Observations in the ER.****Fall (1), Spring (1).**

Provides an opportunity to observe in the emergency room at Loma Linda University Medical Center or Arrowhead County Hospital, and to explore some of the issues generated by those observations. May be repeated for degree credit up to 2 credits, with preference given to non-repeating students. CN only.

**342 Genomics. Fall (4), Spring (4).**

Study of the complete set of genetic material in a given organism. Topics include genome organization, genome evolution and the study of gene expression and function at the genome level. Laboratory investigations include transformation of eukaryotes and use of genomic databases. Prerequisites: BIOL 239, 240, or permission. Offered as needed. EV or NU only.

**343 Microbiology. Fall (4) or Spring (4).**

Study of microorganisms: their structure, taxonomy, metabolism, genetics, and interactions with humans. Laboratory includes cell culture, microbe isolation and identification, and bacterial genetics. Six hours lecture/laboratory. Prerequisites: BIOL 131–133 and 235, 239, or 240, or permission. Offered as needed.

**344 Human Physiology. Fall (4), Spring (4).**

Functioning of the human body at the cellular, systems, and whole animal level.

# Biology

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Emphasis on nervous, endocrine, renal, and cardio-vascular systems and their interrelationships. Analysis of research papers. Prerequisites: BIOL 131–133. Offered as needed. NU or EV only.

## **345 Immunology. Fall (4).**

Study of the physiological, molecular, and cellular basis of host defense. Emphasis will be on the human immune system and its pathogens. Diseases of the immune system, such as diabetes, multiple sclerosis, lupus, and AIDS will also be examined. Prerequisites: BIOL 131, 133, and BIOL 235, 239, or 240.

## **346 Aquatic Biology. May Term (3).**

Ecology, ecological physiology, and natural history of selected aquatic organisms. Biology of rivers, lakes, and the marine intertidal and subtidal zones. Introduction to physical oceanography, limnology and potamology. Implications for water pollution control, water resource development, and water-related human activities. Field trips. Two hours lecture, six hours laboratory. Recommended: BIOL 331, 336, 339. Offered in alternate years.

## **348 Developmental Biology. Spring (4).**

Descriptive and experimental approach to the development of selected vertebrate and invertebrate animals from fertilization through aging. Three hours lecture, three hours laboratory. Prerequisites: BIOL 131, 133, and BIOL 235, 239, or 240; or permission. Offered as needed.

## **352 Animal Behavior. Fall (4), Spring (4).**

Evolution of social behavior, with an emphasis on the ecological factors that mold species' social organization. Three hours lecture, three hours laboratory. Prerequisite: BIOL 133 or permission. Offered as needed.

## **353 Biological Evolution. Fall (4), Spring (4).**

Analysis of the status of neo-Darwinism, emphasizing areas of controversy. Essays and problem sets provide training in evolutionary reasoning. Three hours lecture. Prerequisites: BIOL 133 and 235 or 239; or permission. Offered as needed.

## **354 Environmental Science. May Term (3).**

Advanced review of selected environmental problems and the scientific and technical approaches to their solution or amelioration; interdisciplinary and holistic thinking is emphasized. Case studies. Two hours lecture, six hours laboratory/discussion. Prerequisites: junior or senior standing and permission. Offered in alternate years.

## **355 History and Philosophy of Biology. (4).**

Origin and development of biological concepts. Three hours lecture/discussion. Prerequisite: 18 credits of biology courses. Not regularly offered.

## **356 Plant Physiology.**

Exploration of plant function at the cellular, tissue, and whole organism level, with emphasis on interactions with environment. Topics include plant-water relations, nutrition, energy and carbon cycling, development, and stress physiology. Analysis of research papers. Three hours lecture, three hours laboratory. Prerequisites: BIOL 131–133, CHEM 131–132; CHEM 231 recommended. Offered as needed. EV or NU only.

## **360 Advanced Topics in Biology. Fall (4), Spring (4).**

Recent research developments in biology. An in-depth analysis of the primary literature and the interconnection of fields commonly divided into separate courses will be emphasized. Topics vary with semester. Examples include human genetics, developmental genetics and cancer biology. Prerequisites: BIOL 235, 239 or 240; and permission. May be repeated for degree credit for a maximum of 8 credits with the instructor's permission. Offered as needed. EV or NU only.

## **394 Biology Seminar. Spring (0).**

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



**403 Research in Molecular and Cellular Biology. Fall (1–3), Spring (1–3), May Term (1–3).**

Genes, proteins, and cellular processes studied through experimental work. Three hours laboratory/discussion; three hours independent work. Prerequisite: permission. May be repeated for degree credit for a maximum of 6 credits. Offered as needed. NU or EV only.

**404 Research in Evolution and Behavior of Vertebrates. Fall (2–3), Spring (2–3), May Term (1–3).**

Evolution and/or behavior of selected vertebrates studied through experimental work. Three hours laboratory/discussion; three hours independent work. May be repeated for degree credit. Prerequisites: BIOL 235 or 239 and permission. Offered as needed.

**405 Research in Molecular Biology of Development. Fall (3), Spring (3), May Term (1–3).**

Research in developmental biology of vertebrate embryos using molecular and embryological techniques. Three hours laboratory/discussion, three hours independent work. Prerequisite: permission. May be repeated for degree credit for a maximum of 6 credits. Offered as needed. EV or NU only.

**406 Research in Biosystems Modeling. Fall (2–3), Spring (2–3), May Term (0–2).**

Analysis modeling and simulation of biological systems, with emphasis on use of computers. Applications to actual design and planning projects. Two hours lecture, three hours laboratory. May be repeated for degree credit. Prerequisite: permission. Offered as needed.

**408 Research in Physiology of Vertebrates. Fall (2–3), Spring (2–3), May Term (0–2).**

Physiological analysis of selected vertebrate systems studied through experimental work. Three hours laboratory/discussion, three hours independent work. Prerequisites: BIOL 334 or 344 or permission. Offered as needed.

**460 Research Topics in Biology Fall (1–3), Spring (1–3), May Term (1–3).**

Selected areas of biology studied through experimental work. Areas selected range from the molecular cellular level, to plants and animals, to ecology and the environment. Three hours laboratory/discussion, three hours independent work. May be repeated for degree credit for a maximum of 6 credits. Offered as needed. EV or NU only.

**495–496 Senior Seminar. Fall (1), Spring (1).**

In the fall, the course covers research techniques and preparation for employment. In the spring seniors present their capstone projects (B.A.), senior research (B.S.), or honors projects. CN only.

# Business Administration

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## THE FACULTY\*

Elizabeth Haley  
Robert Marsel  
Jack Osborn  
Vernon Stauble  
Lin Wen  
Mara Winick

*\*Adjunct faculty are listed in the back of this Catalog.*

## THE MAJORS

The department offers a bachelor of arts in Managerial Studies, a bachelor of science in Business Administration, and a bachelor of science in Global Business. Department classes may be taken toward the major upon completion of the introductory and prerequisite courses with a 2.0 or higher G.P.A. in each course. Students entering the major are expected to have a 2.7 cumulative G.P.A on a 4.0 scale.

### The Bachelor of Arts in Managerial Studies

This program provides students with an understanding of the complex environment in which organizations function as well as the challenges that decision makers face in organizations. The program is designed for students who are pursuing two majors, and thus requires a second major of the student's choosing.

The bachelor of arts serves as a complimentary degree for students who plan to pursue a career in a second major. Common second majors include: creative writing, art, modern language, economics, government, psychology, and biology.

Depending on the second major, students with the bachelor of arts pursue graduate study and careers in art, journalism, law, public policy, medicine, human resources, marketing, and education among others.

## Requirements

### 1. Introductory Courses

The following courses are prerequisites to the required major courses, and some also satisfy

Liberal Arts Foundation requirements. In addition, the department recommends that business majors take a statistics course.

An economics course

BUS 126 The Rise of American Capitalism  
1860-1932

ACCT 210 Principles of Financial  
Accounting and Reporting

### 2. Core Courses

BUS 231 Principles of Marketing

BUS 240 Torts and Contracts in Business  
Law

BUS 310 Principles of Management and  
Organization Behavior

BUS 335 Global Marketing

BUS 336 International Business or another  
advisor-approved International course

BUS 442 Theories of Organization

BUS 446 Human Resource Management or  
BUS 316 Regulatory Environment

BUS 459 Business Policy and Strategy

### 3. Second Major Requirement

A second major must be chosen from outside the department.

### The Bachelor of Science in Business Administration

This program provides students with a comprehensive view of the inner workings of corporate, non-profit, and governmental organizations as well as the complex legal and strategic environments in which organizations function. Students enrich core study in organizational operations through the selection of advanced electives.

The bachelor of science helps prepare students for decision making and leadership roles in business and public service. Students with the bachelor of science degree pursue graduate study in business, health-care, sports management, human resources, and law.

## Requirements

### 1. Introductory Courses

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

GOVT 111 American National Government and Politics  
ECON 250 Principles of Microeconomics  
ECON 251 Principles of Macroeconomics  
An approved statistics course  
ACCT 210 Principles of Financial Accounting and Reporting  
ACCT 220 Principles of Managerial Accounting  
BUS 126 The Rise of American Capitalism 1860-1932

### 2. Core Courses

BUS 231 Principles of Marketing  
BUS 240 Torts and Contracts in Business Law  
BUS 310 Principles of Management and Organization Behavior  
BUS 335 Global Marketing or  
BUS 336 International Business  
BUS 353 Managerial Finance  
BUS 442 Theories of Organization or  
BUS 311 Business and Society or  
BUS 316 Regulatory Environment  
BUS 446 Human Resource Management or  
other approved behavioral course  
BUS 459 Business Policy and Strategy

### 3. Advanced Elective Courses

Three approved advanced elective courses two of which may be outside the major. Advanced electives include but are not limited to the following:

ACCT 315 Advanced Managerial Accounting  
BUS 321 Dispute Resolution I  
BUS 354 Investments and Corporate Finance  
BUS 450 The European Union  
BUS 451 Government and Business in China  
BUS 452 Japanese Corporations and Global Business  
BUS 457 Strategies and Issues in Global Business

ECON 320 Comparative Economics System  
ECON 333 Money, Banking, and Financial Markets  
ECON 353 Economics of Labor  
ECON 354 Public Finance  
ECON 355 Environmental and Resource Economics  
MATH 301 Mathematical Consulting  
GOVT 308 American Presidency  
GOVT 303 Public Policy  
GOVT 320 Government and Politics of Europe  
PSYC 300 Research Methods  
PSYC 320 Psychology of Gender  
PSYC 349 Social Psychology  
SOAN 328 Race and Ethnic Relations  
SOAN 334 Work and Family

## The Bachelor of Science in Global Business

The major in Global Business prepares students for a career in international business, public and not-for-profit service, as well as graduate study in a number of disciplines including law, finance, business, and government.

Global Business is presented as a process of understanding how cultures and political systems manage their economics, and the rules and procedures that nations create to permit and encourage businesses to operate within their borders. To understand foreign business situations an emphasis is placed on developing knowledge of and sensitivity to both the cultural and political climates of host countries.

Students completing the Global Business major will gain an understanding of:

- Organizations operating beyond their domestic borders;
- Problems and opportunities faced by developing nations as they attempt to grow their economies; and
- Selected major trading relationships of the United States (China, Mexico, Japan, the EU); the major trading blocs (e.g. NAFTA, the European Union, MERCOSUR, etc.); the major U.S. and world agencies that support global trade, development, and investment; and the positive and negative impacts that all

# Business Administration

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these entities have on national cultures, standards of living, civil liberties, and business in general.

Students are encouraged to develop a geographic area of emphasis or concentration through interdisciplinary study. Linked to the academic study of issues and practices, are the requirements that students become proficient in a second language and that they study abroad. Approval from the Global Business advisor, or the Business Department Chair, is required for all interdisciplinary and overseas-study aspects of the degree.

## Requirements

### 1. Introductory Courses

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

GOVT 123 Introduction to World Politics  
ECON 250 Principles of Microeconomics  
ECON 251 Principles of Macroeconomics  
BUS 126 The Rise of American Capitalism  
1860-1932

An approved statistics course

ACCT 210 Principles of Financial  
Accounting

ACCT 220 Principles of Managerial  
Accounting

### 2. Core Courses

BUS 240 Torts and Contracts in Business  
Law

BUS 310 Principles of Management and  
Organizational Behavior

BUS 335 Global Marketing

BUS 336 International Business

BUS 353 Managerial Finance

BUS 457 Strategic Issues in International  
Business

BUS 459 Business Policy and Strategy

Two 400 series Advanced International  
Business courses (includes possible study  
abroad courses)

### 2. Other Requirements

1. At least three international courses selected from one or more of the following areas: ECON, HIST, GOVT,

ART, Asian Studies, Latin American Studies, Psychology, International Relations, SOAN, or Religion at the 300 series level or above. The department is open to international courses from other disciplines, subject to relevance.

2. Minimum of one semester abroad, with additional study abroad recommended and supported by the department.
3. Language proficiency: Testing placement at the entry point to the 400 level of a foreign language by graduation.
4. All students must take at least 8 credits of a foreign language. Students who are already proficient may take the required 8 credits either in the language in which they are proficient or in another language. The expectation of the major is that students will take at least 8 credits of language relevant to their area of concentration.

## THE MINOR

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

An economics course

BUS 126 The Rise of American Capitalism  
1860-1932

ACCT 210 Principles of Financial  
Accounting and Reporting

ACCT 220 Principles of Managerial  
Accounting

BUS 231 Principles of Marketing or  
BUS 355 Global Marketing

BUS 240 Torts and Contracts in Business  
Law

BUS 310 Principles of Management and  
Organization Behavior

BUS 353 Managerial Finance

## Internships

The department encourages business administration juniors and seniors to consider internships as opportunities to enhance their academic program. Internships allow students to explore career possibilities and integrate classroom learning with practical experience.

Students should contact their faculty advisors for more information. To receive academic credit for any business internship, students must complete an organizational and industry audit as detailed in the department internship materials.

## Study Abroad

Study abroad greatly enhances the undergraduate experience for business students. The department encourages study abroad as well as advance planning for doing so. Early consultation with an advisor will allow for meaningful integration of one's international and university studies.

## Departmental Honors

Applications are accepted in the junior year from majors of high academic achievement who desire to work toward departmental honors. Successful applicants will work one-on-one with a member of the business faculty to complete a research project. In addition, their research project will be supported and reviewed by an advisory board of faculty and outside experts, selected by the student and approved by the Honors advisor. To qualify for University honors, a student must complete an honors project within the department.

## COURSE DESCRIPTIONS (BUS)

*All prerequisite courses must be taken for a numerical grade. To complete a course prerequisite, students must earn a minimum grade of 2.0 in each course.*

### 125 Behavioral and Historical Foundations of Organizations. Fall (4), Spring (4), May Term (3).

Fundamentals of behavior explored via cultural history. Two lenses, one historical and one psychological, are used to explore the development of consumerism in America. These lenses provide students with a behavioral understanding of the historical beginning of corporate America. EV or NU.

### 126 The Rise of American Capitalism 1860-1932. Fall (4), Spring (4), May Term (3).

Examines the conflicts surrounding the amassing, and distribution of capital. The growth of U.S. corporations, the rise of labor, and the evolution of the regulatory powers of the Federal and State governments are examined. Four lenses: economic, political, organizational, and biographical, are used to examine the subject. EV or NU. Offered every year.

### 220 Statistical Analysis and Research Methods in Business and Management. Fall (4) or Spring (4).

Descriptive and inferential statistics including frequency distribution, graphing techniques, sampling methods, correlation, regression and forecasting, probability theory, hypothesis testing, and confidence intervals as applied to typical management decisions requiring quantitative analysis. Prerequisite: MATH 101 or MATH 121. Offered as needed. EV and NU only.

### 231 Principles of Marketing. Fall (4), Spring (4).

Marketing management and planning from a systems perspective. Concept development, pricing, promotion, and distribution are explored as market opportunities, strategies, and programs are defined.

### 240 Torts and Contracts in Business Law. Fall (4), Spring (4).

An introduction to the American legal system, our constitutional framework, the role of judicial decisions, and statutory law. Special emphasis is placed on business torts and contract law, along with other concepts important in the business world. Prerequisite: BUS 126 or permission. Offered every year. EV and NU.

### 255 Organizational Research. Fall (4), Spring (4).

This course focuses on developing the necessary knowledge and skills for collecting, interpreting, and presenting information. Students design research strategies appropriate to

# Business Administration

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their needs and identify and use data to answer qualitative and quantitative questions. Interview, focus group, and survey processes will be covered as well as secondary Internet sources. Prerequisite: statistics. Offered every year. EV and NU only.

## **310 Principles of Management and Organization Behavior. Fall (4), Spring (4).**

Dynamics of individual and group behavior are explored, in addition to selected topics of entrepreneurship, technology, and strategic planning. Students are asked to view the internal workings of organizations as well as to consider organizations in a larger, more global context. Classic and modern texts are used. Prerequisites: BUS 231, ACCT 210, and junior standing.

## **311 Business and Society. Fall (4) or Spring (4) or May Term (3).**

How businesses can thrive while being ethical, complying with the law, and acting in the best interests of society as a whole. How organizational structure, a code of ethics, and the Federal Sentencing Guidelines can influence business ethics and a concern for social issues. Prerequisites: Junior standing or permission. Offered as needed.

## **316 The Regulatory Environment of Business. Fall (4) or Spring (4) or May Term (3).**

Administrative law: the rules, regulations, procedures, orders and decisions created by federal administrative agencies. Consideration of the Administrative Procedure Act, judicial review, and constitutional framework. Prerequisites: BUS 240 and junior standing, or permission. Offered as needed.

## **321 Dispute Resolution I. Fall (4), Spring (4), or May Term (3).**

Studies alternative methods of resolving disputes, including negotiation, mediation, and arbitration. Resolving disputes through the courts is costly and time consuming. Organizations often view these non-judicial methods as better paths. The course includes training to be an advocate or mediator and simulations. Prerequisite: junior standing or permission. Offered every year. EV or NU.

## **333 Consumer Behavior. Fall (4), Spring (4).**

Exploration of the behavior of consumers and buyer behavior in general, stressing individual issues, social/cultural influences, decision-making processes, and related market research. Prerequisites: BUS 331 and a department-approved statistics course. Offered as needed.

## **335 Global Marketing. Fall (4) or Spring (4) or May Term (3).**

Covers issues faced by companies in marketing products or services beyond their home-country boundaries. The course emphasizes sensitivity to cultural, political, and infrastructure issues. Areas examined include adapting products or services to fit demand, distribution, advertising, and quality control. Prerequisites: Junior standing or permission. Offered as needed.

## **336 International Business. (4).**

Examines the relationship of world, regional, and national institutions and cultures to businesses operating within their environments. The major trading blocs of NAFTA and the European Union are studied, as well as the nature of trade and business with and within China, Japan, Mexico, and the European Union. Prerequisites: Junior standing or permission. Offered as needed.

## **353 Managerial Finance. Fall (4), Spring (4).**

Study of financial planning and analysis, taxation, capital budgeting, risk and cost of capital, cash flow analysis, management of working capital and long-term funds, dividend policy and valuation. Prerequisites: ACCT 220, ECON 250, 251, and a department-approved statistics course.

## **354 Investments and Corporate Finance. (4).**

Security valuation, investment timing, analysis of stocks and bonds, and portfolio management. Emphasis on fundamental analysis of investment expenditures and capital budgeting of industries and firms. Prerequisite: BUS 353 or permission. Offered as needed.

**369 Special Topics in Business.**  
**Fall (2–4) or Spring (2–4) or May Term (2–3).**

Reflection of various issues and trends in business. Topics may vary from offering to offering. Prerequisite: permission. May be repeated for degree credit given a different topic, for a maximum of 8 credits. Offered as needed.

**442 Theories of Organization. Fall (4).**

Theories of organization, design of organizations, and organizational phenomena and their effects on management and society. Examination of micro and macro concepts and underlying research. Prerequisites: BUS 310, senior standing, or permission.

**446 Human Resource Management.**  
**Fall (4), Spring (4).**

Issues in work-force management including staffing, employment equity, performance appraisal, compensation, employee benefits, training, and development. Prerequisites: BUS 240, 310, senior standing, or permission.

**450 The European Union. Fall (4) or Spring (4).**

Focuses on European institutions and the conduct of business within the Union, beginning with the 1991 Maastricht Treaty. The impact of anti-trust policy and trade relations with the United States is followed closely. Prerequisites: junior standing or permission. Offered every year. EV or NU only.

**451 Government and Business in China.**  
**Fall (4) or Spring (4).**

Examines the evolution of economic and political reforms beginning with the rise of Deng Xiaoping in 1976. Hong Kong's integration, relationship with Taiwan, rise of Shanghai, State Owned Enterprises, and foreign direct investment are considered in the context of foreign corporations conducting business in China. Prerequisites: junior standing or permission. Offered every year. EV or NU only.

**452 Japanese Corporations and Global Business. Fall (4) or Spring (4).**

Covers operating styles in the management of Japanese firms, the relationship of major Japanese corporations to the Government of Japan, and the direct investment of Japanese firms in both developed and developing nations. Prerequisites: junior standing or permission. Offered every year. EV or NU only.

**457 Strategic Issues in Global Business.**  
**Fall (4) or 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 or permission. Offered every year. EV or NU only.

**459 Business Policy and Strategy.**  
**Spring (4).**

Capstone course requiring students to integrate their knowledge of finance, law, accounting, and organizational and behavioral studies, and apply these topics to the development of business strategies in national and global contexts. Prerequisites: BUS 240 and 353.

**469 Advanced Topics in Business.**  
**Fall (2–4), Spring (2–4), May Term (2-3).**

Designed to reflect curriculum trends and issues. Continuation of select upper-division courses allowing students to pursue topics in business and accounting beyond one semester. Prerequisites: junior standing and permission. Offered as needed. NU only. May be repeated for degree credit, given a different topic, for up to 4 credits.

**489 Business Administration Internship.**  
**Fall (1–3), Spring (1–3), May Term (1-3).**

Internship and academic work under faculty direction. Prerequisite: junior or senior standing.

# Chemistry

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## THE FACULTY

J. Henry Acquaye  
Curtis Keedy  
Teresa L. Longin  
Barbara Murray  
David P. Schrum  
David P. Soulsby  
Deborah Van Engelen  
Daniel B. Wacks  
Christy Whiddon

## THE MAJORS

### Bachelor of Science Requirements

CHEM 131–132

CHEM 231–232

CHEM 330; 331; 332; 333; 431

One additional course numbered above 300

Completion of a research project (4 credits of CHEM 378).

Students must register for at least 1 credit of research during the May Term of their junior year.

Four semesters of chemistry seminar (3 semesters of CHEM 394 and one semester of CHEM 495), and a satisfactory thesis.

During the senior year, each major must also take either the Graduate Record Examination advanced test in chemistry or the major field examination for chemistry and score at the twenty-fifth percentile or above on either examination.

### Related Field Requirements

MATH 121, 122 (MATH 221 and 235 or 241 are recommended.)

PHYS 220–221 (or PHYS 231, 232, and 233)

## THE ACS-APPROVED MAJOR

The Chemistry Department is accredited by the American Chemical Society (ACS). To be certified as having met the requirements for professional training in chemistry established by the Committee for Professional Training of the ACS, a student must complete the following courses in addition to completing the Bachelor of Science requirements and

related field requirements described above: both CHEM 431 and 432, CHEM 320, CHEM 445, and one additional course numbered above 300 (CHEM 345, 425, or 460). Related area requirements: MATH 121, 122, 221, and 235 or 241 (311 is recommended); PHYS 231, 232, and 233 or 220–221 (258 is recommended); CS 110 is recommended.

## Program in Biochemistry and Molecular Biology

Please see the Biochemistry and Molecular Biology section of this *Catalog*.

## Teaching Credential Subject Matter Program in Chemistry

Students who wish to be certified to teach science must pass the PRAXIS, SSAT, and CBEST examinations. The best preparation for the examinations is a B.S. in chemistry or another science. Students must meet with the director of the Center for Science and Mathematics and an advisor in the School of Education for information concerning certification and the teacher education preparation program. Most students complete the teacher preparation program, including student teaching, during a fifth year after graduation. Please refer to the School of Education section of this *Catalog* for more details.

## THE MINOR

To earn a minor in chemistry students must complete the following courses:

CHEM 131–132

CHEM 231–232

At least two other courses (totaling at least 6 credits) chosen from the following:

CHEM 320, 330, 331, 333, 332, 345, 425, 431, 432, 445, or 378 (up to 4 credits).

## Advanced Placement in Chemistry

Students who receive a score of three on the Advanced Placement Test will be offered credit for CHEM 131 on the approval of the Chair. Those who receive a score of four or five may receive credit for CHEM 131.

## Study Abroad

Studying chemistry in another country gives a student the opportunity to experience



different scientific and cultural viewpoints, as well as providing exposure to a different style of education. It can be a valuable experience, one that develops maturity and greater independence. Most international programs require junior standing and at least a 3.00 GPA. Careful advanced planning is necessary to integrate chemistry courses taken abroad with those taken at Redlands. Consult an academic advisor in the Chemistry Department and contact the Office of Special College Programs for advice and information.

### Departmental Honors

Every chemistry major must undertake a research project and complete a senior thesis. The Chemistry Department seeks to recognize academic excellence and outstanding achievement in undergraduate research by encouraging chemistry majors with strong academic records to present their senior thesis work for honors in chemistry.

To apply for honors, a student must have a minimum GPA of 3.45 (cumulative or in chemistry), complete a written thesis, and pass an oral examination on the thesis.

### Research in the Chemistry Department

The faculty of the Chemistry Department pursue research on a wide variety of projects. Students may choose to conduct research on computational chemistry, synthetic organic chemistry of natural products, synthesis and methodology developments, inorganic chemistry, the physical chemistry of membrane transport processes, development of analytical techniques using capillary electrophoresis, separation and ultratrace detection of biologically active molecules, colloid and interface science, and the control of microbial carbon metabolism.

## COURSE DESCRIPTIONS (CHEM)

### 10 Mother Earth Chemistry.

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

Designed for anyone interested in learning the chemistry and practice of simple arts like winemaking, beer brewing, cloth dyeing, and the making of soap, cheese, yogurt, and high protein foods derived from soybeans (such

as tofu and tempeh). Emphasis on learning by doing. No background in chemistry is required; recommended for non-science majors. Offered as needed.

### 15 Science and Society. May Term (3).

Study of the nature of scientific investigation and its relationship to societal and individual needs. Specific scientific discoveries, philosophies, and moral theories are discussed. Examination of the interactions of the scientific world communities, through the analysis of current controversial areas of research and technology.

### 20/20E Environmental Chemistry.

Fall (3), Spring (3), 20E Summer (3).

Introductory course for students wishing to explore the sciences or needing preparation for General Chemistry. Energy needs, pollution, pesticides, drugs, household chemicals, and polymers are discussed. Three hours lecture. No background in chemistry required; recommended for non-science majors. Prerequisites: 20E is open to liberal studies majors only; others by permission. 20E, NU only.

### 30 Chemistry of Art. May Term (3).

For students interested in exploring the link between chemistry and art. Students investigate topics such as color, light, the photochemistry of photography and fading, the physical and chemical properties of metals and alloys, natural and synthetic dyes, clays, ceramics, authentication of works of art, and conservation of art. Three hours lecture and laboratory. No background in chemistry is required; recommended for non-majors. Offered as needed. EV or NU only.

### 40 Whodunnit! A Course in Forensic Science. May Term (3) or 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. EV and NU only.

# Chemistry

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## **70 Chemistry for the Classroom.**

### **Fall (4) or Spring (4).**

For students interested in exploring the chemistry behind science activities designed for elementary and middle school students. A variety of chemistry-based activities will be performed. Topics include the scientific method, measurement, matter, elements, compounds, chemical bonds, and reactions. No background in chemistry required; recommended for non-majors. Offered as needed. EV and NU only.

## **131–132 General Chemistry.**

### **Fall (4), Spring (4).**

Introduction to chemical stoichiometry and modern views of the properties, structure, and reactivity of atoms and molecules. The first semester emphasis is on the study of chemical principles in relationship to the world around us. The second semester emphasis is on group learning in a project-oriented laboratory. Laboratory work includes qualitative and quantitative analysis. Fall: four hours lecture and recitation, three hours laboratory. Spring: seven hours laboratory and group learning. Prerequisites for CHEM 131: high school algebra and trigonometry. Prerequisite for CHEM 132: CHEM 131 or permission. Required for students majoring in biology, chemistry, or physics.

## **231–232 Organic Chemistry.**

### **Fall (4), Spring (4).**

The chemistry of carbon-containing compounds; their structure, nomenclature, physical properties, spectroscopy (IR, GC-MS, NMR), stereochemistry, chemical reactivities, mechanisms of reaction, and synthesis. Four hours lecture, three hours laboratory. Prerequisite: CHEM 132. Prerequisite for CHEM 232 is CHEM 231.

## **320 Biochemistry. Fall (4).**

Study of the chemistry, structure, and function of amino acids, peptides, proteins, enzymes, nucleotides, nucleic acids, carbohydrates, and lipids. Four hours lecture, three hours laboratory. Prerequisite: CHEM 232.

## **330 Analytical Chemistry. Fall (4).**

Introduction to quantitative analysis including an overview of the analytical process and evaluation of data, the systematic treatment of ionic equilibria and titrations, and the laboratory study of spectroscopic, chromatographic, and electrochemical methods of analysis. Four hours lecture, three hours laboratory. Prerequisite: CHEM 231 or permission. NU or EV only.

## **331 Physical Chemistry I. Spring (3).**

Quantum chemistry and statistical thermodynamics applied to the study of the physical and chemical properties of matter. Four hours lecture and discussion. Chemistry majors and minors should take CHEM 333 concurrently. Chemistry majors with a strong interest in chemical physics may substitute PHYS 341–342 for CHEM 331 and 333. Prerequisites: CHEM 132, MATH 122, and PHYS 232 (or 221).

## **332 Physical Chemistry II. Fall (3).**

Equilibrium thermodynamics and kinetics applied to the study of the physical and chemical properties of matter. CHEM 331 need not be taken before CHEM 332. Prerequisites: CHEM 132, MATH 122, and PHYS 232 (or 221).

## **333 Spectroscopy Laboratory. Spring (1).**

Systematic study of the theory and practice of modern spectroscopic methods. Three hours laboratory. Corequisite: CHEM 331.

## **345 Advanced Biochemistry. Spring (3).**

Applications of biochemical principles to various complex metabolic pathways. Macroscopic consequences of cellular processes are examined in addition to analyses at the molecular level. Four hours lecture/seminar. Prerequisite: CHEM 320. Offered as needed.

## **378 Chemistry Research.**

### **Fall (1–4), Spring (1–4), May Term (1–3).**

Chemistry majors are required to complete 4 credits for graduation. Prerequisite: written permission required. CN only.

**394 Chemistry Seminar.****Fall (1), Spring (1).**

Required of majors during junior-year Fall and Spring, and senior-year Fall. Activities include seminars by visiting faculty, discussions of current research, and preparation for the GRE advanced test or major field exam. Juniors prepare a seminar on their proposed senior research. Seniors prepare a seminar on a topic unrelated to their research. Seniors must submit an acceptable introduction to their thesis. May be repeated for degree credit up to a maximum of 3 credits. CN only.

**425 Advanced Organic Chemistry.****Spring (3).**

Selected topics in organic chemistry including physical organic chemistry, molecular orbital theory, structural and mechanistic relationships, and computational chemistry. Four hours lecture. Prerequisites: CHEM 232, 331. Offered as needed.

**431–432 Advanced Laboratory I–II. Fall (2), Spring (2).**

Integrated project-oriented lab including computational chemistry, synthesis, characterization, reactivity studies, kinetics, thermodynamics, photochemistry, electrochemistry and the use of instrumental techniques such as UV-visible, infrared, NMR, mass spectrometry, magnetic susceptibility, and electrochemical methods. Six hours laboratory. Prerequisites: CHEM 330, 331, 333. NU only.

**445 Advanced Inorganic Chemistry.****Spring (3).**

Focus on understanding the fundamental concepts of transition metal chemistry, the main group elements, and bioinorganic chemistry. Emphasis on bonding, structures, synthesis, and reactivity. Three hours lecture. Prerequisites: CHEM 232, 331. CHEM 331 may be taken concurrently. Offered as needed. NU only.

**460 Special Topics.****Fall (1–3) or Spring (1–3) or May Term (1-3).**

Special topics in chemistry studied under the guidance of faculty in the classroom (four hours lecture, topics vary), or through self-instruction programs using computer or literature (three-hour workshop under supervision of faculty). Prerequisite: CHEM 332, which may be taken concurrently.

**495 Senior Seminar. Spring (1).**

Required of all senior chemistry majors. Seniors make oral presentations of their thesis research. EV only.

# Communicative Disorders

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## THE FACULTY

Laura Cowen  
Paula Horner  
Judith Morrison  
Laura Polich  
Larry Rider  
Julia Ferrè Shuler  
Susan Sordon  
Christopher N. Walker  
Cynthia Wineinger

## THE UNDERGRADUATE PROGRAM

### The Major

A departmental major consists of a minimum of 44 credits. The following courses are required:

CDIS 201, 202, 304, 305, 306, 351, 358, 436, 459, 495, and one other departmentally approved four-credit course.

*Note: CDIS 100 is a prerequisite for most courses in the department.*

Students should consider the following recommended sequence:

#### **Freshman year:**

Fall, CDIS 100  
Spring, CDIS 201

#### **Sophomore year:**

Fall, CDIS 202

#### **Junior year:**

Fall, CDIS 304, 306, 358  
Spring, CDIS 305, 351, 358 (if not taken in Fall)

#### **Senior year:**

Fall, CDIS 459, 495  
Spring, CDIS 436, 459, 495 (if not taken in Fall)

Modifications of this sequence to accommodate double majors, study abroad, and/or honors programs should be made in consultation with the student's academic advisor.

### Acceptance into the Major

In order to ensure that all who major in Communicative Disorders have the potential to develop the skills needed to provide

services to children and adults with speech and language disorders, students are required to apply for admission into the major. Although students are not required to declare a major until the end of the sophomore year, those planning to major in CDIS should do this as soon as they have completed three courses. When students file the Declaration of Major, they will be reviewed by the departmental faculty. Adequate academic performance (grades of 2.0 or better) and interpersonal skills appropriate for clinical work will be required. Students who transfer at the beginning of the junior year will be admitted on a provisional basis and evaluated in the middle of their first semester.

### Clinical Training and Internships

Participation in the clinical training phase of the major is essential for students in communicative disorders. Students who successfully complete the course sequence up to CDIS 459 are permitted to assist in the treatment of clients with communicative disorders in the University's Morrison Speech and Hearing Clinic. Most students take part in clinical training during both semesters of the senior year.

For undergraduate students, observational internships are available at off-campus clinical locations. Arrangements for these internships are made with the student's academic advisor on an individual basis. Such observation in addition to the undergraduate curriculum is highly encouraged.

### Related Areas of Study

Communicative disorders majors who plan to seek a teaching credential to work as a speech language pathologist in public schools should also complete the following coursework, which is required by the State of California Commission on Teacher Credentialing:

PSYC 220 Exceptional Child;  
PSYC 335 Developmental Psychology;  
PSYC 343 Educational Psychology

### Transfer Students

Transfer students with one or two years of study at another institution may complete a

major in Communicative Disorders by following this recommended sequence:

## Three years remaining:

### **Sophomore Year:**

Fall, CDIS 100

Spring, CDIS 201

### **Junior Year:**

Fall, CDIS 202, 304, 306

Spring, CDIS 305, 358

### **Senior Year:**

Fall, CDIS 351, 459, 495

Spring, CDIS 436, 459, 495 (if not taken in Fall)

## Two years remaining:

### **Junior Year:**

Fall, CDIS 100, 202, 304, 306

Spring, CDIS 201, 305

### **Senior Year:**

Fall, CDIS 351, 358, 459

Spring, 436, 495

## The Minor

Students who minor in Communicative Disorders must complete a minimum of 23 credits including the following: CDIS 100, 201, 202, and 304, as well as two electives.

## Study Abroad

The department encourages majors to take advantage of the opportunity to live and study abroad. Accordingly, required courses have been scheduled to allow students to spend a semester off campus. However, Communicative Disorders courses are rarely available during foreign travel, so careful advance planning is critical.

## 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 Communicative Disorders faculty. Interested students should consult with the department chair in the Fall of their junior year for information about the application procedure and requirements.

## COURSE DESCRIPTIONS (CDIS)

### **100 Human Communication and its Disorders: An Overview. Fall (4), Spring (4), May Term (3).**

The normal process of communication: its development, social basis, and a survey of its disorders—including speech, language, and hearing pathologies. Overview for undergraduate students, majors in Communicative Disorders, and the classroom teacher.

### **108 Nobody's Perfect: Understanding Disability from Within. May Term (3).**

Exploration of controversial issues central to the lives of persons with communication disabilities and differences. Multiple perspectives on these issues are examined by reading autobiographical accounts, essays, and literature; observing recorded and live performances; and conversing with individuals, their families, significant others, and the professionals they encounter. Offered as needed.

### **156 Sign Language. May Term (3).**

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.

### **201 Anatomy and Physiology of Speech. Spring (4).**

Anatomy and physiology of the speech mechanism with emphasis on respiration, phonation, resonance, and articulation.

### **202 Speech and Language Development. Fall (4).**

Introductory exploration of the acquisition patterns of normal speech, language, and pragmatic behaviors. Content includes sections of theories of language development, phonology, morphology, syntax, and semantics. Consideration is given to both production and comprehension performance of

# Communicative Disorders

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normal English-speaking people; contrasts are presented from other languages. Prerequisite: CDIS 100 or permission.

## **304 Audiology I. Fall (4).**

Introduction to anatomy and physiology of hearing mechanism, methods of hearing, evaluation of children and adults, and discussion of common auditory pathologies. Meets state audiometric requirements.

## **305 Aural Rehabilitation. Spring (4).**

Study of the prosthetic devices such as hearing aids, assistive listening devices, etc., and communicative training such as speech and language therapy, speechreading, etc., used to improve the speech or language abilities of children or adults exhibiting hearing loss. Prerequisite: CDIS 201 and 202, or permission.

## **306 Applied Phonetics and Phonology. Fall (4).**

Introduction to linguistic phonetics and application of the International Phonetic Alphabet to the transcription of English. Examination of prosodic, structural, phonemic, and allophonic aspects of phonology. Regional, social, and second language variations considered. Use of clinical phonetics to describe delayed speech. Includes a laboratory component. Prerequisites: CDIS 201 and 202, or permission.

## **351 Assessment of Speech and Language Disorders. Fall (4).**

Examination of the principles, materials, and instrumentation utilized in evaluating disorders of speech and language. Special attention given to interpretation of test data for the purposes of decision-making for remediation. Some administration of diagnostic instruments is required. Observations of diagnostic assessment sessions is required. Prerequisites: CDIS 100, 202, or permission.

## **358 Language Pathology. Fall (4) and Spring (4).**

Characteristics of language problems with disordered populations: specific language impairment, hearing impairment, autism,

language-learning disabilities, traumatic brain injury, and adult aphasia. Theoretical considerations in remediation. Prerequisites: CDIS 100, 201, 202, PSYC 220, or permission.

## **426 Disorders of Articulation and Phonology. Spring (4).**

Theories of phonological acquisition and the nature of disordered phonological development. Differential diagnosis and intervention for speech sound disorders in diverse populations.

## **428 Neural Processes of Speech, Hearing, and Language. Fall (4) or Spring (4).**

Neuro-anatomy and neurophysiology related to speech, hearing, and language processes. Theories of brain function. Prerequisite: CDIS 201 or permission. Offered as needed.

## **436 Speech Science. Spring (4).**

Review of the acoustics of sound, acoustic and perceptual characteristics of speech, and research and laboratory techniques. Three hours lecture, one hour lab. Prerequisites: CDIS 100 and 304, or permission.

## **455 Advanced Aural Rehabilitation. Fall (4), Spring (4).**

Discussion of prosthetic devices for persons with hearing loss (hearing aids and cochlear implants). Methodology and procedures used to evaluate speech and language disorders in persons with hearing loss, as well as methodology and procedures for their speech and language remediation. Students participate under supervision in hearing testing. Meets state audiometric certification requirements. Prerequisite: CDIS 304 and 305 or equivalent.

## **459 Clinical Methods and Procedures I. Fall (4) and Spring (4).**

Methods and procedures for remediation of speech and language disorders. Students assist in the Truesdail Center for Communicative Disorders. Prerequisites: CDIS 202, 306, and permission; majors only. CDIS 351 and 358 are strongly recommended.

## **464 Seminar in Communicative Disorders. Fall (4), Spring (4), May Term (3).**

Intensive study in one of the areas of communicative disorders and review of current literature. Current lists of seminar topics may be obtained through the department.

## **495 Senior Seminar. Fall (4) and Spring (4).**

A senior capstone experience that allows majors to refine their abilities to question and understand the profession while conducting an in-depth study of one area of inquiry. Prerequisites: CDIS 100, 201, 202, 351, or permission.

## **THE GRADUATE PROGRAM**

### **Admission**

Application for admission should be directed to the department. The application deadline for fall admission is February 15. Applications must include:

1. A completed application form;
2. The \$40 non-refundable fee;
3. Three letters of recommendation (one from a professor, one from a clinical supervisor [or second professor]), and one "open" letter;
4. An official copy of transcript(s) from each institution attended to date (undergraduate and/or graduate work) sent directly from the institution to the department's administrative assistant.
5. An official Graduate Record Examination (GRE) score report;
6. An essay (must be two pages, typed, and double-spaced); and
7. International students whose primary language is not English must submit results of the Test of English as a Foreign Language (TOEFL), with scores above 550 (213 for computer-based test).

Prospective graduate students are encouraged to visit the department. When possible (and if advance notice is given), arrangements are made for a faculty member to meet with applicants.

### **Graduate Assistantships**

The Department of Communicative Disorders makes available scholarships for tuition remission each semester. Applications for these scholarships are included in the admissions material. They are awarded on the basis of clinical and academic qualifications as well as financial need. Students also are encouraged to contact the Office of Financial Aid to determine their qualifications for low-interest loan programs sponsored by the University.

The department appoints graduate students to training assignments each semester. While these positions are not related to financial aid, they provide students with experience and training in extracurricular aspects of the field and are an integral part of the programs of involved students. Clinical assignments are awarded for work in clinical teaching with undergraduate students and for clinical work with specific programs such as the adult neuropathology or voice/laryngectomy programs. Teaching assignments are offered for assistance with special projects associated with graduate course work as well as for laboratory assistance in speech science, phonetics, and audiology. Assignments also are offered in a variety of support areas such as materials management, computer use, and alumni relations.

### **The Master of Science**

Students must work closely with their advisors to develop a program of study and a clinical practicum to suit their individual interests and satisfy the requirements for professional certification.

### **Academic Requirements**

A total of 48 graduate credits and satisfactory completion of the comprehensive evaluation are required. A maximum of 6 transfer credits of graduate study may be applied to the degree with the recommendation of the academic advisor. This limit applies to credits earned at other institutions as well as to those earned in other departments at the University of Redlands. Students are expected to have completed the following undergraduate courses or their equivalents

# Communicative Disorders

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prior to graduate study: CDIS 201, 202, 304, 305, 306, 351, 358, 436, and 459. Descriptions of these courses are listed in the preceding undergraduate section.

The following courses are required for the M.S. degree:

CDIS 623, 629, 631, 634, 638, 639, 640, 641, 642, 650, 652, 655, 683, and either 684 or 685; one seminar (either CDIS 620, 625, or 664 in clinical language).

## Academic Standards

### Regular Graduate Standing

The basic requirements for Regular Graduate Standing in Communicative Disorders are as follows:

1. Graduation from an accredited college or university;
2. A minimum cumulative undergraduate GPA of at least 3.00 on a 4.0 scale;
3. Maintenance of satisfactory academic standing. See the paragraph titled, "Satisfactory Academic Standing" below.

Regular Graduate Standing is a prerequisite for acceptance to candidacy for a master's degree and is granted by the faculty of the program for which application is made.

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

Provisional Graduate Standing may be granted for no more than one year of full-time enrollment. Registration is limited to a maximum of 13 graduate credits. Students must attain a minimum grade point average of 3.00 in the first year of their graduate work in order to advance to Regular Graduate Standing. At the end of any semester, the Chair of the graduate program may recommend that the student either advance to Regular Graduate Standing or be removed from the program.

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

**Special Graduate Standing** is a category intended only for students who are taking individual courses on a part-time basis and do not intend to become candidates for a degree or credential program. However, for those who later seek Regular Graduate Standing, no more than 6 credits earned under Special Graduate Standing may apply toward a degree program.

### Satisfactory Academic Standing

A minimum GPA of 3.00 (based on a 4.0 scale) in all graduate work taken at the University of Redlands is required to qualify for a degree. A student whose cumulative grade point average is below a 3.00 at the end of any semester will be placed on probation and allowed one semester to restore the cumulative grade point average to 3.00. Any student who fails to restore his or her cumulative grade point average to a 3.00 at the end of the probationary period may be disqualified. Disqualification may also occur if a student receives one grade of 0.0 or two grades of 1.0.

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

### Auditing

A full-time student may audit a maximum of one course during the Fall or Spring semester without an additional fee. Students who register for less than a full load will be required to pay the usual fee for any audited course. No student may audit a course without the instructor's consent.



## Clinical Requirements

Graduate study in Communicative Disorders requires a significant commitment of time to clinical practicum. Students are expected to be available approximately ten hours each week for practicum in the Center for Communicative Disorders; this is in addition to the clinical work associated with certain courses. Students must make hours available to complete the practicum required for CDIS 622, 634, 640, 641, 642, 683, and 685.

A minimum of 375 hours of supervised clinical observation and clinical practicum are required for the state license and the ASHA certificate. The following qualifications apply (Note: "c.h." means clinic hours):

1. clinical observation (25 c.h.) prior to beginning initial clinical practicum;
2. clinical practicum (400 c.h. total)
  - 325 c.h. at graduate level,
  - 50 c.h. in each of three types of clinical settings;
3. a minimum of 50 hours must be completed in the University's Center for Communicative Disorders before a student may apply for practicum in an off-campus facility;
4. students must arrange to have a variety of practicum experiences with people of different ages and with different disorders, as required by certifying agencies.

Students who are identified by faculty as having difficulty meeting the standards of professionalism or competence in skills required for clinical practicum will be placed on Clinical Contract for one semester. During this period a contract will be written for improvement, and progress will be monitored by a subcommittee of the faculty. At the end of the semester, the entire department faculty will hear the recommendation of the subcommittee and either recommend termination from the graduate program, placement on Provisional Graduate Standing, or reinstatement of the student as a clinician in good standing.

## Comprehensive Evaluation

Successful completion of a departmental Comprehensive Evaluation is required of all candidates for the master's degree in the

final semester of their program. This may take the form of a Thesis, a Portfolio, or a Written Examination. Further information about each of these options is available from the department.

## Praxis Exam Verification

To complete a degree, students must submit evidence of having taken the ASHA exam in the Praxis Series within the semester the degree is to be completed. Evidence may be a receipt or a copy of the entrance ticket for the exam.

## Clinical-Rehabilitative Services Credential

### Speech-Language Specialist

To be employed as a speech-language specialist in the public schools, one must hold this credential. The minimum requirements are:

1. A Master's Degree.
2. Successful completion of the CBEST.
3. Recommendation from the Department.

CDIS 647 and CDIS 685 must be completed. Additionally, competency in all coursework required for the Master's Degree must be demonstrated by successful completion of courses or by experience as judged by the faculty.

In addition, courses in educational psychology, the psychology of exceptional children, and developmental psychology are required. Students must accrue 300 hours of clinical practicum: 200 of these must be with children, and 100 must be in a public school program. The California Basic Educational Skills Test (CBEST) examination, if not completed during the undergraduate program, should be taken during the first semester of graduate work.

Credential candidates may take additional courses to add a Special Class Authorization to their credential. This allows them to teach children with language disorders in special day classes. The additional coursework consists of CDIS 622, 624, and a course in reading, mathematics, and writing curricula used in regular classrooms. Students also must complete 100 hours of directed teaching

# Communicative Disorders

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in a public school class for severe language handicapped children.

## **The Certificate of Registration as School Audiometrist**

The holder of this certificate is permitted to conduct hearing tests in public schools. Students must take CDIS 304 and 455 and apply for the certificate.

## **COURSE DESCRIPTIONS (CDIS)**

### **620 Seminar in Language Pathology. Fall (3).**

Extensive reading of the current literature in language disorders of children and adults. Topics include dealing with absence of, or interruptions in, normal language development with respect to etiology and/or symptomatology and examination of research findings in evaluation and remediation of language disorders. Current related professional issues are also discussed. Prerequisites: CDIS 202, 358, or permission.

### **622 Theory and Practice in Clinical Evaluation: Language and Learning Disorders. Spring (3).**

Advanced problems in formal and informal assessment of language pathology and learning disabilities; practicum at the center is required, including staffing, report writing, parent conferences, and remedial planning. An interdisciplinary approach is taken. Prerequisite: CDIS 623 or permission.

### **623 Assessment of Language Disorders in Children. Fall (3).**

Survey of tests applied to language-disordered children; analysis of test content, diagnostic patterns, relationship between history, observation, and psychometrics; content of complete communication evaluation; relationship between linguistic and other cognitive abilities. Prerequisites: CDIS 202, 203, 351, 358, or permission.

### **624 Educational Considerations for Children with Language and Learning Disabilities. Spring (3).**

Study of language and learning disabilities: their identification, educational principles and procedures, diagnostic patterns, and educational management. Prerequisites: CDIS 358, 623, or permission.

### **625 Language, Culture, and Cognition. Fall (3), Spring (3), May Term (3).**

How language and thought interact and are affected by culture. Study of topics across languages, modes of thought, and cultures, such as parent-child interaction, literacy, cognitive development, and narrative. Prerequisite: CDIS 623.

### **626 Disorders of Articulation and Phonology. Spring (3).**

Theories of phonological acquisition and the nature of disordered phonological development. Differential diagnosis and intervention for speech sound disorders in diverse populations.

### **627 Issues in Cultural and Linguistic Diversity. Fall (3), Spring (3), or May Term (3).**

An examination of the cultural assumptions that underlie clinical practice in Communicative Disorders. Students will learn culturally responsive approaches to assessment and intervention such as ethnographic interviewing, dynamic assessment, and mediated learning and strategies for working with individuals from diverse language communities. Offered as needed.

### **628 Neural Processes of Speech, Hearing, and Language. Fall (3).**

Neuroanatomy and neurophysiology related to speech, hearing, and language processes. Theories of brain function. Prerequisite: CDIS 201 or permission. Offered as needed.

### **629 Disorders of Fluency. Fall (3).**

Theories, etiologies, assessment, and rehabilitative techniques for disorders of fluency with special emphasis on the behavioral and emotional management of children and adults; practicum at the Center is required,

including diagnostic evaluation, treatment planning, report writing, and counseling of clients and family members.

### **630 Seminar in Speech Pathology. Fall (3) or Spring (3).**

Reading and discussion of the literature with respect to theoretical and clinical issues in speech pathology; interpersonal considerations for remediation. Offered as needed.

### **631 Disorders of Voice. Fall (3).**

Structure, function, and capabilities of the normal voice; etiologies, assessment strategies, and rehabilitative techniques of the disordered voice; problems of laryngeal cancer and subsequent voice restoration alternatives.

### **634 Theory and Practice in Clinical Evaluation: Speech and Language Pathology. Fall (3), Spring (3).**

Advanced problems in formal and informal assessment in speech and language pathology. Weekly practicum experience is required: preplanning, report writing, parent conferencing, home and school visits, and remedial planning. Extensive interaction with related professionals. Prerequisite: CDIS 623.

### **635 Seminar in Disfluency. Spring (3).**

Reading and discussion of literature concerning identification and development of disfluency behavior in children and adults. Theoretical, clinical, and experimental approaches to the management of disfluency. Prerequisites: CDIS 100, 201, 629, or permission. Offered as needed.

### **636 Speech Science. Spring (3).**

Review of acoustics and sound, acoustic and perceptual characteristics of speech, research and laboratory techniques. Three hours lecture, one hour lab. Prerequisites: CDIS 100 and 304, or permission.

### **638 Neuropathologies of Speech. Spring (3).**

Review of normal neurology and etiologies that result in neuropathologies. Coursework on neurological deficits that result in disor-

dered movement. Evaluation and treatment of dysarthria, apraxia, and dysphagia. Prerequisite: CDIS 639.

### **639 Neuropathologies of Language. Fall (3).**

Review of normal neurology and etiologies that result in neuropathologies. Coursework on neuropathologies that involve disruption of cognitive and language function. Evaluation and treatment of aphasia, cognitive and language disorders resulting from right-hemisphere lesions, traumatic brain injury, and dementia.

### **640–641–642 Clinical Practicum and Processes I–II–III. Fall (1), Spring (1).**

Offerings include discussion of principles, methods, and procedures for client management. Enrollment requires treatment of a minimum of one client in the Truesdail Center. A three-semester sequence of 1-credit enrollments (beginning, intermediate, advanced) must be taken. Prerequisite: CDIS 459 or equivalent.

### **647 Professional Methodologies and Concerns. Spring (3).**

Role of speech/language pathologist in public education and other professional settings, referral procedures, IEP writing, state and federal legislation, utilization of assistants, case selection and scheduling, application procedures for credentialing and licensing, and paraprofessional and interprofessional relationships. Taken concurrently with CDIS 685.

### **650 Counseling Issues in Communicative Disorders. Fall (3).**

Interacting across personal and cultural differences, principles and practices in interviewing parents and spouses, responding to the emotional needs of others, the effects of disability on family systems, professional collaboration, and working with others to effect changes in attitude and action. Prerequisite: CDIS 459.

# Communicative Disorders

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## **652 Introduction to Research and Experimental Design. Fall (3).**

Research theory and design with special application to the areas of disordered communication. Elementary statistical theory; influence of variables, controls, and assumptions of statistical design. Introduction to analysis of variance, and critical analysis of research techniques. Prerequisite: one statistics course preferred.

## **655 Advanced Aural Rehabilitation. Fall (3), Spring (3).**

Discussion of prosthetic devices for persons with hearing loss (hearing aids and cochlear implants). Methodology and procedures used to evaluate speech and language disorders in persons with hearing loss, as well as methodology and procedures for their speech and language remediation. Students participate under supervision in hearing testing. Meets state audiometric certification requirements. Prerequisite: CDIS 304 and 305 or equivalent.

## **664 Seminar in Communicative Disorders. Fall (3), Spring (3), May Term (3).**

Intensive study in one of the areas of communicative disorders. Review of current literature. Current lists of seminars may be obtained through the department.

## **683 Theory and Practice in Clinical Problems: Speech, Language, and Hearing. Fall (3), Spring (3), Summer (3).**

Internship practicum at off-campus sites. A minimum of 4 days per week over 10 weeks on-site is required. Prerequisites: fifty hours of clinical practicum at the Truesdail Center, CDIS 634, and department approval. CDIS 631, 638, and 639 are strongly recommended.

## **684 Advanced Theory and Practice in Clinical Problems: Speech, Language, and Hearing. Fall (3), Spring (3), Summer (3).**

Advanced internship practicum at off-campus sites. A minimum of 4 days per week over 10 weeks on-site is required. Prerequisites: CDIS 683 and department approval.

## **685 Student Teaching: Speech and Language. Spring (3).**

Student teaching practicum in the public schools. Taken concurrently with CDIS 647. Prerequisites: 125 hours of clinical practicum or permission. CN only.

## **698 Thesis. Fall (3–6), Spring (3–6), May Term (3–6).**

## THE FACULTY

Pani Chakrapani  
Patricia Cornez  
Hamid Ekbia  
Paul McQuesten

## THE MAJOR

### The Bachelor of Science Major

Students majoring in computer science must complete the following requirements:

- 32 credits consisting of: CS 110, 111, 220, 230, 240, 340, 341, 450;
- 8 additional credits from the following: CS 208, 213, 221, 222, 260\*, 320, 330, 331, 360\*, 460\*.

#### Related Field Requirements

- 24 credits consisting of MATH 111, 121, 201, and 231 or higher; PHYS 220–221 or 231–232.

*\*with departmental approval*

## THE MINOR

Students minoring in computer science must complete the following requirements:

- CS 100 or 101,
- CS 110,
- CS 111,
- 12 additional credits from computer science offerings,
- MATH 101, and
- MATH 111.

### Advanced Placement in Computer Science

Students who receive a score of three or four will receive 4 credits and credit for CS 110. Those who receive a score of five will receive 8 credits and credit for CS 110 and 111.

### Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by an affirmative vote of the computer science faculty. Interested students should consult with a computer science faculty member for

information about the application procedure and requirements.

## COURSE DESCRIPTIONS (CS)

### 100 Introduction to Computers (Macintosh). Fall (4), Spring (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 word processing, spreadsheets, graphics programs, databases, programming, and ethical issues in computer use. Taught on the Macintosh computer. Offered as needed.

### 101 Introduction to Computers (PC). Fall (4), Spring (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.

### 102/102E Introduction to Computers for Educators. Fall (4), Spring (4).

Essentially the same as CS 100/101, but with topics such as evaluation of software for classroom use; designed to meet state requirements for those seeking a California teaching credential. Offered as needed.

### 110 Introduction to Programming Using C++. Fall (4), Spring (4).

Introduction to problem-solving methods and algorithm development through the use of computer programming in the C++ language. Emphasis on data and algorithm representation. Topics include declarations, arrays, strings, structs, unions, expressions, statements, functions, and input/output processing.

### 111 Data, File Structures, and OOP. Spring (4).

Advanced topics concerning data and algorithm representation using C++. Topics include stacks and recursion, dynamic

# Computer Science

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memory, pointers, linked lists, queues, trees, searching, sorting, and object-oriented programming and classes. Prerequisite: CS 110.

## **208 Java Programming.**

**Fall (4) or Spring (4) or May Term (3).**

Exploration of the Java language for students familiar with object-oriented programming. Topics include multimedia programming, threads, exception handling, and network communications. Prerequisite: CS 111. Offered as needed.

## **220 Architecture and Assembly. Fall (4).**

Introduction to the architecture of a computer system and its machine and assembly languages. Topics include instruction set, memory management, I/O interface, and assembly language. Prerequisite: CS 111.

## **221 Exploring Visual Basic.**

**Fall (4) or Spring (2).**

Basic principles of problem solving and algorithm development are studied. Various statements of the programming language Visual Basic will be presented and used in this context. A fairly rapid pace of coverage will occur in this course, as this is not the first course in programming; complex and demanding assignments will form part of the coursework. Prerequisite: CS 111. Offered as needed.

## **222 Programming for the World Wide Web.**

**Fall (4) or Spring (4).**

The usage of languages like HTML, JavaScript, and XML will form the core of this course. Syntax and semantics of HTML and XML that enable creation of web pages with a variety of textual and graphical information units will be studied in depth. Client-server programming and Windows applications will also be covered. Prerequisite: CS 111. Offered as needed.

## **230 Operating Systems. Fall (4).**

Introduction to principles of operating systems. Topics include processes (sequential and concurrent), tasks, task management, processor scheduling, memory management,

file handling, device management, command languages, interrupts, I/O, and security. Prerequisite: CS 220.

## **240 Theory of Computation. Spring (4).**

Students of computer science are introduced to the need for and construction of mathematical proofs. The concepts, notations, and techniques of the theories of automata, formal languages, and Turing machines are studied to understand the capabilities and limitations of computers. Prerequisites: CS 111, MATH 121.

## **260, 360, 460 Topics in Computer Science. Spring (4).**

Features a topic of current interest in computer science not otherwise offered in the curriculum. Prerequisite: permission. May be repeated for degree credit, for a maximum of 8 credits, given a different topic. Offered as needed.

## **320 Computer Networks.**

**Fall (4) or Spring (4).**

Introduction to computer networks, data communication concepts, network topologies, and network protocols. Topics include local-area networks, wide-area networks, switching, and routing. Although the entire OSI network model will be examined, an emphasis will be placed on the higher levels. The class also covers client-server applications and sockets. Prerequisite: CS 220. Offered as needed.

## **330 Database Management. Spring (4).**

Introduction to principles of database design and management for information systems. Discussion of file design leads to study of logical and physical database concepts relating to three models of database organization: hierarchical, network, and relational. Includes issues relating to query processing, integrity and security of data, and distributed database systems. Prerequisite: CS 111. Offered as needed.

## **331 Artificial Intelligence. Spring (4).**

Introduction to artificial intelligence designed to introduce the basic ideas about search and control strategies, heuristics,

problem-solving, constraint exploitation, and logic. Rule-based systems and expert systems techniques and the process of generating intelligent behavior for computers using these information processing strategies are also discussed. Prerequisite: CS 220. Offered as needed.

### **340 Programming Languages. Spring (4).**

Introduction to programming language concepts and representatives of several different programming language techniques. Topics include data, operations, sequence control, data control, storage management, operating environment, syntax, and comparison of various programming paradigms. Prerequisite: CS 220.

### **341 Software Engineering. Fall (4).**

Introduction to the new and maturing field of software engineering. Topics include the management of expectations, computer technologies, people and their skills, time, cost, and other resources needed to create, test, and maintain a software product that meets the needs of computer users. Prerequisite: CS 230.

### **450 Computer Science Senior Project. Spring (4).**

Designed to integrate and apply knowledge previously gained to an individual project approved by the department. Prerequisite: senior standing.

# Economics

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## THE FACULTY

Mussaddequddin Chowdhury

Rafat Fazeli

Lorenzo Garbo

Doreen Isenberg

Diane Macunovich

Christopher J. Niggle

Roberto Pedace

## THE B.A. AND B.S. IN ECONOMICS

The major program in economics can be designed to earn either a bachelor of science or bachelor of arts degree. All majors in economics must complete the following required courses:

- ECON 250 Principles of Microeconomics, ECON 251 Principles of Macroeconomics. Normally taken during the sophomore year. ECON 250 should be completed first.
- ECON 200 Introduction to Statistical Methods. Should be taken prior to the junior year and preferably during the sophomore year.
- Either ECON 304 Economic History or ECON 307 History of Economic Thought
- ECON 350 Intermediate Microeconomics, ECON 351 Intermediate Macroeconomics. Should be taken during the junior year in numerical sequence.
- ECON 465 or 466-7 Senior Seminar in Economics. Taken during the final semester of the senior year.

Candidates for the **B.A. degree** must complete, in addition to these seven required courses, at least four elective economics courses numbered 300 or above totaling at least 12 credits. BUS 353 Managerial Finance and HIST 345 Business and Entrepreneurship in Historical Perspective may be accepted as economics electives with permission of the department. Additional requirements are computer literacy, competence in university-level finite mathematics MATH 101, and first-semester calculus MATH 121

(either earned by successful completion of such courses, or by math placement in MATH 122 or higher). MATH 121 can substitute for one of the economics elective courses with permission of the department chair.

Candidates for the **B.S. degree** must complete, in addition to the seven required major courses, five other economics courses including ECON 300 Introduction to Econometrics and ECON 301 Mathematical Economics, and three additional elective economics courses. Because the B.S. degree requires nine specific economics courses, careful planning by the student is necessary. Students should begin to plan their course of study with their advisor early in their career. In addition, candidates must be computer literate and complete at least 16 credits in mathematics, which must include MATH 122 and at least one of the math courses listed below:

MATH 231 Introduction to Modeling  
MATH 233 Introduction to Operations  
Research  
MATH 235 Differential Equations  
MATH 241 Linear Algebra

The candidate may select any three economics electives to complete the degree requirements. If appropriate, a student may be allowed to substitute a mathematics course for one of the economics electives with departmental approval.

All economics majors are urged to complement their studies in economics with courses in computer science, government, history, mathematics, philosophy, and sociology. A minor in any of these fields is strongly recommended. ACCT 210 Principles of Financial Accounting and Reporting and PHIL 130 Reasoning and Logic are strongly recommended. The department also encourages all majors to participate in one of the University's excellent international study opportunities.

## B.S. IN FINANCIAL ECONOMICS

The major program in Financial Economics emphasizes the financial side of economics and the applicability of accounting to economics and finance. It requires eleven courses in



economics, six courses in accounting, and two courses in business administration. Additional requirements are computer literacy, competence in university-level finite mathematics MATH 101, and first-semester calculus MATH 121 (either earned by successful completion of such courses, or by math placement in MATH 122 or higher).

### Required Courses

ECON 250 Principles of Microeconomics  
 ECON 251 Principles of Macroeconomics  
 ECON 200 Introduction to Statistical Methods  
 ECON 300 Introduction to Econometrics  
 ECON 323 International Finance  
 ECON 331 Business Cycles and Economic Forecasting  
 ECON 333 Money, Banking, and Financial Markets  
 ECON 352 Industrial Organization and Public Policy  
 ECON 465 or 466-7 Senior Seminar in Economics

Two courses chosen from:

ECON 301 Mathematical Economics  
 ECON 322 International Trade  
 ECON 351 Intermediate Macroeconomics  
 ECON 353 Economics of Labor  
 ECON 354 Public Finance  
 ECON 356 Managerial Economics

### Related field requirements:

ACCT 210 Principles of Financial Accounting  
 ACCT 211 Financial Accounting Process  
 ACCT 220 Principles of Managerial Accounting  
 ACCT 310 Intermediate Accounting  
 ACCT 315 Advanced Managerial Accounting  
 ACCT 440 Financial and Business Reporting Analysis

Two courses chosen from the following:

BUS 353 Managerial Finance  
 BUS 354 Investments and Corporate Finance  
 ACCT 400 Financial Reporting Theory I  
 ACCT 401 Financial Reporting Theory II  
 ACCT 331 Accounting Information Systems  
 ACCT 370/470 Directed Study

or another 400-level accounting course, with permission

### THE MINOR

Students who elect a minor in economics must complete the following courses:

- ECON 200 Introduction to Statistical Methods
- ECON 250 Principles of Microeconomics, ECON 251 Principles of Macroeconomics
- ECON 350 Intermediate Microeconomics, ECON 351 Intermediate Macroeconomics
- And two additional elective courses in economics numbered 300 or above approved by the department. Either ECON 304 Economic History or ECON 307 History of Economic Thought is strongly recommended.

### Quantitative Preparation

Students structuring their academic preparation for careers or graduate study in economics, business administration, operations research, or statistics are advised to develop their quantitative skills beyond the minimum required by the department. The B.S. degree is particularly appropriate for such students. A minor in mathematics—especially one that emphasizes calculus, statistics, linear algebra, differential equations, numerical analysis, and optimization techniques—is recommended. The requirements for a mathematics minor are specified in the Mathematics section of this *Catalog*. Courses in computer science are strongly encouraged.

### Advanced Placement in Economics

Students who receive a score of four or higher in microeconomics receive 4 credits for ECON 250 Principles of Microeconomics. Students who receive a score of four or higher in macroeconomics receive 4 credits for ECON 251 Principles of Macroeconomics. The department also accepts these scores to fulfill the ECON 250 and/or 251 prerequisites for upper-division courses and to fulfill the ECON 250 and/or 251 major or minor graduation requirements.

# Economics

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## Departmental Honors

A departmental honors program is available for exceptionally able and well-motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by an affirmative vote of the economics faculty. Interested students should consult with the department chair for information about the procedure and requirements in their junior year.

## Internships

Students are encouraged to pursue internships to complement their academic work at the University. Student may earn 3 to 14 credits for participating in internships that are closely related to their courses of study, but a maximum of 4 credits may count toward fulfilling the requirements of any of the major programs in economics; internships must be sponsored and supervised by faculty members in the department of Economics. The department of Economics maintains a list of potential internships and job opportunities on the department web-page.

## Social Science Program

Economics majors interested in careers teaching at the secondary school level are encouraged to complete, in conjunction with their studies in economics, the Social Science Program. Students should coordinate their academic planning with their advisor and the School of Education.

## COURSE DESCRIPTIONS (ECON)

### 149/149E Introduction to Economics.

Fall (4), Spring (4).

Pre-principles introduction to economics. Does not meet requirements for accounting, business administration, or economics majors. Topics covered include economic history, economic philosophy, microeconomics, and macroeconomics with an emphasis on the role of the state in the economy. ECON 149E is NU only.

### 155 Introduction to the Economics of the Environment. Fall (4).

Introduction to the key economic theory and empirical issues related to the environment. Topics include cost-benefit analysis, property rights theory, and environmental policy instruments. Environmental issues covered include air and water pollution, global warming, deforestation, water management, and suburban sprawl. Offered in alternate years: 03F, 05F.

### 160 Topics in Economics.

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

Topics of current interest in economics such as economics and environment, global economic integration, economics of sports. May be repeated for degree credit, for a maximum of 8 credits, given a different topic. Offered as needed.

### 200 Introduction to Statistical Methods.

Fall (4), Spring (4).

Introduction to the analysis of economic and social data. Basic tools of descriptive and inferential statistics and their application. Topics include basic probability theory, statistical inference, hypothesis testing, regression, and analysis of variance. Recommended: MATH 101.

### 250 Principles of Microeconomics.

Fall (4), Spring (4).

Introduction to the economic theory of market, consumer, and firm behavior. Economic models are developed and applied to topics such as market performance, taxation, externalities, and public goods.

### 251 Principles of Macroeconomics.

Fall (4), Spring (4).

Introductory analysis and measurement of national income, employment, and prices. Determinants of long-run economics growth. Analysis of long-run and short-run effects of fiscal and monetary policies. Prerequisite: ECON 149 or 250.

**300 Introduction to Econometrics. Fall (4).** Intermediate tools of statistical analysis and use of computers to estimate and test economic models. Multicollinearity, autocorrelation, specification error, heteroscedasticity, dummy variables, lagged variables, and simultaneous equation estimation. Application and evaluation of selected examples of empirical economic research. Prerequisite: ECON 200, 350, or permission. Offered every year.

**301 Mathematical Economics. Spring (4).** Introduction to mathematical methods in economics. Fundamental modeling techniques, simple linear models and matrix algebra, comparative static analysis, basic differential calculus, and optimization procedures. Topics in micro- and macroeconomic theory are analyzed using quantitative methods. Prerequisites: ECON 250, 251. MATH 121 is recommended and may be taken concurrently. Offered in alternate years: 04S, 06S.

**304 Economic History. Fall (4).** Economic, social, and political causes and consequences of the Industrial Revolution and its spread throughout Europe and Colonial America. Mercantilism and colonialism. U.S. economic history from the Revolution to the present, as interpreted with economic theory and statistical evidence. Prerequisite: ECON 149, 250, or 251. Offered every year.

**307 History of Economic Thought. Spring (4).** Economic methodologies and doctrines throughout the evolution of the discipline. Major analytical discoveries placed in their historical perspectives. Prerequisite: ECON 149 or 250 or 251. ECON 250 and 251 recommended. Offered every year.

**320 Comparative Economic Systems. Fall (4).** Comparisons of market and mixed economies in terms of theory, policies, and performance. Emphasis is particularly on the economics of socialism and the transitions of planned economies in Europe and Asia to ones based

on markets. Country cases are used to illustrate important cross-country differences. Prerequisites: ECON 250 and 251, or permission. Offered in alternate years: 03F, 05F.

**321 Economic Development. Spring (4).** Development theories grounded in the development patterns of Western and Eastern Europe, North America, Latin America, Australia, and Southeastern Asia. Issues of development and income distribution, population growth, and countries' cultural and economic openness. Comparison of development and growth theory. Prerequisite: ECON 250 or permission. Offered in alternate years: 04S, 06S.

**322 International Trade. Fall (4).** Theories of international trade: What are the theoretical reasons for which countries benefit from trade? Commercial policy: tariffs, quotas, voluntary export restraints, export subsidies, local content requirements, international standards' harmonization. International trade in practice: issues of free trade vs. protectionism, customs unions and free trade areas, multilateral agreements and functions of the World Trade Organization. Prerequisite: ECON 250. Offered in alternate years: 04F, 06F.

**323 International Finance. Spring (4).** History, components, and functions of the world financial system. Balance of payment analysis. Forces and mechanisms of the foreign currency markets. Short-run and long-run macroeconomic theories in open economy and spill-overs of domestic macroeconomic policies. Current issues on capital market globalization. Prerequisite: ECON 251 or permission. Offered in alternate years: 05S, 07S.

**331 Business Cycles and Economic Forecasting. Spring (4).** Business cycle theories and selected proposals for economic stability. Current economic conditions, methods employed in preparing national forecasts and in forecasting demand for an individual product or firm. Prerequisites: ECON 200, 250, 251. Offered in alternate years: 05S, 07S.

# Economics

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## **333 Money, Banking, and Financial Markets. Fall (4).**

The financial system, including the commercial banking system and the Federal Reserve, and its interaction with the nonfinancial sectors of the economy. The determinants of the money stock and volume of credit, and their influence on prices, production, and employment. Prerequisites: ECON 250, 251. Offered in alternate years: 03F, 05F.

## **340 Economics of Race and Gender. Fall (4).**

The economic position of women and minorities in society. Racial and sexual discrimination, women's labor force participation, occupational segregation, domestic work, immigration of workers, and racial marginalization in market economies. Mediating influences such as education, spatial forces, and institutional and public policies. Gender/race relations in industrial/Third World countries. Prerequisite: ECON 149, 250, or 251. Offered every year.

## **350 Intermediate Microeconomics. Fall (4), Spring (4).**

Theory of the household, the firm, and the market. The logic of market decision-making, resource allocation, and efficiency questions. Prerequisites: ECON 250, 251; MATH 121 is recommended and may be taken concurrently.

## **351 Intermediate Macroeconomics. Fall (4), Spring (4).**

The use of theoretical tools to explain the level and changes in aggregate income, employment, and price level; classical, Keynesian, and new classical approaches; application of theory to problems of national economic policy. Prerequisite: ECON 350 or permission.

## **352 Industrial Organization and Public Policy. Fall (4).**

Structure, conduct, and performance of the U.S. enterprise sector, excluding financial institutions. Problems of monopoly, oligopoly, and economic power. Government regulation

of business, antitrust law interpretation, and enforcement. Prerequisite: ECON 250; ECON 350 recommended. Offered in alternate years: 04F, 06F.

## **353 Economics of Labor. Spring (4).**

Development and utilization of human resources: wage determination, labor force participation, employment patterns, the role of labor organizations, human capital theories, manpower policies and programs. Prerequisites: ECON 250, 251. ECON 350 recommended. Offered in alternate years: 04S, 06S.

## **354 Public Finance. Spring (4).**

Expenditures: the allocative role of federal, state, and local governments; social choice; provision of public goods; the welfare state and income transfer programs; and public policy approaches to correcting diseconomies such as pollution. Revenue: tax incidence, alternative forms of taxation and their impact on efficiency, equity, and economic growth. Prerequisites: ECON 250 and 251, or permission. ECON 350 recommended. Offered in alternate years: 05S, 07S.

## **355 Environmental and Resource Economics. Spring (4).**

Overview of the theory and management of natural resource use. Topics include the control of air and waste pollution, solid waste management and recycling, forestry, curbing suburban sprawl, water management, and mitigation of climate change. Issues addressed from both theoretical and empirical perspectives. Prerequisites: ECON 155, or 250, or permission. ECON 251 recommended. Offered in alternate years: 05S, 07S.

## **356 Managerial Economics. Spring (4).**

This course combines economic theory with analytical tools, such as statistics and quantitative methods, to examine how organizations can achieve their aims most efficiently. Students learn how economists approach critical business decisions, such as product pricing and the hiring of workers. Prerequisites: ECON 200, 250, and 251. Offered in alternate years: 04S, 06S.

## **360 Topics in Economics.**

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

Focus on various topics in economics. May satisfy an elective course requirement with departmental approval. Prerequisites: ECON 250, 251, and permission. May be repeated for degree credit once, given a different topic. Offered as needed.

## **460 Advanced Topics in Economics.**

**Fall (4) or Spring (4) or May Term (3).**

Continuation of a specific upper-division course in economics allowing students to pursue topics beyond one semester. Prerequisites: permission and upper-division economics course in the area covered. It may satisfy an elective course requirement with departmental approval. May be repeated for degree credit given different topics. Offered as needed.

## **465 Senior Seminar in Economics.**

**Spring (4).**

Independent student research on one or more economic problems. Discussion, debate, and critical analysis of a variety of topics in a seminar setting. Open to majors only. Prerequisite: six courses in economics including ECON 350 and 351.

## **466 Senior Seminar in Economics: Part 1.**

**Spring (2).**

Independent student research on one or more economic problems. Discussion, debate, and critical analysis of a variety of topics in a seminar setting. Open to majors only. Must be taken in sequence before ECON 467. Prerequisite: six courses in economics including ECON 350 and 351. Offered as needed. NU only.

## **467 Senior Seminar in Economics: Part 2.**

**May Term (2).**

Independent student research on one or more economic problems. Discussion, debate, and critical analysis of a variety of topics in a seminar setting. Open to majors only. Must be taken in sequence after ECON 466. Prerequisite: six courses in economics including ECON 350 and 351. NU only. Offered as needed

## **486 Economics Internship.**

**Fall (3-14), Spring (3-14).**

# Education

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## THE FACULTY

Joe Castino  
Robert Denham, Interim Dean  
Margo Drallos  
William Dwyer  
Carol Ann Franklin  
Preston Hampton  
Jose Lalas  
Barbara McEwan Landau  
VernaLynn McDonald  
Marjo Mitsutomi  
Ronald Morgan  
Keith Osajima  
Lucretia Peebles  
Justin Saldana  
Margaret Solomon

## Preliminary Teacher Credential Program (SB 2042)

The School of Education offers both the Multiple Subject (elementary school) and Single Subject (secondary, including middle and high school) Teacher Credential Programs. The programs are accredited by the California Commission on Teacher Credentialing (CCTC) and are aligned with SB 2042 standards and mandates. Students intending to pursue a career in teaching should consult the School of Education section of this *Catalog* to understand both the requirements and opportunities for study leading to credentials and advanced degrees in education.

## Enrollment

Undergraduates who want to begin teacher credential coursework before completing their Baccalaureate degree need to complete a separate form which requests permission to enroll in the credential courses. Education admission counselors and the teacher education advisor in the School of Education (located in University Hall North) are available to answer questions and explain the prerequisites and request to enroll process. Upon approval to enroll in the teacher

credential program, undergraduates may begin to take the sequence of teacher education courses required to obtain a California Preliminary Teacher Credential.

## Advising

Students interested in becoming teachers are encouraged to complete prerequisite courses for admission to the Teacher Credential Program during their undergraduate program of study and to contact the School of Education regarding their intention to pursue a teaching credential. The coursework and non-coursework requirements for admission to the Teacher Credential Program are described in the School of Education section of this *Catalog*.

The integration of teacher credential classes with undergraduate coursework is facilitated by collaborative advising between the College of Arts and Sciences and the School of Education. Students interested in cross-enrollment should discuss their plans with their faculty advisor, followed by consultation with the faculty advisor in the School of Education. Permission of both advisors is required for cross-registration.

## Course Sequence for Multiple Subject Teacher Credential

- EDUG 401, Educational Foundations
- EDUG 403, Multiple Subject Curriculum and Methods I (Math and Science)
- EDUG 400A, Multiple Subject Fieldwork Clinic I
- EDUG 405, Multiple Subject Literacy and Language I
- EDUG 407, Multiple Subject Curriculum and Methods II
- EDUG 400B, Multiple Subject Fieldwork Clinic II
- EDUG 409, Multiple Subject Literacy and Language II
- EDUG 452, Teaching Seminar
- EDUG 453A, Student Teaching I
- EDUG 453B, Student Teaching II

## Course Sequence for Single Subject Teacher Credential

- EDUG 401, Educational Foundations
- EDUG 402, Teaching and Learning in Secondary Schools
- EDUG 400C, Single Subject Fieldwork Clinic I
- EDUG 404, Single Subject Literacy and Language
- EDUG 406, Single Subject Content Teaching
- EDUG 400D, Single Subject Fieldwork Clinic II
- EDUG 408, Single Subject Content Area Literacy
- EDUG 452, Teaching Seminar
- EDUG 453A, Student Teaching I
- EDUG 453B, Student Teaching II

## COURSE DESCRIPTIONS (EDUG)

### 120 Fieldwork in Mathematics and Science. Fall (2), Spring (2).

Examination of curriculum trends and disciplinary issues in mathematics and science as they are addressed in a public school setting. Students spend forty hours observing mathematics and science instruction in an elementary classroom and will meet every other week with the University supervisor. CN only.

### 121 Fieldwork in Language Arts and Social Studies. Fall (2), Spring (2).

Examination of curriculum trends and disciplinary issues in language arts and social studies as they are addressed in a public school setting. Students will spend forty hours observing language arts and social studies instruction in an elementary classroom and will meet every other week with the University supervisor. CN only.

### 150 From Classroom to Career: Personal Excursions. May Term (3).

Provides an opportunity to spend time on the job with a professional in the area of human services. Instructor assists in making placements in areas such as schools, social work agencies, juvenile facilities, and law offices. Prerequisite: interview with instructor.

### 331 Child Development. Fall (3), Spring (3), May Term (3).

Cognitive, social, and language development of children from birth through adolescence; various learning theories and their implications for the timing of instruction; developmental implications for teaching the whole child.

### 400A Multiple Subject Fieldwork Clinic I. Fall (1), Spring (1).

Candidates will observe elementary classrooms, focusing specifically on the teaching of math and science. Science and math content, standards, and strategies will be explored in students' assignments and reflective reports. Candidates will also familiarize themselves with elementary reading programs in multi-cultural schools as well as issues related to English Language Learners. Not open to students who have received credit for EDUG 500A. Prerequisite: permission from the School of Education. Corequisite: EDUG 403. The second half of this course must be taken with EDUG 405. CN only.

### 400B Multiple Subject Fieldwork Clinic II. Fall (1), Spring (1).

Candidates observe elementary classrooms, focusing specifically on the teaching of social studies, language arts, and physical education. Content area standards and teaching strategies are explored. Candidates will familiarize themselves with school-related activities and responsibilities of a professional educator. Special needs and struggling readers will be emphasized. Not open to students who have received credit for EDUG 500B. Prerequisite: permission from the School of Education. Corequisite: EDUG 407. The second half of this course must be taken with EDUG 409. CN only.

### 400C Single Subject Fieldwork Clinic II. Fall (1), Spring (1).

Candidates observe a wide range of courses and extra-curricular activities in middle school and/or high school classrooms, focusing specifically upon the scope of secondary teaching. Candidates familiarize themselves with content area resources and the duties of

# Education

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secondary teachers in California's multicultural schools, including particular issues related to English Language Learners. Not open to students who have received credit for EDUC 500C. Prerequisite: permission from the School of Education. Corequisite: EDUG 402. The second half of this course must be taken with EDUG 404. CN only.

## **400D Single Subject Fieldwork Clinic II. Fall (1), Spring (1).**

Candidates will observe courses in their own content area in middle school and/or high school classrooms. The focus will be on understanding content area standards and effective teaching strategies, including learning to adapt lessons for students with diverse needs. Candidates will familiarize themselves with the issues related to special needs children and the resources that are available for them. Not open to students who have received credit for EDUC 500D. Prerequisite: permission from the School of Education. Corequisite: EDUG 406. The second half of this course must be taken with EDUG 408. CN only.

## **401 Educational Foundations. Fall (3), Spring (3), May Term (3).**

Introduction to the field of education; its history, philosophy, socio-cultural context, diversity, pedagogy, educational psychology, legal issues, and educational reform. Integrates traditional educational thinking with culturally relevant perspectives, and current research practices. Field experiences required with observations and reflections. Not open to students who have received credit for EDUC 501. Prerequisite: permission to enroll in Teacher Credential courses from the School of Education.

## **402 Teaching and Learning in Secondary Schools. Fall (3), Spring (3).**

Introduction to adolescent development, curriculum instructional methods, assessment, and diagnostic strategies pertaining to secondary schools. Focus includes teaching and assessment methodology, including methodologies of English Language Development (ELD) and Specially Designed Academic

Instruction in English (SDAIE). Field experience required. Not open to students who have received credit for EDUC 502. Prerequisite: permission from the School of Education. Corequisite: EDUG 400C.

## **403 Multiple Subject Curriculum and Methods I (Math and Science). Fall (3), Spring (3).**

Elementary math and science teaching strategies and curriculum. Integrates health, physical education, visual arts, and music. Teaching informed by California K-12 content standards and frameworks with a focus on assessment and ELD/SDAIE strategies. Experiences with hands-on, computer-based inquiry lesson development. Field experience required. Not open to students who have received credit for EDUC 503. Prerequisite: permission from the School of Education. Corequisite: EDUG 400A.

## **404 Single Subject Literacy and Language. Fall (3), Spring (3).**

Develops understanding of the theoretical frameworks and processes involved in secondary literacy instruction. Fundamentals of language-acquisition theory, including basic concepts in linguistics will be covered. Focuses on content-based literacy instruction. Provides an introduction to systematic, explicit, and meaningfully-applied instruction in reading, writing, and related language skills. Field experience required. Not open to students who have received credit for EDUC 504. Prerequisite: permission from the School of Education. Corequisite: EDUG 400C.

## **405 Multiple Subject Literacy and Language I. Fall (3), Spring (3).**

Develops understanding of theoretical frameworks and processes in elementary literacy instruction. Fundamentals of language-acquisition theory, including linguistic concepts will be covered. Focuses on emerging literacy-instruction strategies for English learners and English speakers. Provides an introduction to systematic, explicit, and meaningfully-applied instruction in reading, writing, and related language skills. Field experience required. Not open to students



who have received credit for EDUC 505. Prerequisite: permission from the School of Education. Corequisite: EDUG 400A.

#### **406 Single Subject Content Teaching. Fall (3), Spring (3).**

Development of methodology and strategies related to curriculum and instructional methods, assessment, and diagnostic strategies, pertaining to the content areas in secondary schools. Focus includes teaching and assessment methodology, including advanced teaching methodology Cognitive Academic Language Learning Approach (CALLA). Field experience required. Not open to students who have received credit for EDUC 506. Prerequisite: permission from the School of Education. Corequisite: EDUG 400D.

#### **407 Multiple Subject Curriculum and Methods II. Fall (3), Spring (3).**

Elements of curriculum design, assessment, and classroom management. Emphasis on the integration of language arts, social studies, physical education, performing arts, and health with math and science. Includes content standards, frameworks, and ELD/SDAIE strategies. Field experience required. Not open to students who have received credit for EDUC 507. Prerequisite: permission from the School of Education. Corequisite: EDUG 400B.

#### **408 Single Subject Content Area Literacy. Fall (3), and Spring (3).**

Develops understanding of theoretical frameworks and processes in secondary-literacy instruction. Focuses on literacy development in the content areas. Candidates develop strategies to promote the reading-writing connection. Discussion focuses on explicit strategies and methods for guiding and developing the content-based reading and writing abilities of all students. Field experience required. Not open to students who have received credit for EDUC 508. Prerequisite: permission from the School of Education. Corequisite: EDUG 400D.

#### **409 Multiple Subject Literacy and Language II. Fall (3), Spring (3).**

Enhances understanding of the theoretical frameworks and processes involved in elementary-literacy instruction. Focuses on effective practices to promote literacy skills among students of diverse cultures, languages, gender, ethnicity, and children with special needs. Introduces elementary curriculum, and addresses early diagnostic and intervention techniques. Not open to students who have received credit for EDUC 509. Prerequisite: permission from the School of Education. Corequisite: EDUG 400B.

#### **452 Teaching Seminar. Fall (3), Spring (3).**

Culmination of the Teacher Credential Program. Consists of a series of topics designed to further develop candidates' professional preparation. Serves also as a summary of course and fieldwork experience. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district. Not open to students who have received credit for EDUC 552. Prerequisite: permission from the School of Education.

#### **453A Student Teaching I. Fall (5), Spring (5).**

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for one semester, constituting a full-time job. Student teaching placements are arranged prior to student teaching by the Director of Fieldwork Experiences. EDUG 453A must be scheduled concurrently with EDUG 452 Teaching Seminar. Not open to students who have received credit for EDUC 553A. Prerequisite: permission from the School of Education. CN only.

#### **453B Student Teaching II. Fall (5), Spring (5).**

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for one semester, constituting a full-time job. Credit for both 453A and 453B precedes recommendation for a multiple or single subject credential. Student teaching placements are arranged prior to student

## Education

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teaching by the Director of Fieldwork Experiences. Must be taken with the second half of EDUG 452. Not open to students who have received credit for EDUC 553B. Prerequisite: permission from the School of Education. CN only.

### **462 Educator's Workshop. (1-4).**

Designed to reflect curriculum trends and issues in education, these workshops are current and topical.

## THE FACULTY

Ralph Angel  
Greg Bills  
Leslie Brody  
Nancy E. Carrick  
Anne Cavender  
Kim Leilani Evans  
Patricia Geary  
Claudia Ingram  
Daniel Kiefer  
Heather King  
Joy Manesiotis  
William E. McDonald  
Eliza Rodriguez y Gibson  
Alisa Slaughter  
Robert Lee Stuart  
Judith A. Tschann

## THE MAJORS

### The Creative Writing Major

The creative writing program's focus is on creative process rather than on specialization in any one genre. Requirements are designed to foster a rapport with all forms of literary expression and to promote community among our majors.

1. Foundation courses:  
Nonfiction Workshop I, Poetry Workshop I, and Fiction Workshop I: ENGL 104, 105, and 107
2. Intermediate courses:  
Nonfiction Workshop II, Poetry Workshop II, and Fiction Workshop II: ENGL 204, 205, and 207
3. Advanced Courses:  
Each student chooses one advanced writing course in poetry, fiction, or nonfiction writing: ENGL 304, 305, or 307.
4. Advanced Seminars:  
Each student must take at least one section of ENGL 410 Creative Writing Seminar.
5. Advanced Literature Courses:  
Each student must take two upper-division courses in literature which may

include extra sections of ENGL 410 Creative Writing Seminar.

### 6. Senior Portfolio:

In the senior year, each student must complete a final portfolio consisting of a significant body of work in a specific genre.

### Recommendations:

- By the beginning of the sophomore year, the student who intends to major in creative writing is expected to choose one of the department's resident writers as an academic advisor and, with that individual, plan an appropriate three-year schedule.
- Foundation and intermediate level courses are taken in all genres. At the advanced level, the student chooses one genre to pursue. Additional advanced-level workshops and seminars in all genres are strongly encouraged.
- Students are encouraged to take additional advanced literature courses and a professional internship: ENGL 385 Practicum.

### The Literature Major

We are immersed in language from the beginning, and it is through language that we imagine our selves, relationships, and worlds. Students in the major examine style, rhetoric, genre, performance, imagination, ethics, cultures, politics, and theories of language within the context of literatures and their histories. They acquire a sensitivity to linguistic nuance and power, and an ability to communicate persuasively, that serve them well in a variety of fields.

Students must fulfill the following requirements (11 courses):

1. ENGL 201 Analysis of Literature
2. A creative writing workshop chosen from ENGL 104, 105, or 107
3. Six courses in literature, four of which must be taken from the 300-level or above, and one of which must be devoted to literature prior to 1800
4. Either ENGL 402 Literary Criticism or ENGL 403 Current Literary Theory
5. ENGL 420 Senior Seminar in Literature
6. One additional English Department course numbered above 200

# English: Writing and Literature

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## Subject Matter Teaching Credential

Students who want to be certified to teach English need to pass the PRAXIS, SSAT, and CBEST examinations. The best preparation for these examinations is a B.A. in English. Consult with the department chair and meet with an advisor in the School of Education for information concerning certification and the Basic Teaching Credential Program (including student teaching). Also, see the School of Education section of this *Catalog* for a detailed list of other requirements.

## THE MINORS

### The Creative Writing Minor

The minor is designed for students to explore creative expression as part of a broad education.

The minor in creative writing consists of a minimum of 24 credits:

- ENGL 104, 105, 107, 204, 205, 207
- Advanced level workshops and seminars are recommended.

### The Literature Minor

This minor is designed for the student who wishes to read, discuss, and enjoy the novels, plays, stories, and poetry of major British, American, and European writers as part of a broad liberal education.

The minor in literature consists of a minimum of 24 credits:

- Genre and analysis (2 courses): ENGL 201, 210, 212, 213, 221, 222, 311, 402, 403
- American literature (2 courses): ENGL 330, 331, 332, 361 (given appropriate topic), 362 (given appropriate topic)
- British literature (2 courses): ENGL 320, 321, 322, 323, 324, 325, 361 (given appropriate topic), 362 (given appropriate topic)

### The Interdisciplinary Minor

Students having completed no fewer than 30 credits with a cumulative grade point average of at least 3.30 are eligible to apply for an interdisciplinary minor in English prior to entering their senior year. The minor consists

of 12 credits of English courses numbered 200 or above plus 12 credits of a second discipline, all 24 credits to be approved by a faculty advisor from the Department of English.

### Advanced Placement in English

Students who score three, four, or five on the test for Advanced Placement in English language/composition will receive 4 credits for ENGL 102. Those whose AP score is three and whose SAT verbal score is below 580 (or whose ACT English score is below 26) must write the challenge exam the first day of final exams their first semester on campus. That exam will either complete their WA requirement or indicate the need for ENGL 101, a 1-credit tutorial in writing. Students with AP scores of three in English composition and 580 SAT verbal or 26 ACT English are exempt from the exam and should enroll in a WB course when they attain junior standing. Those whose AP scores are four or five are exempted from the challenge exam. Students complete the Liberal Arts Foundation requirement in writing by taking any course labeled WB in the *Schedule of Classes* after they attain junior standing.

Students who score three, four, or five on the test for Advanced Placement in English literature/composition will receive 4 credits for ENGL 112 and thereby satisfy the Humanities Literature (HL) portion of the Liberal Arts Foundation requirements.

### Internships and Career Preparation

An internship, ENGL 385 Practicum, is available to interested students during their junior or senior years. Practica enable students to explore a career or determine the field in which they will use the skills developed and refined in their liberal arts major—such as critical reading, writing, analysis, organization, oral communication, problem solving, research, and editing—and offer experience in advertising, public relations, law, journalism, technical writing, book and magazine publishing, film and television, marketing, social services, teaching, and many other fields. Each student chooses a field and, with the help of the internship program advisor, decides on a company,

agency, or other organization within that field. Working with both the program advisor and on-site supervisors, students design a work experience tailored to their career goals.

## Departmental Honors

Qualified students majoring in literature are encouraged to apply for departmental honors. An honors project begins with the selection of a challenging topic and a faculty committee that assists at every step of the process. Advanced research and careful thinking lead to the completion of a formal honors thesis and its defense before the faculty committee. Successful candidates will graduate with honors in English.

**Eligibility:** To qualify for departmental honors, a student must have completed at least 16 credits in the major and 70 credits overall. The candidate should have a minimum GPA of 3.50 in the major and maintain it through graduation.

**Application:** Students should apply during the second semester of the junior year. To apply, students need only record their names with the department secretary and complete the application process in the Office of the Registrar by the end of the second week of classes in their final semester.

**Registration:** Honors candidates majoring in literature should enroll in ENGL 499 for the Fall semester, and in consultation with their advisors should work out a schedule for the thesis defense during the Spring semester.

Every Creative Writing major will enroll in ENGL 441 Senior Portfolio during the student's senior year. The portfolios are evaluated for Senior Honors in Creative Writing.

## Publications and Awards

The department publishes a literary magazine, Redlands Review, showcasing student poetry, fiction, nonfiction, and art. Students hold positions on the editorial board and manage the editing and layout of this publication.

In conjunction with the Academy of American Poets, the department sponsors the Jean Burden Prize in poetry. The department also sponsors an annual fiction contest. Student poetry and fiction are submitted to outside

judges of national repute. Each spring, the department awards the Gene Kanjo prize in literary criticism.

## The Writing Lab

The Writing Lab is available to all College of Arts and Sciences students. The lab offers one-on-one peer tutoring for students who want assistance with essay writing. Tutors are students who have demonstrated writing talent and have completed "Peer Tutor Training," a course in the theory and practice of tutoring writing.

Tutors help students clarify the purpose and focus of their papers, ascertain their audience, and explore appropriate organizational schemes. Tutors may design specific exercises in mechanics or punctuation, but they will not proofread essays; their role is to assist students in all stages of the composing process and to help foster necessary writing skills.

## COURSE DESCRIPTIONS (ENGL)

**100 Expository Writing. Fall (4), Spring (4).** Study of syntax and essay development. Extensive practice writing in a variety of styles.

**101 Writing Tutorial. Fall (1), Spring (1).** Weekly tutorial meetings to review essays and practice critical reading and writing skills. May be repeated for up to three degree credits.

**102/102E Critical Thinking and Writing. Fall (4), Spring (4).** Combination of classroom discussion and individual conferences designed to help students respond critically to readings from a variety of disciplines and to write critical essays that develop carefully reasoned positions on a variety of subjects. Restricted grading option (see course syllabus).

**103E Writing Workshop. Fall (1), Spring (1), Summer (1).** Taken concurrently with ENGL 200E Literary Analysis for Educators, this course supports critical thinking, reading, and writing in the literature content area. Structured

# English: Writing and Literature

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in small group settings, the Writing Workshop seeks to supplement ENGL 200E through review of the writing process and documentation rules, as well as compositional strategies. CN or NU only.

## **104 Nonfiction Workshop I.**

### **Fall (4), Spring (4).**

Nonfiction writing workshop surveying various genres of creative nonfiction, including memoir, biography, and literary journalism. Student presentations, guest speakers, and writing portfolios.

## **105 Poetry Workshop I. Fall (4), Spring (4).**

Beginning-level poetry writing workshop focusing primarily on student writing and stressing process.

## **107 Fiction Workshop I. Fall (4), Spring (4).**

Introductory fiction writing workshop with a primary focus on student writing, while stressing process.

## **110 Poetry. Fall (4) or Spring (4).**

Introduction to poetry and creative expression. Examination of sound, rhythm, and majesty in poetry with a focus on how a poem speaks of our lives.

## **111 Introduction to Film.**

### **Fall (4) or Spring (4).**

Introduction to the history, theory, and criticism of film with an emphasis on how narrative is accomplished through film language such as shots, scenes, and sequences.

## **112 Short Fiction.**

### **Fall (4) or Spring (4) or May Term (3).**

Intensive study of the uses of language to convey and evoke experience. Readings are international in scope, including works of many cultures and countries. Assignments develop skills in analytical reading and writing.

## **114 War in Literature and Film.**

### **May Term (3).**

Exploration of ways in which war is reflected in literature and film, including a variety of genres. Consideration of ethical issues is integral to the course. Extensive writing and

active class discussion are required. EV or NU only.

## **115 European Literature.**

### **Fall (4) or Spring (4).**

Introduction to the literature of Europe. Topics may vary from one year to the next. Typical topics include “Masterpieces of European Literature,” “European Drama,” and “Modern European Fiction.” May be repeated for degree credit given a different topic.

## **116 Modern Russian Fiction. Fall (4) or Spring (4).**

Study of representative works by the major Russian writers of the 19th and 20th centuries and their historical, social, and political context. Writers include Dostoevsky, Tolstoy, Chekhov, Turgenev, Gogol, and Pushkin.

## **117 Politics and Literature. Spring (4).**

Exploration of political themes in literature. Analysis of themes such as justice, power, revolution, and war and freedom in fiction, drama and poetry. Reading includes the literature of writers from ten nations including Ibsen, Kafka, Camus, and Dostoevsky.

## **118 The Literature of the Bible.**

### **Fall (4) or Spring (4).**

Introduction to the Old and New Testaments. Survey of the contents of the Bible, and a study of the various types of literature included. Though this is not a course in Biblical history or criticism, the creation of the canon and critical stances from which the Bible can be read are noted.

## **119 Introduction to World Literature.**

### **Fall (4), Spring (4), or May Term (3).**

Literature from around the globe, covering a variety of genres, periods, and themes. Texts will vary according to instructor but will include works as diverse as the [Tale of Genji](#) (Japan), [Dream of the Red Mansions](#) (China), [Independent People](#) (Iceland), [Things Fall Apart](#) (Nigeria), and [The Bone People](#) (New Zealand).

## **121 Introduction to British Literature.**

**Fall (4) or Spring (4).**

Selection of British works from a variety of genres and periods. Special attention to developing critical and analytical skills.

## **122 Literature in England. May Term (3).**

Travel seminar featuring the reading of selected novels and poems from English literature, visits to a number of literary sites, and several theatre evenings followed by discussions.

## **130 Introduction to American Literature.**

**Fall (4) or Spring (4) or May Term (3).**

Selection of American works from a variety of genres and periods related to themes central to the American experience. Special attention to developing critical and analytical skills.

## **133 African American Literature.**

**Fall (4) or Spring (4).**

Literature from the Eighteenth Century to the present. Major trends and themes are examined from historical, social, and psychological perspectives.

## **138 Literature by U.S. Women of Color.**

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

Students will read Chicana/Latina, African American, Asian American, and Native American women writers in the contexts of their own cultural traditions as well as in the context of broader American Literature and U.S. Third World feminisms. Examines the interlocking effects of racism, homophobia, sexism, and material inequality on literature and literature's role in contemporary society. Offered in alternate years. NU and EV only.

## **139 Chicana/o Literature.**

**Fall (4) or Spring (4).**

This class serves as an introduction to contemporary Chicana/o literature, emphasizing historical and cultural contexts. This class will focus on a body of work that emerges from the Chicana/o movement in the 1960s and that continues to evolve as an expression of artistic and socio-political self-determination. Offered as needed. EV and NU.

## **161 Studies in Literature.**

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

Selected topics, themes, or authors in literary fields. May be repeated for degree credit, given different topics, for a maximum of 8 credits. NU or EV only. Offered as needed.

## **200E Literary Analysis for Educators.**

**Fall (4), Spring (4), Summer (4).**

Introduction to basic principles and practices of critical analysis, with particular emphasis on aspects of literary theory and criticism which provide a foundation for the study and teaching of literature in K–8 classrooms. Prerequisite: Freshman Composition before transfer to the University of Redlands or a WA course. NU only.

## **201 Analysis of Literature.**

**Fall (4), Spring (4).**

This course will introduce students to the close reading of texts, including difficult and experimental works, the performing arts, verse and theory, and will help familiarize them with the idea of literature as a part of history and culture. Students will explore different styles of analysis and interpretation. Prerequisite: sophomore standing; one introductory literature course recommended.

## **204 Nonfiction Workshop II. Spring (4).**

Intermediate creative nonfiction workshop with a focus on various genres of creative nonfiction, including nature and travel writing, cultural criticism, and literary journalism. Student presentations and guest speakers. Prerequisite: ENGL 104.

## **205 Poetry Workshop II. Fall (4), Spring (4).**

Intermediate poetry writing workshop with stress on process. In-depth exploration and refinement of skills. Prerequisite: ENGL 105 or permission.

## **207 Fiction Workshop II. Fall (4), Spring (4).**

Intermediate fiction writing workshop with a focus on refinement and quality. Emphasis on completion and revision of short stories. Prerequisite: ENGL 107.

# English: Writing and Literature

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## **210 Poetry. Fall (4) or Spring (4).**

Exploration of the structures of lyric poetry, with a focus on rhythm, figuration, and tonality. Texts are chosen from a wide range of poets, with an ear for the sheer pleasure of poetic language.

## **211 Film Genres and Auteurs.**

### **Fall (4) or Spring (4).**

Study of the conventions of such film as screwball comedy, gangster, and the Western. Set against convention (rules, norms, and codes) is the director's invention or departure from a genre's traditions. Prerequisite: ENGL 111 recommended.

## **212 Fiction. Fall (4) or Spring (4).**

Survey of representative English, American, and European novels from the Eighteenth Century to the present.

## **213 Drama. Fall (4) or Spring (4).**

Study of dramatic forms in various cultures and periods. May be repeated for degree credit given a different topic.

## **215 Images in Children's Literature.**

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

The stories we tell children can explain away childhood fears or inculcate values we would like to see replicated. Children's stories also reveal how a culture defines childhood. This course covers literature from a variety of time periods and genres, and will expose students to conventions of plot, character, and form. Prerequisite: sophomore standing; one literature course recommended. Offered every year. NU and EV only.

## **217 Images of Women in Literature.**

### **Fall (4), Spring (4).**

Study of images and definitions of womanhood, motherhood, and the "feminine" in various works. Students explore, question, and ultimately seek to reconsider, rewrite, and reclaim women's history. Students will complete projects determined by contract. Prerequisite: sophomore standing. May be repeated for degree credit given a different topic.

## **221, 222 Shakespeare. Fall (4), Spring (4).**

The first semester, Shakespeare to 1600 A.D., covers early plays and the sonnets, the literary traditions and backgrounds of the plays, Shakespeare's language and theater. The second semester covers plays written after 1600 with emphasis on interpreting irony and tragedy through dramatic structure and imagery.

## **241 Linguistics. Fall (4) or Spring (4).**

Theoretical and historical investigation of the English language, through a study of phonology, morphology, syntax, and semantics. Includes review of traditional grammar, introduction to transformational grammar, and discussion of current issues of sociolinguistics. Prerequisite: sophomore standing.

## **242 Studies in Language.**

### **Fall (4) or Spring (4).**

Study of language from different and often opposing points of view based on readings from contemporary linguists and cognitive scientists, French psychoanalytical linguists, historians of the English language, and various philosophers of language. Emphasis on ways in which the study of language enriches the study of literature. Prerequisite: sophomore standing. NU and EV only.

## **261 Studies in Literature.**

### **Fall (3-4) or Spring (3-4) or May Term (3-4).**

Selected topics, themes, or authors in literary fields. May be repeated for degree credit for a maximum of 8 credits given different topics. Offered as needed.

## **301 Advanced Writing Conference.**

### **Fall (1), Spring (1).**

Weekly conference meetings to review writing produced for upper-division classes and to practice skills required for writing in the disciplines. CN only.

## **302 Intermediate Composition.**

### **Fall (4), Spring (4).**

Process-oriented approach to writing. Includes the writing of short position papers, applications and proposals, and a major project. Emphasis on peer review and revision.



Prerequisites: completion of the WA requirement and sophomore standing.

### **304 Nonfiction Workshop III.**

**Fall (4), Spring (4).**

Advanced writing course designed to hone creative non-fiction writing skills through extensive essay and article writing, peer reviews, and in-depth research. Prerequisite: ENGL 204 or permission. May be repeated for degree credit for a maximum of 8 credits.

### **305 Poetry Workshop III. Fall (4), Spring (4).**

Advanced poetry writing workshop with a focus on student writing. Further exploration and refinement of poetry writing skills through advanced workshop critiques. Prerequisite: ENGL 205 or permission. May be repeated for degree credit for a maximum of 8 credits. NU and EV only.

### **307 Fiction Workshop III. Fall (4).**

Advanced fiction writing course designed for students interested in creating a significant work—a novel or unified series of short stories. Plotting, structure, character development, and pacing are considered, and emphasis is placed on substantial progress toward completion of a project. Prerequisite: ENGL 207 or permission. May be repeated for degree credit for a maximum of 8 credits. NU or EV only.

### **308 Critical Writing Workshop: Peer Tutor Training. Fall (3).**

Workshop-style seminar to help critical writers gain authority as they engage in active dialog with other voices. Brief, exploratory, weekly creative writing assignments ask students to become conscious of their own writing practices and help writing tutors learn the skills needed for effective peer reviews. Prerequisite: by recommendation only. CN only.

### **309 Persuasive Writing. Fall (4).**

Students discuss essays by peers and professionals. Ancient and modern theories of rhetoric are used to assist advanced writers in perfecting their skills in analysis and persuasion. Prerequisite: junior or senior standing.

### **311 Film and Literature.**

**Fall (4) or Spring (4) or May Term (3).**

Study of the practice and theory of adapting film from literature, demonstrated in select literary works made into feature films. Prerequisite: ENGL 111 recommended.

### **320 Medieval Literature. Fall (4) or 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 vs. written culture, Gregorian chant, the Bayeux Tapestry, an archaeological dig, and court documents in our literary study. Primary sources from literature, philosophy, and art. Prerequisite: ENGL 201 or permission.

### **321 Renaissance Literature. Fall (4) or Spring (4).**

Study of an exuberant period, characterized by zeal for new learning, for mastering the demands of the physical world, and for scholarship, art, and ethics. Course readings provide different perspectives of the Renaissance as you witness characters and actions and study them within their historical context. Prerequisite: ENGL 201 or permission. May be repeated for degree credit given different topic.

### **322 The Eighteenth Century: Regicides, Libertines, Bluestockings, and Fops.**

**Fall (4) or Spring (4) or May Term (3).**

A tumultuous time period characterized by fear of invasion, scientific experiment, political debate and colonial expansion, the eighteenth century was multifaceted: writers returned to the epic while creating the novel. This course will attempt to clarify the dynamic literary, philosophical, and cultural energies shaping the precursor of our modern world. Prerequisite: ENGL 201 or permission. May be repeated for degree credit given a different topic. EV and NU only.

# English: Writing and Literature

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## **323 The Romantics. Fall (4), Spring (4), or May Term (3).**

We will explore different kinds of Romantic imagination through topics such as the intertextuality of William Wordsworth, Dorothy Wordsworth; Coleridge, Blake, and Byron's eccentric long poems; and the ways in which Jane Austen and Mary Wollstonecraft responded to the "woman question." Prerequisite: ENGL 201 or permission. Offered as needed. EV or NU.

## **324 Victorian Literature. Fall (4), Spring (4), or May Term (3).**

Study of a complex age of expansion and power, and of the growth of the novel as well as experimentation in poetic forms. Topic and texts vary. Prerequisite: ENGL 201 or permission. Offered as needed. EV or NU.

## **325 Modernism. Fall (4), Spring (4), or May Term (3).**

Modernism has become a standard term for the self-conscious revolutions in art, c. 1880-1930. We study the modernists on their own terms, and also from our vantage point a century later. Conrad, Lawrence, Joyce, Mansfield, Yeats, Woolf, and others. Prerequisite: ENGL 201 or permission. Offered as needed. EV or NU.

## **330 American Literature 1620–1855: Republicans and Revolutionaries. Fall (4) or Spring (4).**

Exploration of major movements and themes from America's beginnings to the Civil War. Includes Puritanism, Transcendentalism, Romanticism, the radical creation of the republic, and the search for an American identity, as well as careful study of some of the best American writing through the first half of the nineteenth century. Prerequisite: ENGL 201 or permission.

## **331 American Literature: Industry and Enterprise. Fall (4) or Spring (4).**

Between the Civil War and World War I, America experiences a "golden age," a "gilded age," and an "age of industry." In what manner, and on whose terms, does America come to recognize itself and its experience?

May include works by Whitman, Dickinson, Chestnut, Twain, James, Wharton, Crane, and Dreiser. Prerequisite: ENGL 201 or permission.

## **332 American Literature: Making it New. Fall (4) or Spring (4).**

Examination of American literature from World War I and the beginnings of modernism through post-modern and contemporary poetry and prose. This course will explore the American identities articulated—and subverted—in twentieth-century literature, and will examine stylistic innovation in writers from T.S. Eliot and Jean Toomer to Toni Morrison and John Ashbury. Prerequisite: ENGL 201 or permission. May be repeated for degree credit up to 8 credits given a different topic.

## **361 Studies in Literature. Fall (4) or Spring (4) or May Term (3).**

Selected topics in literary figures and themes. May be repeated for degree credit given different topics. Prerequisite: ENGL 201 or permission.

## **362 Single-Author Seminar. Fall (4), Spring (4), or May Term (3).**

Studying a single author in depth, situating his or her works in their social, historical, and literary context. Authors include figures from any point in the Anglophone literary tradition, including Chaucer, Milton, Austen, Dickens, Melville, Joyce, Woolf, Faulkner, Williams, Merrill, Morrison, Rushdie, and many others. EV or NU.

## **385 Practicum. Fall (4), Spring (4).**

Practical experience in a field of writing: public relations; fund-raising, advertising, and marketing; technical writing; film and television; print and broadcast journalism; magazine and book publishing; and research and law, among others. May be repeated for degree credit.

## **402 Literary Criticism. Fall (4) or Spring (4).**

Survey of literary criticism from ancient times to the middle of the Twentieth Century. Combines representative readings

of influential critics with imaginative writing. Prerequisite: ENGL 201 or permission. NU or EV only

**403 Current Literary Theory. Fall (4) or Spring (4).**

Exploration of representative schools of current literary theory. Topics may vary, but the course is a combination of theory with readings in fiction and poetry. Prerequisite: ENGL 201 or permission. NU or EV only

**410 Creative Writing Seminar. Fall (4), Spring (4), May Term (3).**

This is an upper-level seminar designed for Creative Writing majors, who must take it at least once. Topics will rotate but provide in-depth study for writers. May be repeated for degree credit for a maximum of 12 credits. Prerequisite: ENGL 204, 205, or 207. Offered every year. EV and NU.

**420 Senior Seminar in Literature. Spring (4).**

Capstone planned and conducted jointly by students and professor, including works to be selected and taught by groups of seminar

students. A key part of the seminar is an extensive revision of a research-supported essay that each student has written previously for another course. A final essay will reflect the student's experience as a literature major. A portfolio of papers written for previous literature courses is required as part of this final assignment. Prerequisite: senior standing or permission.

**441 Senior Portfolio. Fall (4), Spring (4).**

Opportunity for senior English majors and Johnston students with emphasis or partial emphasis in writing to work closely with a faculty committee to produce a manuscript in one of the following genres: poetry, fiction, or nonfiction. Parallel readings and conferences with writing faculty. Prerequisites: senior standing and three levels of workshop in the chosen genre. May be repeated for degree credit. NU only.

# Environmental Studies

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## THE PROGRAM DIRECTOR

Lamont Hempel

## THE FACULTY

William C.G. Burns

Karen Kemp

Timothy Krantz

Blodwyn McIntyre

Stuart Noble-Goodman

## THE MAJORS

Students may elect a bachelor of arts in Environmental Studies or a bachelor of science in either Environmental Science or Environmental Management. In addition, Johnston students may develop an individual contract to study areas related to the environment.

### Core Courses

The following courses are required for the B.A. and the B.S.:

- EVST 100 Introduction to Environmental Studies
- EVST 102 Environmental Geography of Southern California
- PHIL 330 Ethics and the Environment or REL 122 Religion and Ecology: Environmental Ethics
- EVST 110 Introduction to Spatial Analysis and GIS
- EVST 250 Environmental Design Studio I
- EVST 300 Environmental Colloquium in Economics, Policy, Planning, and Management
- EVST 475 Capstone Senior Project in Environmental Studies (a minimum of 6 credits is required)
- Practicum (choose one): Environmental Study Abroad\* or Biosphere 2 Semester\* or EVST 350 Environmental Design Studio II or EVST 330 Environmental Policy Clinic or EVST 385 or 485 Advanced Program Internship

*\*Up to 16 credits toward requirements in the major, but only 4 credits count toward core requirements.*

## The Bachelor of Arts: Environmental Studies

In addition to the core requirements, the B.A. requires nine more courses as follows:

- One statistics course from MATH 111, BUS 220, ECON 200, or PSYC 250
- Biological science elective from BIOL 107, 108, 109, or 131
- Two general math and science electives from CHEM 20, 131, 132; BIOL 133, 331, 340; MATH 235; EVST 220, 230, 225, or 305. EVST 260/360 may also be approved, given appropriate topics.
- ECON 155 or 250. ECON 355 also will be accepted, and is recommended for those with the prerequisites.
- Four non-science approved electives (two of the four must be advanced-level courses).

## The Bachelor of Science: Environmental Science

In addition to the core requirements, the B.S. requires eleven more courses, as follows:

- MATH 121 Calculus I or MATH 122 Calculus II
- EVST 231 Introduction to Modeling or BIOL 406 Research in Biosystems Modeling or MATH 235 Differential Equations
- EVST 235 Environmental Impact Assessment or EVST 220 Physical Geography or EVST 305 Ecology for Environmental Scientists
- PHYS 220 Fundamentals of Physics
- Two lower division science courses selected from BIOL 131, 133; CHEM 131, 132; EVST 220, 225, 230
- Four advanced science electives (260–400 level courses) in at least two disciplines
- One non-science environmental elective.

## The Bachelor of Science: Environmental Management

The B.S. in Environmental Management is divided into two concentrations: the first focuses on natural resource controversies and the second focuses on the management of environmental organizations, programs, and business ventures.

In addition to the core requirements, the B.S. requires eleven-twelve more courses, as follows:

## Natural Resource Management and Policy Concentration:

- EVST 305 Ecology for Environmental Scientists
- EVST 325 Public Lands Management *or* EVST 310 Environmental Law *or* EVST 320 Environmental Policy and Management
- EVST 235 Environmental Impact Assessment *or* EVST/MATH 231 Introduction to Modeling *or* EVST 350/450 Advanced Design Studio *or* EVST 330 Environmental Policy Clinic
- ECON 155 Introduction to Environmental Economics *or* ECON 250 Principles of Microeconomics
- ECON 355 Environmental and Natural Resource Economics
- GOVT 111 American National Government *or* approved course in public policy *or* international law/politics
- One approved statistics course (MATH 111, ECON 200, BUS 220, PSYC 250)
- Two approved lower-division science courses
- Two approved advanced science courses

## “Green Entrepreneur” Concentration:

- ACCT 210 Principles of Financial Accounting and Reporting
- ACCT 220 Principles of Managerial Accounting
- BUS 353 Managerial Finance
- ECON 250 Principles of Microeconomics *or* ECON 155 Introduction to Environmental Economics
- ECON 355 Environmental and Resource Economics
- EVST 310 Environmental Law *or* EVST 320 Environmental Policy and Management
- One approved statistics course (MATH 111, ECON 200, BUS 220, PSYC 250)
- Two approved lower-division science courses
- Two approved advanced science courses
- One approved management course

## THE MINOR

Students who minor in environmental studies are required to take all the environmental studies core courses, with the exception of the practicum and the senior capstone.

## Teaching Credential Subject Matter Program in Environmental Studies

Students who wish to be certified to teach science must pass the PRAXIS, SSAT, and CBEST examinations. The best preparation for these examinations is a B.S. or B.A. in Environmental Studies or in a science. Students must meet with the director of the Center for Science and Mathematics and with an advisor in the School of Education for information concerning certification and the teacher education preparation program process. Most students complete the teacher preparation program, including student teaching, during a fifth year after graduation. Please refer to Education section under the College of Arts and Sciences of this *Catalog* for a more detailed list of requirements.

## Program Honors

Students with outstanding records of academic achievement (G.P.A. of 3.3 or higher in the major) may apply for departmental honors during the second semester of their junior year, but no later than the end of the fourth full week of their first semester as a senior. Candidates must complete an honors capstone project on a challenging topic approved by a faculty committee. The project must demonstrate both analysis and synthesis, along with constructive critical thought. Candidates who successfully complete and defend their final projects before a faculty committee will graduate with honors in Environmental Studies.

## The Redlands Institute

Dedicated to applied research in environmental design, management, and policy, the Institute provides advanced students with excellent opportunities for internships and course-related work as members of project teams. Student researchers learn about advanced tools for geospatial data management and modeling in order to analyze and envision complex environmental systems.

# Environmental Studies

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## COURSE DESCRIPTIONS (EVST)

### **100 Introduction to Environmental Studies. Fall (4), Spring (4).**

Overview of the major causes and consequences of pollution, natural resource depletion, and loss of biological diversity. The primary objective is to develop an interdisciplinary understanding of our natural environment, the human impacts that degrade it, and the measures we can take to protect and to restore environmental quality.

### **102 Environmental Geography of Southern California. Fall (4), Spring (4).**

A local geographic “laboratory” for applying environmental concepts and studying the physical and cultural geography of Southern California. Using historical and scientific field surveys, students trace the roots of regional environmental problems. They observe long-term changes in local watersheds and learn about Redlands’ “home biome” as a dynamic system.

### **110 Introduction to Spatial Analysis and GIS. Fall (4) or Spring (4).**

Introduction to concepts of spatial analysis and to geographic information systems (GIS). Emphasis on spatial reasoning and analysis. Topics include spatial data models, data requirements and acquisition, spatial analysis using GIS, implementation within an organization, and especially the application of GIS to problem-solving in other disciplines. Two lectures, two laboratories.

### **210 Energy and the Environment. Spring (4).**

Sources, production, distribution, and consumption of energy are considered with special attention to alternative energy systems—including wind, solar, and geothermal—and conservation. Environmental effects of air and water pollution also are considered. Experiments are conducted to aid in understanding the principles presented. Field trips to regional energy production facilities are included. Prerequisite: MATH 101 or high school algebra or permission. Offered as needed.

### **215 American Environmental Literature. Spring (4).**

Investigation of the ways in which American experience with Nature is both shaped by and reflected through literary fiction and non-fiction, as well as poetry. NU only.

### **220 Physical Geography. Fall (4).**

Exploration of the physical geography of Earth by examination of lithospheric, atmospheric, hydrological, and biological processes. Laboratory includes field methods, topographic map reading, and in-depth discussion of these principles. EV, NU only.

### **225 California Plants: Taxonomy and Ecology. Spring (4).**

Exploration of the biodiversity of California plant life. Lectures focus on the varied physical environments and ecology of California plant communities. Laboratories delve into the intimacies of plant taxonomy and identification. Field trip laboratories will afford first-hand experience with coastal, interior valley, montane and desert plant communities and their environments. Prerequisite: EVST 100 or permission. Offered in alternate years. EV and NU only.

### **230 Biodiversity. Fall (4).**

Examination of global and local biodiversity and the causes and implications of biodiversity decline. Emphasis on threatened and endangered species and human activities related to the decline of species. This course is field trip and project intensive. Prerequisites: EVST 100 or permission. Offered every year. EV and NU only.

### **231 Introduction to Modeling. Spring (4).**

Investigation of the process of modeling. Special emphasis placed on how to build, test, and refine models; how to analyze assumptions and results; and what model limitations are. Includes deterministic and stochastic models, rate equations and population dynamics, and statistical analysis. Final project is tied to outside interests. Prerequisite: MATH 121 or permission. Cross-listed with MATH 231.

## **235 Environmental Impact Assessment.**

### **Spring (4).**

Comprehensive overview of environmental impact assessment. Federal and State legislative foundations governing the content and process of environmental review are examined. Culminates in preparation of an environmental impact report analyzing the potential impacts and mitigations. Grade basis: NU only. Offered in alternate years: 03S.

## **240 Global Environment. Fall (4), Spring (4).**

Analysis of selected problems of global environmental systems, including climate change, ozone depletion, oceanic pollution, and transboundary biodiversity issues. Emphasis on the conversion of environmental science into international law and policy. Examines the roles of international organizations, governments, industry, and trade in the effort to achieve sustainable development. Prerequisites: EVST 100 or permission. Offered in alternate years.

## **245 Marine Environmental Studies. Fall (4), Spring (4).**

Overview of human environmental influence on the oceans. Combines the study of marine science, policy, and management in an effort to understand environmental protection issues arising from coastal development, overfishing, climate change, oil spills, and other threats to marine ecosystems. Prerequisites: EVST 100 or permission. Offered as needed. EV and NU only.

## **250, 350, 450 Environmental Design Studio I, II, III. Fall (4), Spring (4).**

Students work collaboratively in teams on environmental problem-solving projects. Many studios make use of GIS and other spatial analysis tools. Research concepts and tools become more complex in advanced levels of this sequence. Prerequisite for EVST 250: EVST 100 and 110, or permission.

## **260 Topics in Environmental Studies.**

### **Fall (1-4), Spring (1-4), May Term (1-3).**

Topics of current interest in environmental studies such as energy, air quality, water, and

environmental justice. May be repeated for degree credit up to a maximum of 8 credits.

## **300 Environmental Colloquium in Economics, Policy, Planning, and Management.**

### **Fall (4), Spring (4).**

Illuminates the conversion of environmental science into policy and practice. Integrates introductory material in each field, increasing understanding of interactions between scientists, planners, policy makers, and business interests. Students compare at least four distinct perspectives on an environmental issue and select a particular approach for further investigation. Frequent guest lecturers.

## **305 Ecology for Environmental Scientists.**

### **Spring (4).**

Exploration of environmental factors responsible for distributions of species, communities, and biomes with particular reference to human-induced changes in ecology. This is a writing-intensive course with emphasis on scientific writing and the use of the scientific method in ecological research. Prerequisites: EVST 100 and a WA course. Offered every year. EV and NU only.

## **310 Environmental Law. Fall (4), Spring (4).**

Exploration of American legal system and framework of creation, implementation, and interpretation of environmental laws. Study of central role of regulatory agencies in developing and implementing environmental law and of course methods interpreting and shaping it. Includes analysis of major environmental laws and case studies. Emphasis on California and the West. Offered as needed.

## **320 Environmental Policy and Management. Fall (4), Spring (4).**

Examination of policy actors and institutions shaping environmental management and world views from which they are derived. Study of competing discourses, influence of public and private actors and institutions, and interplay between parties. Examination of policy and management implications from standpoints of decision-making content and process. Offered in alternate years.

# Environmental Studies

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**325 Public Lands Management. Spring (4).** Overview of the origins and history of public lands in the U.S. (National Parks, National Forests, Bureau of Land Management lands, and others). Exploration of policies governing public lands and historic and current management practices. Controversial issues on public lands will be examined and debated as will compromises and solutions. Prerequisite: EVST 100. Offered in alternate years. EV or NU only.

**330 Environmental Policy Clinic. Fall (4), Spring (4).** Students and faculty create innovative policy responses to concrete environmental problems, typically resulting in a report or major presentation about a specific environmental improvement strategy to a government client or a group of stakeholders. Emphasis on policy and management strategy design; focus on political, economic, and managerial feasibility of environmental controversy resolution. May be repeated for degree credit, for a maximum of 8 credits, given a different topic. Prerequisite: EVST 300 or 320. Offered in alternate years.

**360 Advanced Topics in Environmental Studies. Fall (1-4), Spring (1-4), May Term (1-3).** Consideration of recent research developments in environmental science with varying topics each semester. Examples include tropical island biogeography, physical biogeography, and California plants' taxonomy and ecology. May be repeated for degree credit up to a maximum of 8 credits.

**EVST 385, 485. Advanced Program Internship. Fall (2-4), Spring (2-4), May Term (2-3).** May be repeated for degree credit for a maximum of 8 credits with permission of the Chair. CN only.

**EVST 475 Capstone Senior Project in Environmental Studies. Fall (2-4), Spring (2-4), May Term (2-3).**

**The Master of Science in Geographic Information Systems**  
The Master of Science in Geographic Information Systems (GIS) program is designed for professionals seeking to enhance their existing academic foundations with comprehensive understanding of Geographic Information (GI) Science fundamentals and the use and application of GI technologies. The program combines the development of strong technical skills and in-depth education in GI Science theory with hands-on experience on real-world projects through the Redlands Institute, the University's largest research unit.

A completed undergraduate degree and professional or internship experience working with GIS is required of all applicants. Graduates of this program are prepared to become GIS practitioners in positions such as project managers, applications specialists, and software development team members. Those who continue as professionals in other fields will be equipped to integrate effectively GI technologies in their work.

This program is offered in cooperation with Environmental Systems Research Institute (ESRI), one of the world's leading GIS companies. Since we share the same community, students in this program enjoy frequent interaction with ESRI's highly educated and experienced GIS professionals and some of their most current projects and technology. Our popular weekly colloquium is held at the ESRI campus so that their staff can also participate. All technology course segments in the program are based on a selection of ESRI's current commercial courses and are taught by professional ESRI instructors.

**Program Components**  
Unlike other College of Arts and Sciences (CAS) programs, this program is offered as a continuous 11-month, full-time, residential program only. Program cycles begin in January and September. (Note that programs starting in January extend over 12 months though there is no instruction in August.) The program is structured into five two-month terms (designated Terms 1 through 5) and a one-month Interim. These terms are completed in sequence by each cohort of



students. Generally, two M.S. GIS terms fall within each of the CAS normal fall and spring semesters. The M.S. GIS Interim corresponds with the CAS May Term, and an additional two-month term runs in June and July.

Each of the first four terms includes a core theory course on a major GI Science theme paired with an intensive, hands-on technology course. Theory courses not only complement the technology courses and ensure that students have the critical theoretical foundations for the relevant technology, but also explore broader issues related to the effective and appropriate application of the technology. The one-month Interim provides an opportunity for students to focus their attention on one of the program's two major themes—Programming or Management.

In most terms, the technology courses include at least one full week of intensive instruction from the current ESRI instructor-led training curriculum. Extended supervised project work following each training segment, often part of real GIS projects at the Redlands Institute, helps students integrate and assimilate the material learned.

Depending on availability, students may choose to focus their education through elective courses and optional seminars in specialized areas such as remote sensing, statistics for GIS, environmental modeling, technical writing, additional technology training, software development, or specific scientific or business application areas.

All students are required to undertake a major individual project applying GI Technology and/or Science to a problem of their choice. Each of the regular terms includes a component directed towards building students' skills in project design and implementation. Opportunities for projects will be explored with staff from ESRI and other organizations in the region. When approved, students also may work on a project relevant to their home country or institution. Students who begin in September will make a formal presentation of their project conclusions in special sessions at the ESRI User Conference in mid-July. Students who begin in January will present their projects to the

campus and local ESRI community in December.

Since this program is evolving along with the emerging and maturing technologies, the most current information about the curriculum, entrance requirements, and application procedures is available on the program's website at <http://www.institute.redlands.edu/msgis> or by contacting the program office at (909) 335-4013 or by e-mail at [msgis@institute.redlands.edu](mailto:msgis@institute.redlands.edu).

## COURSE DESCRIPTIONS (GIS)

### **611 Fundamentals of Geographic Information. (3).**

Modeling geographic reality in information systems, determining and representing location, basic spatial concepts, solving spatial problems, and geographic data sources. Includes a review of GISystems, databases, spatial analysis and cartographic fundamentals, all to be covered in depth later and an introduction to HTML programming, and accessing geographic data on-line. Prerequisite: enrollment in MS GIS program or permission of the Program Director. NU only. Offered once per 11-month program cycle.

### **612 Information Systems Foundations for GIS. (3).**

Provides fundamental theoretical knowledge about information systems in general and the unique demands created by geographic information. Includes data modeling and knowledge representation for spatial data, database schemas and models, consistency constraints, and architectural principles for geographic information systems. Prerequisite: GIS 611 or permission of the Program Director. NU only. Offered once per 11-month program cycle.

### **613 Geographic Modeling and Spatial Analysis. (3).**

Provides a detailed understanding of the range of spatial analytical techniques and the skills necessary for expert application of these techniques to specific problems. Includes fundamental concepts needed to

# Environmental Studies

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understand advanced rule-based, statistical, process-based and deterministic methods of spatial analysis. Prerequisites: GIS 612 or permission of the Program Director. NU only. Offered once per 11-month program cycle.

## **614 Communicating Geographic Information. (3).**

Begins with basic theory of graphic design as it applies to GIS and the fundamentals of cartography then explores statistical mapping, visualization and statistical methods for exploratory data analysis, animation, scientific visualization, interactive maps, 3D, and virtual reality. Prerequisites: GIS 613 or permission of the Program Director. NU only. Offered once per 11-month program cycle.

## **617 Programming for GIS. (3).**

This is an advanced course for students who wish to develop their skills as GIS programmers. Topics include designing program code to handle various coordinate systems, projections, topologic data structures, spatial indexing methods, n-dimensional trees, and cartographic simplification. Prerequisites: at least one course or demonstrated expertise in Java, C++, or Visual Basic plus enrollment in the MS GIS program or permission of the Program Director. NU only. Offered once per 11-month program cycle.

## **618 Managing GIS. (3).**

Explores the full range of critical aspects related to strategic, operational, and project management for GIS. Includes business planning, organizational frameworks, organizational policy and protocols, staffing requirements, project planning and prioritization, economics of GI, ethical and legal issues, and impacts of GIS on society. Prerequisites: enrollment in MS GIS Program or permission of the Program Director. NU only. Offered once per 11-month program cycle.

## **621 Introduction to Geographic Information Technology. (2).**

Provides necessary foundation of skills in geographic information technology used throughout the program. Following an introduction to the program's information tech-

nology infrastructure, students complete an intensive one-week training course to acquire advanced ArcGIS skills. Group work on supervised class projects supplementing taught theory and technology concepts follows each training segment. Prerequisites: enrollment in MS GIS Program or permission of the Program Director. NU only. Offered once per 11-month program cycle.

## **622 Creating and Managing Geodatabases. (2).**

Focuses on the important database component of GI Technology. Following brief review of fundamental database skills, students complete an intensive one-week training course to acquire geodatabase design skills. Group work on supervised class projects supplementing taught theory and technology concepts follows the training segment. Prerequisites: GIS 621 or permission of the Program Director. NU only. Offered once per 11-month program cycle.

## **623 Working with GIS. (2).**

Provides mastery of the complex suite of spatial analysis functionality available in GISystems. Following brief review of simple spatial functions in ArcGIS, students complete an intensive one-week training course to acquire advanced spatial analysis skills. Group work on supervised class projects supplementing taught theory and technology concepts follows the training segment. Prerequisites: GIS 622 or permission of the Program Director. NU only. Offered once per 11-month program cycle.

## **624 Customizing GIS for the Web. (2).**

Provides students with the basic skills needed to create WebGIS applications. Following brief review of programming skills, students complete an intensive, one-week training course to acquire the skills necessary to put GIS on the web. Extensive group work on related class projects follows the training segment. Prerequisites: GIS 623 or permission of the Program Director. NU only. Offered once per 11-month program cycle.

## **631-634 MS GIS Colloquium. I-IV. (0).**

Provides students with exposure to advanced research and innovative developments in GI Systems and Science and the opportunity to hear presentations from GIS researchers, analysts, developers, and managers who live in or visit the Redlands region. Prerequisites: Enrollment in the MS GIS Program. CN only. Offered once per 11-month program cycle.

## **671-673 MS GIS Elective. (1-4).**

This course number is to be used only when a unique section number is required to enable participation of MS GIS students in courses offered elsewhere in the University. Prerequisite: enrollment in MS GIS program and approval of the Program Director. NU only.

## **691 Project Preparation I. (1).**

One of a series of courses intended to give students a foundation in GIS project design and assist them in preparing to undertake their major project required for graduation. The first term session of this class explores project definition and needs assessment. Prerequisite: enrollment in MS GIS program. NU only. Offered once per 11-month program cycle.

## **692 Project Preparation II. (1).**

One of a series of courses intended to give students a foundation in GIS project design and assist them in preparing to undertake their major project required for graduation. The second term session of this class explores data inventory and data evaluation based on needs assessments completed in the first term. Prerequisite: GIS 691. NU only. Offered once per 11-month program cycle.

## **693 Project Preparation III. (1).**

One of a series of courses intended to give students a foundation in GIS project design and assist them in preparing to undertake

their major project required for graduation. The third session of this class explores GIS project requirements analysis and further develops student project ideas. Prerequisite: GIS 692. NU only. Offered once per 11-month program cycle.

## **694 Project Preparation IV. (1).**

One of a series of courses intended to give students a foundation in GIS project design and assist them in preparing to undertake their major project required for graduation. This session explores GIS project design and implementation planning. Upon completion, students will be prepared to complete their major graduation projects. Prerequisite: GIS 693. NU only. Offered once per 11-month program cycle.

## **695A Project Preparation V. (4).**

In order to graduate, all students must undertake a major project applying GI technology and/or science to a project of their choice. Based on work completed in GIS 691-694, students complete their project during Term 5 and make a formal public presentation of their results. Prerequisite: GIS 694. NU only.

## **695B Project Report. (2).**

This final project course provides for completion of the final report of the project. May be repeated. Prerequisite: GIS 694. CN only.

# French

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## THE FACULTY

Francis T. Bright

Danièle Chatelain Slusser

## THE MAJOR

To qualify for a French major, students must complete 36 credits beyond FREN 102. 16 credits must be taken in residence with department faculty. At least 12 of these credits in residence must be taken in courses numbered 400 or above. A candidate entering at the third-year level is considered to have completed 8 of the 36 required credits. These exempted credits apply only to the major and not to the 128 total credits required for graduation. A semester at the Institute of European Studies, in either Paris or Nantes, is recommended in the junior year. In addition to its own diversified offerings, the institute makes it possible for students having the proper degree of proficiency to register at the universities of Paris and Nantes as well as the Ecole du Louvre, the Institut Catholique, and the Institut d'Etudes Politiques.

## THE MINOR

A minor in French requires 28 credits beyond FREN 102. Students starting at the third-year level or beyond are considered to have completed 8 of these credits. These exempted credits apply only to the minor and not to the 128 total credits required for graduation. Students also are required to take at least one 400-level course (for 4 credits) in residence with department faculty.

## Course Sequencing

Courses must be taken in the correct sequence, i.e., FREN 101, 102, 201, 202, 301, 302. While a student might enter the sequence at a level beyond FREN 101, no student subsequently can receive credit for a course lower in the sequence than the highest numbered course already completed. This regulation applies only to language courses, not to civilization and literature courses beyond FREN 302.

## Placement in French

Students with previous experience in French must take the French placement exam before enrolling in a French language course.

## Advanced Placement in French

**French language:** Students receiving a score of three on the Advanced Placement test receive 4 credits for FREN 102; those scoring four or five receive 8 credits for FREN 201 and 202.

**French literature:** Students scoring four or five receive 8 credits for French literature.

## Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. Admission to the program may come by invitation from faculty in French or, should students initiate their own applications, by faculty approval. Interested students should consult, during the course of their junior year, with French program faculty for information about the application procedures and requirements.

## Departmental Honors Requirements

- Students must have a minimum 3.45 cumulative GPA at the time of application.
- Interested students must apply no later than the advanced registration period (for the following Fall) during the Spring semester of their junior year.
- Students will enroll for 4 credits of honors work in the Fall semester of their senior year to do research and to complete a rough draft of the thesis. In the Spring of the senior year, students will carry 2 credits to finish the final draft and to defend the thesis orally before the committee.
- The honors thesis will be a scholarly research paper in French of 50–75 pages in length.
- The honors committee will consist of faculty in French plus another professor mutually agreed upon by the student and the French faculty.

## COURSE DESCRIPTIONS (FREN)

**101–102 First-Year French. Fall (4), Spring (4).**  
Pronunciation, conversation, essentials of grammar and composition, and reading of elementary texts for students who have had no French. Those with previous experience in French who are not ready for FREN 201 must obtain permission from the department to take first-year French.

**201–202 Second-Year French. Fall (4), Spring (4).**

Review of grammar, with emphasis on conversation and contemporary French culture. Introduction to French literature and culture through selected reading materials. Prerequisite: FREN 102 or two or three years of high school French.

**301–302 Third-Year French. Fall (4), Spring (4).**

Review of essential points of grammar. Readings in literature, history, and culture. Emphasis on oral presentation and discussion. Prerequisite: FREN 202, or three or four years of high school French, or permission.

**450 French Theater. Spring (4).**

Evolution of the theater in France from the 17th century to the present. Reading, lectures, and discussions in French. Prerequisite: FREN 302 or equivalent. Offered as needed.

**451 The Novel in France. Fall (4).**

Development of the novel in France from the 17th century to the present. Readings, lectures, discussions, and films in French. Prerequisite: FREN 302 or equivalent. Offered as needed.

**452 French Lyrical Poetry. Spring (4).**

Development of lyrical poetry in France from the 14th century to the present. Lectures, readings, and discussions in French. Prerequisite: FREN 302 or equivalent. Offered as needed.

**456 French Cinema. Spring (4).**

Examination of the development of cinema in France from its beginnings in the silent era to the nouvelle vague and cinema today.

Lectures, discussions, and student exposés in French. All films in French with English subtitles. Prerequisite: FREN 302 or equivalent. Offered as needed.

**458 France Today. Fall (4).**

Study of contemporary French institutions both in their historical and traditional form and as they are being transformed today as a result of international influences. Readings, discussions, and exposés in French. Prerequisite: FREN 302 or equivalent. Offered as needed.

**459 The Francophone World. Fall (4).**

Exploration of the social, cultural, and artistic development of countries in which French is the primary language. Alternate focus on (1) Africa and (2) the New World. Readings, slide lectures, discussions, films, and exposés in French. Prerequisite: FREN 302 or equivalent. May be repeated for degree credit given a different topic. Offered as needed.

**463 Topics in French Literature. Fall (4).**

Diverse topics in French literature dealing with either specific themes, currents of thought, or genres and forms. Readings, lectures, discussions, and films in French. Prerequisite: FREN 302 or equivalent. May be repeated for degree credit given a different topic. Offered as needed.

**464 Interdisciplinary Studies in French. Fall (4) or Spring (4).**

Interdisciplinary approaches to key issues, places, personalities, periods, or movements in French intellectual and cultural history. Topics chosen are examined from the following perspectives: literature, art, architecture, urbanism, politics, religion, science. Topics include the Renaissance, the Enlightenment, the French Revolution, romanticism, fin de siècle, surrealism, and Paris. Prerequisite: FREN 302 or equivalent. May be repeated for credit given a different topic. Offered as needed.

**466 Seminar. Spring (4).**

Detailed study in selected areas of French language, literature, and philosophy. Topics to be assigned. Prerequisite: permission. Offered as needed.

# German

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## THE FACULTY

Joseph H. Magedanz

Barbara C. Pflanz

## THE MAJOR

Students electing to major in German must complete the following requirements:

- GERM 201, 202 Second-Year German (8 credits)
- One or two semesters at an approved program in Germany or Austria
- Four courses in German language skills chosen from GERM 301, 302, 303, 304 or courses in approved off-campus study centers (16 credits)
- Three courses in German studies chosen from GERM 401, 404, 460, or courses in approved off-campus study centers (12 credits)
- One course in Art History, Economics, Government, History, or Philosophy chosen in consultation with the faculty of the German program. Coursework must reflect a German studies component.
- Senior comprehensive examination: The Zentrale Mittelstufenprüfung, with a passing grade of “ausreichend.”

Students with previous work in German may enter this sequence at a level appropriate to their preparation. Those who begin at the third-year level (GERM 301 or above) are exempt from 8 credits of the major or minor program requirements. These exempted credits apply only to the major or minor, not to the 128 total credits required for graduation.

All students majoring in German must complete at least 16 upper-division credits in German in residence.

## Single-Subject Teaching Credential

The German Department is currently in the process of applying for approval by the State of California Commission on Teacher Credentialing of its teacher preparation program. Until approval is granted, students must pass the PRAXIS and SSAT exams. Once the program is approved, the PRAXIS and SSAT

exams will not be required for those who successfully complete the approved program.

Students who wish to be certified to teach German should meet with advisors in the German Department for guidance and information. Most students complete the teacher preparation program, including student teaching, during a fifth year after graduation.

## Requirements:

- GERM 259, 301, 302, 303, 304, 401, 404, and 460

## THE MINOR

The minor in German requires a minimum of 28 credits chosen from courses numbered GERM 201 or above. The courses chosen shall include at least one from GERM 401, 404, or 460. A passing grade of “ausreichend” on the Zertifikat Deutsch and one or two semesters at an approved program in Germany or Austria are required for the minor.

## Advanced Placement in German

**German Language:** Students who score a three receive 4 credits for GERM 201; those who score a four or five receive 8 credits for GERM 201 and 202.

## Departmental Honors

Students in German will be awarded honors upon passing the examination for “Das kleine deutsche Sprachdiplom,” an internationally recognized diploma issued by the Goethe Institute of the Federal Republic of Germany.

## Web Site

For current information on the German Program, please visit our web site at [www.redlands.edu](http://www.redlands.edu) where you will find a link to German from “Academics.”

**COURSE DESCRIPTIONS (GERM)****101–102 First-Year German.****Fall (4), Spring (4).**

Practice in understanding and speaking German of moderate difficulty. Introduction to the contemporary civilization and culture of German-speaking peoples. Presentation of major grammatical aspects of the structure of the language. For beginners only. Four hours of instruction, one hour of language or video laboratory.

**150, 250, 350 Keeping Up Your German.****Fall (1), Spring (1).**

An atmosphere of congenial, loosely structured conversations in German, spiced by occasional native-speaker guests. Designed to maintain and refresh oral skills. Prerequisite: permission. May be repeated once for degree credit. Offered as needed. CN only.

**201–202 Second-Year German.****Fall (4), Spring (4).**

Practice of oral and written language skills. Presentation and study of various aspects of German civilization and culture. Continued study and review of grammatical structures; listening practice in video or language laboratory. Prerequisite: GERM 102 or permission.

**259 German Linguistics. Fall (4),****Spring (4).**

Introduction to comparative, historical, descriptive, contrastive, and applied linguistics based on the study of the German language. Prerequisite: GERM 202. Offered in foreign study centers only.

**301 Readings in German. Fall (4).**

Practice in developing a reading fluency permitting rapid reading with understanding and minimal use of a dictionary. Readings include selections from contemporary German periodicals, children's literature, advertisements, popular media, and the writings of present-day authors. Prerequisite: GERM 202 or permission. Offered as needed.

**302 Advanced Conversation in German.****Fall (4).**

Guided conversations with special attention to linguistically and culturally acceptable utterances in selected everyday situations. Goal-oriented vocabulary building and advanced listening practice. Prerequisite: GERM 202 or permission. Offered as needed.

**303 Practice in Translation. Spring (4).**

Introduction to the specialized skill of professional translation and writing. Texts of a variety of styles will be assigned with an emphasis on developing competent, idiomatic writing. Prerequisite: GERM 202 or permission. Offered in alternate years: 05S.

**304 Writing in German. Spring (4).**

Strengthening and enhancing communicative skills through writing. Review and practice of grammatical and syntactical patterns essential to mastery of the structure of the German language. Prerequisite: GERM 202 or permission. Offered in alternate years: 04S.

**360, 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 360: GERM 202 or above. Prerequisite for 460: one course numbered 301 or above. May be repeated for degree credit, given a different topic. Offered as needed.

**401 Survey of German Literature. Fall (4).**

Survey of German Literature with emphasis on literary movements and genres as related to historical events and cultural developments. Prerequisite: GERM 301 recommended. Offered as needed.

**404 Germany Today. Fall (4) or Spring (4).**

Survey of present-day German society. Topics selected are current issues as highlighted in contemporary German media.

# German

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Prerequisite: one course numbered 301 or above. Offered as needed.

## Salzburg Courses

The following courses are only offered at the University's study abroad program in Salzburg, Austria. For additional information on this program, please see the Off-Campus Study section of this *Catalog*.

### 101S–102S First-Year German (Salzburg).

**Fall (4), Spring (4).**

Study of basic elements of the German language for beginning students. Emphasis on development of skills enabling students to understand and speak German of moderate difficulty, focusing on the elementary grammatical structures and a core vocabulary needed for use in conversations and interactions in Salzburg. Prerequisite for GERM 102S: GERM 101.

### 125S Cultural Traditions of Salzburg (Salzburg). May Term (3).

An interdisciplinary examination of the history, customs, and environs of Salzburg. Selected texts provide background for classroom lectures and discussion as well as on-site visits. Basic German language instruction is included as are a possible family-stay weekend and a week's visit to Vienna. EV and NU only. Offered as needed.

### 201S–202S Second-Year German (Salzburg). Fall (4), Spring (4).

Continued study and review of basic elements of the German language and grammatical structures while developing a core vocabulary of words and phrases for use in conversations and interactions in Salzburg. Exercises in reading, writing, listening, and speaking. Differences in learning styles, customs, and traditions between Americans, Austrians, Germans, and other Europeans will be explored. Prerequisite for GERM 201S: GERM 102 or permission. Prerequisite for GERM 202S: GERM 201 or permission.

### 350S Third-Year German (Salzburg).

**Fall (4), Spring (4).**

Third-year level study and practice of reading, writing, and conversation. Tailored to take advantage of the cultural and linguistic resources in Salzburg. Prerequisite: GERM 202 or permission.



## THE FACULTY

Graeme Auton  
Robert J. Jackson  
Barbara J. Morris  
Michael Ng-Quinn  
Arthur G. Svenson  
Edward Wingenbach  
Stephen Wuhs

## THE MAJOR

The major in government consists of a minimum of 44 credits. GOVT 111 and 123 are required and must be completed before the junior year. In addition, students must complete the following requirements:

1. American Politics: one course from 301–308
2. Comparative Politics: one course from 217, 236, 320–330
3. International Relations: one course from 242, 344–351
4. Political Theory: one course from 210, 310–319, 321
5. Advanced Seminars: two courses from GOVT 400–440
6. GOVT 450 Senior Capstone Seminar

With prior approval of their academic advisors and the Government Department chair, students may count upper-division courses offered by other departments, off-campus coursework (such as Washington Semester or foreign study programs), internships, and individualized study courses for up to 12 credits toward the major. With prior approval of their academic advisors and the Government Department chair, students may take a course other than an internship or individualized study as a substitute for one of the required advanced seminars.

Students who plan to major in government should work closely with their advisors to select appropriate courses outside the department to expand the breadth of their education. Of particular importance as foundations are HIST 122, ECON 250 and/or ECON 251, SOAN 100, statistics, and courses in writing and speech.

Since government courses are an integral part of the international relations major, students are not permitted to major or minor in both government and international relations.

## Social Science Program

This is a program for students planning to teach government or social science at the secondary school level. Information on the program, approved by the California Commission on Teacher Credentialing, is available from the Government Department office. Prospective credential candidates must coordinate advising with the coordinator of the program in the Government Department, and the School of Education.

## THE MINOR

A minor in government consists of a minimum of 24 credits in the department and must include GOVT 111 and 123.

## Advanced Placement in Government

Students receiving scores of four or above on an AP American Government Examination may enroll in upper-division government courses from GOVT 300–308; those who receive a grade of 3.0 or higher in that course will be given credit for GOVT 111. Moreover, students receiving scores of three or above on an AP Comparative Politics examination may enroll in government courses from GOVT 320–352; those who receive a grade of 3.0 or higher in that course will receive credit for GOVT 123.

## Departmental Honors

All senior majors having a cumulative departmental average of 3.45 or better are eligible to apply for admission to the honors program. Applicants must submit a thesis proposal; if the proposal is approved by the department, the student is eligible for honors upon completion and successful defense of the thesis. Interested students should consult with the department chair about the application procedure and requirements.

## Related Programs

Government students who are interested in prelaw or the international relations major

# Government

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should consult the appropriate sections in this *Catalog*.

## COURSE DESCRIPTIONS (GOVT)

### **111 American National Government and Politics. Fall (4), Spring (4).**

Introduction to the dynamics of government and politics in the United States and analysis of major contemporary public policy problems.

### **123 Introduction to World Politics. Fall (4), Spring (4).**

The principal problems facing the world community and its constituent states and nations, especially crisis areas. A basic introduction to international relations and/or comparative politics and a guide to fuller understanding of current events and the conceptual issues that help students to understand them.

## American Politics

### **301 California Politics. Spring (4).**

A three-part course. The first part focuses on the current political environment in California, learning who the representatives are and how the system works, the second portion centers on reflection upon the past, and in the last section students study how California's institutions have formed and evolved over the years. Prerequisite: GOVT 111.

### **303 Public Policy.**

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

Thorough investigation into public policy in the United States. Examination of the making of policy through a combination of theoretical models and substantive case studies. Organized around two major questions: what is the policy making process in the U.S.? And who controls this process? Prerequisite: GOVT 111. Offered in alternate years.

### **304 Congress and the Bureaucracy.**

#### **Fall (4) or Spring (4).**

In-depth analysis of the U.S. Congress emphasizing the relationship between

Congress and the executive branch. Prerequisite: GOVT 111.

### **305 Sex, Power, and Politics.**

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

Examination of the impact of gender upon power relations and politics in the United States. Addresses the central dilemma of modern feminist thinking: the need to make gender both matter and not matter at the same time. Inherent to the course is discussion of the interrelationships among gender, class, race, power, and politics. Prerequisite: GOVT 111. Offered in alternate years.

### **306 Constitutional Law:**

#### **National and State Powers. Fall (4).**

Examination of governmental powers focusing primarily upon the Supreme Court's interpretation of constitutional language contained in Articles I, II, III, VI, and Amendment X; the relationships among legislative, executive, and judicial powers, as well as the nexus between national and state powers, are extensively explored. Prerequisite: GOVT 111.

### **307 Constitutional Law:**

#### **Liberty and Authority. Spring (4).**

Analysis of the Supreme Court's interpretation of both substantive and procedural rights as they are outlined in the Bill of Rights and are applied to state governments. The ever-present tension between individual rights and social responsibility serves as the thematic framework. Prerequisite: GOVT 111.

### **308 American Presidency.**

#### **Fall (4) or Spring (4).**

The operations of the modern presidency given the constraints and opportunities provided by the U.S. Constitution and other political, economic, and cultural factors. Prerequisite: GOVT 111.

### **360 Special Topics in**

#### **American Government.**

#### **Fall (4), Spring (4), or May Term (3).**

Selected intermediate topics in American government chosen to reflect student interest and instructor availability. May be repeated

for degree credit for a maximum of 8 credits given a different topic. Prerequisite: GOVT 111. Offered as needed.

## Comparative Politics

**222 Asian Politics and Development. Fall (4).** The historical background and contemporary development of selected Asian countries, especially China and Japan, emphasizing the political framework within which development strategies are proposed, debated, and implemented. The Chinese revolution and its effects on subsequent political and economic development are put into perspective. Prerequisite: GOVT 123 or permission.

**223 The Chinese State. Spring (4).** Using China as an example, we examine how a state reproduces itself through increasing its capacity and strengthening its cohesiveness. Topics include definitions of state, its origins, normative order, material and institutional capacity, penetration of and responses to society, integration and disintegration, elite, political participation, and external environment. Prerequisite: GOVT 123 or 222 or permission. Offered as needed.

**229 Field Experience: Exploring South America. May Term (3).** Intended to familiarize students with topics and issues of concern related to South America. Issues such as ecology, economics, human rights, democratization, and Native Americans are examined first-hand through travel to Manaus, Rio, Paraguay, and Buenos Aires, with class sessions after the trip. Offered as needed.

**236 Ethnicity and Ethnic Conflict. Fall (4) or Spring (4).** Investigation of the social and political connections between modernization and the emerging politics of ethnicity on a worldwide scale. Examination of several current examples of ethnic conflict and exploration of several theoretical approaches to race, ethnicity, nationality, and the modernization process. Review of various ethnic and anti-ethnic political movements in the United

States and worldwide. Prerequisite: GOVT 123 or SOAN 100 or permission. Cross-listed with SOAN 236. Offered in alternate years.

**320 Governments and Politics of Europe. Spring (4).** The organization, functioning, political behavior, and contemporary problems of major European governments and European inter-governmental regimes and organizations. Prerequisite: GOVT 123.

**322 Political Change. Fall (4), Spring (4), or May Term (3).** The 20th century saw dramatic processes of political restructuring—including revolutions, democratic breakthroughs, and authoritarian reversals. This course introduces and employs contemporary theoretical approaches to examine and compare these macro-level processes of political and economic change (including case studies from Latin America, Eastern and Western Europe, and sub-Saharan Africa). Prerequisite: GOVT 123. Offered in alternate years.

**328 Comparative Politics. Fall (4).** Exploration of the basic concepts, theories and debates in the sub-field of comparative politics. The goals are to understand the methods and skills required for comparing political systems, to evaluate and critique various approaches in comparative politics, and to do theoretical and empirical comparisons of contemporary global problems such as revolution, development, political change, and integration. Prerequisite: GOVT 123 or permission. Grade basis: NU only. Offered in alternate years.

**330 Latin American Politics and Development. Spring (4).** Introduction to the dynamics of politics in Latin America and contemporary issues of concern. Examination of political stability and recent trends toward democratization. Assessment of the success and/or failure of the different types of political systems in 20th-century Latin America, focusing on the role of landowners, the military, political parties, labor unions, and the church.

# Government

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Prerequisites: GOVT 123 or permission. Offered as needed.

## **362 Special Topics in Comparative Politics. Fall (4), Spring (4), or May Term (3).**

Selected intermediate topics in comparative government chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 8 credits given a different topic. Prerequisite: GOVT 123. Offered as needed.

## **International Relations**

### **242 Asian International Relations.**

**Spring (4).**

History and structures of international relations in Asia since World War II. The Cold War, the Chinese civil war, U.S. involvement, the Korean War, and the conflict between China and Vietnam. Foreign policies of China, Japan, the two Koreas, the United States, and the former Soviet Union and Russia. Prerequisite: GOVT 123 or permission.

### **344 International Law and Organization.**

**Spring (4).**

Various forms of the quest for world order, emphasizing issues of international law and the structure and functioning of intergovernmental organizations, including the United Nations. Prerequisite: GOVT 123.

### **346 Foreign Policies of Russia and the Former Soviet States. Fall (4).**

The first part of the course is an overview of the Soviet Union's foreign policy from 1917–1991. The second part is an examination of the international ramifications of the break up of the Soviet Union and discusses the diverse foreign policy objectives (and circumstances) of the newly independent states of the former Soviet Union, concentrating on Russia. Prerequisite: GOVT 123.

### **350 American Foreign Policy. Fall (4).**

How to analyze American foreign policy. Variables discussed include idiosyncrasy, roles, perception and misperception, political culture, interest groups, the media, public opinion, bureaucratic behavior and politics,

decision-making, multiple advocacy, the Congress, the international system, and international political economy. Prerequisite: GOVT 123 or permission.

### **351 Issues in American Foreign Policy.**

**Spring (4).**

Selected problems and issues of U.S. foreign policy in a post-Cold War world. Focus on such topics as the consequences of the break-up of the Soviet Union, nuclear proliferation, the future of U.S. relations with “traditional” allies in Europe and Asia, the evolving American relationship with the Third World, and the future circumstances of U.S. foreign economic policy. Prerequisite: GOVT 123.

### **364 Special Topics in International Relations.**

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

Selected intermediate topics in international relations chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 8 credits given a different topic. Prerequisite: GOVT 123. Offered as needed.

## **Political Theory**

### **210 Politics and Morality. May Term (3).**

Intensive study of selected contemporary political dilemmas from theoretical and ethical perspectives. Students will learn to analyze political controversies, become familiar with the theoretical assumptions behind the problem, and develop and vigorously defend coherent positions. Persuasive writing and debate emphasized. Offered as needed.

### **310 Classical Political Thought. Fall (4).**

Intensive reading of the political texts forming the foundation of the Western tradition of political philosophy. Emphasis on ancient Greek thought, particularly Plato, Aristotle, and Sophocles, with some survey of Roman, medieval, and/or Confucian political thought.

**314/314E Modern Political Thought.**

**Spring (4), Summer (4).**

Origin, defense, and criticism of capitalistic democracy and political liberalism. Original works of such theorists as Hobbes, Locke, Madison, Rousseau, Mill, Marx, and Lenin. GOVT 314E is offered as needed.

**317 Feminist Political Theory.**

**Fall (4) or Spring (4).**

Survey of the philosophical/theoretical approaches taking gender as central to the analysis, investigation, and explication of politics and political phenomena. Topics may include the social construction of gender, power, and identity; oppression and liberation; feminist legal theory; women and democracy; gender and race; etc. Prerequisite: Any political theory course or permission. Offered as needed.

**318/318E American Political Thought and Practice. Fall (4) or Spring (4).**

Examination of both the distinctly American forms of political philosophy and theoretical approaches analyzing the practice of American politics. Readings include primary texts (particularly the founding), normative theory, and interpretive approaches. Topics may include the Constitution, equality, individualism, pluralism, pragmatism, race and gender in American politics, and citizenship. Prerequisite for 318E: permission from the Liberal Studies Program. Offered as needed.

**319 Contemporary Political Theory.**

**Fall (4) and Spring (4).**

Survey of the major ideas and approaches to political theory developed since 1900. Texts and themes vary, but may include modern liberalism, political identity (theories of race, gender, ethnicity), morality, nihilism, justice and distribution, power, postmodernism, cultural studies, mass society, and/or ethics. May be repeated for degree credit. EV or NU. Offered as needed.

**321 Democratic Theory.**

**Fall (4) or Spring (4).**

Examination of the historical development of, and current approaches to, the concept of

democracy. Particular focus is given to contemporary debates about the meaning of participation, representation, deliberation, postmodernism, and the limitations of modern forms of democracy. Prerequisite: GOVT 310, 314, or permission.

**361 Special Topics in Political Theory.**

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

Selected intermediate topics in political theory chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 8 credits given a different topic. Prerequisite: any political theory course or permission. Offered as needed.

**Advanced Seminars**

**400 Advanced Seminar in American Politics. (4).**

Topics are announced in the *Schedule of Classes*. Prerequisite: at least one course from GOVT 301–308.

**402 Advanced Seminar in Public Law. (4).**

Topics are announced in the *Schedule of Classes*. Prerequisite: GOVT 306 or 307.

**410 Advanced Seminar in Political Theory. (4).**

Topics are announced in the *Schedule of Classes*. Prerequisite: at least one course from GOVT 310–318.

**420 Advanced Seminar in Comparative Politics. (4).**

Topics are announced in the *Schedule of Classes*. Prerequisite: at least one course from GOVT 222–236, 320–330.

**440/440E Advanced Seminar in International Relations. (4).**

Topics are announced in the *Schedule of Classes*. Prerequisite for GOVT 440: at least one course from GOVT 242, 344–351. Prerequisite for GOVT 440E: One government or international relations course, or permission.

# Government

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## **450 Senior Capstone Seminar.**

**Fall (4), Spring (4).**

Integrative review of the various approaches to the study of politics. Students are given an opportunity to engage in serious independent research. Students will design, research, and produce a major research paper. The course includes significant peer evaluation and culminates in a research presentation. Honors students should take this seminar as preparation for completion of the honors thesis. EV and NU only.

## **Elective**

### **485 Specialized Internship in Law. (2–4).**

A work-related experience, usually with a local law firm, that serves to enrich understanding of the law.

## THE FACULTY\*

Robert Y. Eng  
 Margaret Foley  
 John Glover  
 Jennifer Keene  
 Sandra Moats  
 Kathy J. Ogren  
 James A. Sandos  
 David Tharp

\*Adjunct faculty are listed at the back of this Catalog.

## THE MAJOR

Students who choose to major in history must complete the following minimum requirements, usually in the sequence outlined:

1. Four foundation courses, ordinarily to be completed by the end of the sophomore year:
  - HIST 101 World History to 1450
  - HIST 102 World History since 1450
  - HIST 121 American Civilization I
  - HIST 122 American Civilization II
2. Five electives, at least two of which must be at the 300 or Theories and Methods level. Note that in choosing their five electives, majors must complete at least one course (at the 100, 200, or 300 level) in each of the following three areas of cultural or geographical focus: Europe; Asia; and Africa, Latin America, or the Middle East. (HIST 272 America and Asia and HIST 274 Vietnam count as Asian focus.) In choosing their two remaining electives, majors may make their selections from among any of the Department's area, thematic, or topical options, including, of course, any of the available or appropriate 200 or 300 level offerings in American or U.S. history.
3. Capstone experience:
  - HIST 450 Historiography and Research Seminar plus one of the following options:
    - a) HIST/SCSI 460 Senior Research Seminar (portfolio of written work from history classes required); or
    - b) Completion of an approved history

- honor project (see DEPARTMENTAL HONORS section below); or
- c) Completion of any one of the following research seminars: HIST 316, 321, 343, 344, 352, or 354. (Note that the courses listed here as research seminars may be taken either as 300 level electives or as research seminars but not as both.)

## THE MINOR

Students minoring in history must complete the following requirements, usually in the sequence outlined:

1. Three foundation courses, ordinarily to be completed by the end of the sophomore year, selected from the following:
  - HIST 101 World History to 1450
  - HIST 102 World History since 1450
  - HIST 121 American Civilization I
  - HIST 122 American Civilization II
2. Four electives, at least one of which must be at the 300 or Theories and Methods level. Note that in choosing their four electives, majors must complete at least one course (at the 100, 200, or 300 level) in each of the following three areas of cultural or geographical focus: Europe; Asia; and Africa, Latin America, or the Middle East. (HIST 272 America and Asia and HIST 274 Vietnam count as Asian focus.) In choosing their remaining elective, minors may make their selection from among any of the Department's area, thematic, or topical options, including, of course, any of the available or appropriate 200 or 300 level offerings in American or U.S. history.
3. Capstone experience:
  - HIST 450 Historiography and Research Seminar

## SOCIAL SCIENCE PROGRAM

History majors interested in careers teaching at the secondary school level are encouraged to complete, in conjunction with their studies in history, the social science program described in the Integrated Programs of Study section of this *Catalog*. Students should coordinate their academic planning

# History

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with their History Department advisor and with the School of Education.

## ADVANCED PLACEMENT IN HISTORY

1. For AP scores of three in U.S., European, or world history, the Department awards credit if and only if the student completes, with a final grade of 3.0 or higher, a non-introductory course in the same field (U.S., European, or world) as that in which the AP test was taken. Upon completing the non-introductory course on these conditions, the student will receive credit for both the non-introductory course and either HIST 122 (for U.S. APs) or HIST 112 (for European APs) or HIST 102 (for world history APs). For U.S. or European credit, the non-introductory course must be chosen from among field-related departmental offerings at the 300 level or above. For world history credit, the non-introductory selection should be made from among the following: HIST 277, 344, 352, 371, 373, or any other appropriate, i.e. essentially global or cross-cultural, departmental offering approved by the Department Chair.
2. For AP scores of four, the Department awards four units of credit for each score presented. In U.S. history, credit is given for HIST 122. In European history, credit is given for HIST 112. In world history, credit is given for HIST 102.
3. For AP scores of five, the Department awards eight units of credit for each score presented. In U.S. history, credit is given for HIST 121 and 122. In European history, credit is given for HIST 111 and 112. In world history, credit is given for HIST 101 and 102.

## INTERNSHIPS

A limited number of internships are available for history majors. Contact the Department Chair for information.

## DEPARTMENTAL HONORS

A departmental honors program is available for exceptionally able and motivated

students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by an affirmative vote of the history faculty. Interested students should consult with the Department Chair for information about the application procedure and requirements. The deadline for application is the end of the fourth week of the first semester of the senior year.

## COURSE DESCRIPTIONS (HIST)

### Foundation Courses

#### 101/101E 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.

#### 102/102E World History since 1450.

Fall (4), Spring (4).

Introduction to the chief themes or issues shaping world history from the European age of discovery through the end of the Cold War. Unavoidably selective, the course focuses upon the forces of modernization and change revolutionizing traditional world cultures and resulting in the interdependent, global system of today.

#### 121 American Civilization I.

Fall (4), Spring (4).

Major themes in the development of American culture and society from the colonial period to the Civil War are explored. Topics include colonization, the Revolutionary War, slavery, industrialization, the American Enlightenment, reform, the Civil War, geographic expansion, class, race, and gender.

#### 122 American Civilization II.

Fall (4), Spring (4).

Major themes in the development of American culture and society from Reconstruction to the present. Topics include the "search for



order,” the West, leisure, world wars, urbanization, political and social movements, radicalism, and class, race, and gender relations.

## Area Focus Courses

### 111 European Civilization: Early Modern. Fall (4).

Exploration of the profound transformation that occurred in European culture as it moved from its medieval configuration to the essentially modern form assumed by the end of the 18th century. Topics include the Renaissance, the Reformation, the Enlightenment, the birth of modern science, and the English and French revolutions.

### 112 European Civilization: The 19th and 20th Centuries. Spring (4).

Development of European civilization from its 19th-century display of vigorous, commanding growth to its 20th-century expressions of uncertainty, fragmentation, and barbarity. Topics include the French and Industrial revolutions, Romanticism, the rise of radical social theory, the challenge of irrationalism, the savagery of totalitarianism, total war, and genocide.

### 131 Latin American Civilization. (4).

Introduction to Latin America through analysis of selected social, economic, and political themes. Topics include the colonial heritage, economic dependency, a stratified society, the role of the church, the Latin American military, and the influence of the United States in the region. Offered as needed.

### 141 Classical Asian Civilizations: China and Japan. 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 in alternate years: 05S.

### 142 Modern Asian Civilizations: China and Japan. Spring (4).

China and Japan are traced from the height of empire through their respective transfor-

mations under the impact of Western imperialism to the present day. Offered in alternate years: 04S.

### 151/151E The African Experience Before 1800. Fall (4) or Summer (4).

The history of sub-Saharan Africa before the era of European Imperialism. The diversity of African societies will be emphasized by exploring the relationships between geography, environment, and history across the continent. Topics include cultural ecology, ethnicity, Africa’s place in the Islamic world, and the Atlantic slave trade. Offered as needed.

### 152/152E The Emergence of Modern Africa. Spring (4).

The history of sub-Saharan Africa from the end of the Atlantic slave trade to the present. Agency and the development of new African identities underscore an interdisciplinary examination of how Africa negotiated European colonization and the subsequent challenges of independence and neo-imperialism. Offered as needed.

### 211 Political Extremism. Fall (4) or Spring (4) or May Term (3).

The radical left and the radical right from their 19th-century origins to the end of the Cold War. The ideas, personalities, and shifting social contexts shaping the development of Marxism, anarchism, fascism, and Nazism, as well as the varieties of neoradicalism emerging after World War II. Offered as needed.

### 212 20th Century Eastern Europe: World War to Communism to Democracy? Fall (4).

Study of region’s complex and diverse history from WWI to present. A main focus of the course will be examining processes such as state formation and disintegration, ethnic conflict, totalitarianism, and democratization in historical context. Offered as needed.

### 220 American Revolutionary Era. Fall (4).

Study of the pivotal events from 1754 to 1815—from the French and Indian War to

# History

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the War of 1812. Focus on how the revolutionary generation sought to convince Americans to push for independence, how to prevail in a war against the world's most powerful military machine, and how to preserve the tenuous victory. Offered as needed.

**221 War and Society in American History. (4).** Study of the American military experience from colonial times to the present. Topics include the role of the military in American society, the changing nature of American military strategy, the question of the military-industrial complex, and the influence of various wars on the military. Offered as needed.

**222 U.S. Diplomatic History. Fall (4).** Historical overview of the diplomacy of the United States from the American Revolution to the present. Emphasis given to consideration of the domestic forces that have helped shape American policy towards the world.

**223 Women and the Family in American History. Spring (4).** Survey of the variety of women's experiences in American history from the 18th to the 20th centuries, with special emphasis on the changing economic, political, sexual, and intellectual experiences of women. Readings include primary and secondary sources from several disciplines including history, anthropology, literature, and the arts.

**225 American Political History. Spring (4).** Exploration of American political history from the adoption of the Constitution to the Civil Rights movement. Particular attention paid to citizens and the role of the federal government, grass roots political movements, and political changes ushered in by America's modern wars. 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 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.** 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: 04F.

**241 Contemporary China: A Literary and Cinematic Perspective. May Term (3).** Examination of the rapid transformation of society and values and the rebellion of the individual against the authoritarianism of state and family in contemporary China through the experiential media of fiction, memoirs, and films. Offered in alternate years: 04M.

**242 Modern Japan.** How did Japan emerge from the ashes of World War II to become the world's second-largest economy? The answer begins with feudal Japan's disintegration under the impact of internal rebellion and Western imperialism, continues with Japan's rise to imperialist and militarist power, and culminates with the post-war economic miracle. Offered as needed: 05S.

**260/260E Contemporary Problems. Fall (4) or Spring (4) or May Term (3).** Introductory study of compelling contemporary problems any place on the globe, with an emphasis on how study of the past illuminates the present. Possible topics: the modern Middle East, issues in Native American history, Modern Africa. May be repeated for degree credit given a different topic.

## 272 America and Asia. Fall (4).

China, Japan, and Southeast Asia are regions of vital strategic and economic concern to the United States. Examination of past and present friction and cooperation, prospects for future harmony, mutual perceptions, and Asian contributions to the making of America.

## 273 Cyberculture and the Networked Society in the Information Age. Spring (4).

The Information Revolution has ushered in a new age of transformative changes in social interactions, techniques of production and commerce, cultural modes and practices, and political institutions and processes. Examination of the impact of computers, the Internet, and the World Wide Web on human society and global culture. Offered as needed.

## 274 Vietnam. Fall (4).

Reconstruction of the era through films, popular music, and political and military strategy documents, and social, economic, and political analysis made by contemporary writers. A special segment examines issues raised by the conflict and lessons learned for future military operations.

## 277 Imperialism. Spring (4).

Introduction to the history of Imperialism from 1450 to the present. Exploration of the theory and practice of empire building, the rise and domination of alien elites, resistance, and nationalism. Topics include the Turkish, Portuguese, Spanish, Dutch, French, British, German, Japanese, and Russian Empires, and issues of gender, orientation, race, and class.

## Historical Theories and Methods

### 311 Europe: 1890–1945. Fall (4).

The great upheavals and ordeals of Europe in the first half of the 20th century: the first and second World Wars, the rise of fascism and communism, the Third Reich and the Holocaust, and the collapse of Europe after Hitler's war. Offered as needed.

### 313 European Thought and Culture: 1870–1920. Spring (4).

The revolution in consciousness out of which modern culture has grown. Key figures: Nietzsche, Freud, Picasso, Schoenberg. Key issues: the problem of knowledge, the question of the unconscious, the problem of creativity in an age threatened with cultural exhaustion. Offered as needed.

### 314 European Thought and Culture: 1945–Present. Spring (4).

Philosophy, social theory, and literature in a world where the center won't hold and foundations slip. Key figures and movements: Camus and Sartre; Beckett and the theater of the absurd; Habermas and the Frankfurt School; Lévi-Strauss and the structuralists; Foucault, Derrida, and Cixous. Offered as needed.

### 316 Private Life in Russia: Medieval Times to the Present. Spring (4).

Russia from the perspective of private life as a category of analysis. It explores topics such as family life, sexuality, leisure, and government intervention to illustrate how changes in the way people live their daily lives influence and are influenced by larger social and cultural trends. Offered as needed.

### 321 Civil War and Reconstruction. Fall (4).

Examination of the nation's greatest crisis. Topics include the diplomacy of the North and South, the economic and social changes wrought by the conflict, and the conflicting forces that affected Reconstruction in the South.

### 323 California. Spring (4).

Evolution of California society traced from the arrival of Native Americans. Topics include the Spanish and Mexican colonization, Gold Rush, development of agri-business, industrialization, population growth, and the unique cultural and ethnic heritage of the state. Primarily for teaching credential students.

# History

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## **325 Public History: Applications in American Life. Spring (4).**

Students apply historical methods locally, addressing such questions as how the past becomes history, who uses history in the local community, and how priorities are set in collecting and preserving the past. Students pursue individual projects involving direct experience with primary sources. Offered as needed.

## **327 Modern African-American History. Fall (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.

## **328 Exhibiting History. Spring (4).**

Provides an introduction to museum studies and the chance to work with two local museums to create exhibits based on historical research. Prerequisites: HIST 321 and 323 are recommended. May be repeated for degree credit for a maximum of 8 credits.

## **329 Images of History. Spring (4).**

Study of American history from the 1840s to the present though use of documentary photographs. Offered in alternate years.

## **343 China Since 1949.**

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. Offered as needed.

## **344 The Pacific Rim: Economic Dynamism and Challenge for America.**

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: 04S.

## **345 Business and Entrepreneurship in Historical Perspective.**

An historical examination of entrepreneurship and the evolution of business organization in the Western economies, successful latecomers to industrialization such as Japan and Russia, and the developing countries. Topics include the rise of managerial hierarchies, cultural and psychological determinants of entrepreneurship, and global political and cultural impact of multinational corporations. 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. (4).**

In-depth treatment of selected topics in social, intellectual, economic, women's, and ethnic history. Possible topics: debating change in the modern American West, issues in Chicano history. May be repeated for degree credit given a different topic. Offered as needed.

### **371 Guerrilla Warfare in the 20th Century. Spring (4).**

Exploration of the strategies of rural and urban guerrilla warfare and counter-insurgency campaigns, and the impact of technological change on both. Select cases range from the Philippine Insurrection to Vietnam. Specialized topics include escape and evasion, prisoners of war, intelligence gathering, and national estimates and assessments of enemy strength. Prerequisites: HIST 274 with a 3.0 or higher and permission. Offered as needed. NU or EV only.

### **373 Globalization, Science, and the Environment. Fall (4).**

The history of world environmentalism as it emerged parallel to the scientific revolution, and European imperial expansion, from 1500 to the present. Exploration of the theory and methods of environmental history, including the "Columbian Impasse" and narratives of ecological resistance. Topics include the globalization of nature, the history of science, the fashioning of the forests, the conservation and modern environmental movement. Offered as needed.

## **Historiographical Capstone Courses**

### **450 Historiography and Research Seminar. Fall (4), Spring (4).**

Historical research, writing, and analysis. Specific content may vary from offering to offering; in every case, concrete historical periods or issues are used as vehicles for examining questions of historical methodology and practice. Possible topics: slavery and race relations in the Americas, gender in the American West, war and economy in peasant societies. Prerequisites: prior course work in the major, junior or senior standing, and instructor's permission. May be repeated for degree credit for a maximum of 12 credits.

### **460 Senior Research Seminar. Fall (4), Spring (4).**

Historical research, writing, and analysis. Specific content may vary from offering to offering; in every case, students are expected to complete major research projects reflecting advanced historiographical understanding and skill. Possible topics: California Indians, war and society. Ordinarily to be taken after HIST 450. Prerequisites: prior course work in the major and junior or senior standing. Completion of portfolio required. May be repeated for degree credit given a different topic.

# International Relations

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## THE PROGRAM DIRECTOR

Robert J. Jackson

## THE MAJOR

Majors are required to complete the equivalent of a fourth semester of a foreign language at the college level. Participation in an off-campus study program is strongly encouraged and usually can be scheduled for the junior or senior year. Students who wish to pursue a minor in economics, history, or foreign language should contact the program director.

Because government courses are an integral part of the international relations major, students are not permitted to major in both government and international relations.

The major consists of a minimum of 60 credits selected in consultation with one of the program directors or an advisor in the Department of Government. No more than fifty percent of the required units for any particular component of the international relations major (i.e., government, economics, history) can be satisfied through off-campus programs. Credits earned by international relations majors through the Washington Semester program are subject to this limitation.

The required distribution of credits is as follows:

### Government (28 credits)

- GOVT 123 Introduction to World Politics  
**and at least six of the following courses:**
- GOVT 111 American National Government and Politics
- GOVT 222 Asian Politics and Development
- GOVT 242 Asian International Relations
- GOVT 320 Governments and Politics of Europe
- GOVT 321 Democratic Theory
- GOVT 328 Comparative Politics
- GOVT 344 International Law and Organization
- GOVT 346 Foreign Policies of Russia and the Former Soviet States
- GOVT 350 American Foreign Policy

- GOVT 351 Issues in American Foreign Policy
- GOVT 420 Advanced Seminar in Comparative Politics
- GOVT 440 Advanced Seminar in International Relations

### History (16 credits)

- Four courses, at least two of which should be at or above the 200 level. The following are especially recommended: HIST 151, 152, 211, 212, 222, 231, 232, 240, 241, 242, 274, 277, 311, 313, 314, 316, 343, 344, 345, 352, 354, 371, and 460.

### Economics (16 credits)

ECON 250 and 251 are both required. The other two courses should be at or above the 200 level. The following are especially recommended: ECON 304, 307, 320, 321, 322, 323, 340, 355, 360, and 460 with approval.

### Business Administration

The following courses are not required but are recommended for those with a special interest in international business: ACCT 210, 220; BUS 310, 331, 335, 336, and 470.

## THE FACULTY

Arturo Arias, Director

## THE ADVISORY COMMITTEE

Hector Brasil-Laurenzo, Spanish

Joe Castino, Education

Lorenzo Garbo, Economics

Olga González, Spanish

Timothy Krantz, Environmental Studies

Roberto Pedace, Economics

Laura Polich, Communicative Disorders

Sara Schoonmaker, Sociology and Anthropology

James Sandos, History

James Spickard, Sociology and Anthropology

Ivonne Vailakis, Spanish

Patricia L. Wasielewski, Women's Studies and Sociology and Anthropology

Kimberly Welch, Women's Studies

Steve Wuhs, Government

## THE MAJOR

The Latin American studies major offers an interdisciplinary program of study focused on one geographic region, with a marked emphasis in enabling students to seek understanding of cultural experience through interdisciplinary study. The major culminates in the preparation of a senior project written under the guidance of a faculty sponsor. Political and social issues, values, and artistic or cultural insights reflecting Latin American communities are studied in a comparative and comprehensive fashion. Students interested in Latin America can then apply this focus to a wide range of fields and careers. The program consists of a major and relies upon the classes and faculty from many disciplines. Students majoring in Latin American studies select their courses from Latin American and related offerings of the various departments and work out their programs with the assistance of the Director of Latin American Studies.

Undergraduate studies leading to the bachelor of arts degree have been designed to provide both a general, broad-based knowledge of Latin America, through the core curriculum required of all majors, and give an opportunity for each student to pursue a more specialized area of interest. Students should consult either the Director of Latin American Studies or a Latin American Studies faculty member concerning the fulfillment of coursework requirements common to all majors and the development of an area of special emphasis or concentration within the major. A semester of approved study at a Latin American university can be included in the degree program if approved by the student's advisor.

Students who meet the required qualifications may participate in an honors program within Latin American studies with the aim of writing a thesis based on independent research.

Candidates for the B.A. in Latin American Studies must complete the following requirements:

### 1. Instruction in Spanish Language and Linguistics

Students must achieve at least the communicative competence of fourth-semester proficiency in Spanish (SPAN 202) and spend one semester abroad studying in a Latin American country or one semester in an internship requiring work in Spanish or Latin American issues. Alternatively, a student may opt for a third year of language study in lieu of the study abroad or internship experience.

### 2. Required Courses

LAST 101 Introduction to Latin American Studies

LAST 495 Senior Seminar

### 3. Concentration Courses

Students must take a minimum of eight of the following courses, spanning at least three departments or programs. No more than 24 credits of concentration may be taken in any one department. Three of these courses must be at the 300 or 400 level.

# Latin American Studies

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ART 123 Art of the Americas  
BUS 336 International Business  
ECON 321 Economic Development  
ECON 322 International Trade  
ECON 323 International Finance  
ENGL 139 Chicana/o Literature  
GOVT 217 Women and Politics in Latin America  
GOVT 229 Field Experience: Exploring Latin America  
GOVT 327 Political Economy of Development  
GOVT 328 Comparative Politics  
GOVT 330 Latin American Politics and Development  
GOVT 420 Advanced Seminar in Comparative Politics: Latin America  
HIST 131 Latin American Civilization  
HIST 231 Brazil  
HIST 232 Mexico  
JNST Ways of Seeing: Art and Social Reality in Mexico  
JNST Women and Society in Guatemala  
LAST 102 Latin American Dance  
LAST 120 Sex and Sexuality in Latin America  
LAST 130 Latin American Literature in Translation  
LAST 140 Race, Ethnicity and Gender in Latin American History  
LAST 150 History of Race in the Americas  
LAST 151 History of Latin American Cinema  
LAST 160 Special Topics  
LAST 230 Black Women Writers of the Americas  
LAST 260 Topics in Latin American Studies  
LAST 310 The Making of Modern Mexico: From the Spring Revolution to the Chiapas Rebellion  
LAST 325 Theories and Methods for Latin American Cultural Analysis I  
LAST 326 Theories and Methods for Latin American Cultural Analysis II  
LAST 360 Advanced Topics in Latin American Studies  
SOAN 257 Latin American Societies and Cultures  
SOAN 269 Travel/Study in Sociology and Anthropology  
SOAN 340 Capitalism and Social Change

SPAN 225 Redlands in Guadalajara  
SPAN 401 Writing through Hispanic Culture  
SPAN 402 Writing through Hispanic Literature  
SPAN 425 Spanish-American Civilization and Culture  
SPAN 426 Survey of Spanish-American Literature I  
SPAN 440 Spanish-American Prose  
SPAN 450 Hispanic Poetry: Genres  
SPAN 452 Hispanic Theater  
WMST 320 Mediating Cultures: Latina Literature

*Note: Any final papers or projects completed for the above classes should pertain to Latin America in order to apply the course toward the major.*

Topics in Latin American Studies and Advanced Topics in Latin American Studies can be taken more than once if the content of the course is different.

In consultation with the faculty of Latin American Studies, students may elect one independent study, in any department, on a Latin American topic to replace one of the above courses. Advanced seminars, May Term classes, and courses on special topics taken during foreign study also may apply toward the major, with approval from the student's advisor, if the course content pertains to Latin America.

## 4. Senior Project

Students have the obligation to write a senior project on a topic related to Latin America. This provides the opportunity for majors to do in-depth and original research on a Latin American topic, the opportunity to work one-on-one with a member of the Latin American faculty, personal satisfaction from doing independent, focused work outside the normal course structure of the major, and exposure to the type of work that one can expect in graduate or professional school. Students select topics during the second semester of the junior year. The standard project is approximately 50 pages long. Students are encouraged to do research in Latin America. The project should include a significant component of original research. The senior project will form part of the Senior Seminar.



## 5. Internship

In consultation with the faculty of Latin American Studies, a one semester-long internship or service-learning component requiring work on Latin America is required toward completion of the major. If conducted in Spanish, the internship may be substituted for the study-abroad requirement.

## 6. Advising

Students must have a faculty member of Latin American Studies as faculty advisor in the major to aid them in choosing a range of courses. Students declaring a major in Latin American Studies should fill out a declaration form with the Director.

## THE MINOR

Candidates for the minor must complete the following:

### 1. Instruction in Spanish Language and Linguistics

Students must achieve at least the communicative competence of fourth-semester proficiency in Spanish (SPAN 202) and spend one semester abroad studying in a Latin American country or one semester in an internship requiring work in Spanish or Latin American issues. Alternatively, a student may opt for a third year of language study in lieu of the study abroad or internship experience.

### 2. Required Core Courses

LAST 101 Introduction to Latin American Studies  
LAST 495 Senior Seminar

### 3. Concentration Courses

Students must take a minimum of four courses from the concentration courses listed under the major, spanning at least three departments or programs. Students cannot “double count” these courses with those counting toward their major.

In consultation with the faculty of Latin American Studies, students may elect one independent study, in any department, on a Latin American topics to replace one of the above courses. Advanced seminars, May Term

adjunct classes,, and courses taken during foreign study also may apply toward the minor if the course content pertains to Latin America; for this, students must have approval of the faculty of Latin American Studies.

## 4. Senior Project

Students are strongly encouraged to write a senior project, within their discipline, on a topic related to Latin America.

## 5. Internship

In consultation with an advisor, a one semester-long internship or service-learning component requiring work on Latin America may count toward completion of the minor. If conducted in Spanish, the internship may be substituted for the study-abroad requirement.

## 6. Advising

Students must have a faculty advisor in the minor to aid them in choosing a range of courses. Students declaring a minor in Latin American Studies should fill out a declaration form with the Director.

## COURSE DESCRIPTIONS (LAST)

### 101 Introduction to Latin American Studies. Fall (4).

Taking as point of departure the contact of different cultures in Latin America, this course is an introduction to the diverse cultural and historical experiences of the continent with a special emphasis on how the Latin Americans have historically seen themselves and thought of themselves. Introduction to the Latin American Studies faculty and their areas of expertise.

### 102 Latin American Dance. Fall (4).

The history, steps, and techniques of dances from Latin America including the salsa, merengue, and Argentine tango. Students also explore the role of each dance in Latin American cultures as expressed through film and literature. Finally, they will reflect on the body as an expression of culture, their vision of each dance, and the spiritual and emotional

# Latin American Studies

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elements of dance. Prerequisite: permission of instructor. Not regularly offered.

## **120 Sex and Sexuality in Latin America. Fall (4).**

Eroticism is a mixture of life, love, and pain. It is a reflective and enriching form of arousal that changes through time and across cultures. This course will examine Latin American images of sex and sexuality to understand the shifting boundaries of sexuality between cultures. EV and NU only. Offered in alternate years.

## **130 Latin American Literature in Translation. Fall (4).**

Exploration of the main traits of leading Twentieth-Century Latin American literature. Exploration of changes in the nature of literature that reflect changes in the way Latin Americans think of themselves and their own societies.

## **131 Introductory Topics in Latin American Studies.**

**Fall (4), Spring (4), or May Term (3).** Introduction to basic themes, currents of thought, and issues in Latin American intellectual, political, social, or cultural criticism. May be repeated for degree credit given a different topic. Offered as needed.

## **140 Race, Ethnicity, and Gender in Latin American History. Fall (4).**

Examination of the economic, political, and cultural factors that shaped the historical construction of race, ethnicity, and gender in modern Latin America. Analysis of how different social and political mass movements influenced the evolution of racial/ethnic identity and gender roles.

## **150 History of Race in the Americas. Spring (4).**

Focus on the social and cultural construction of race in North America and Latin America. Analysis of the predominance of the eugenics movement, ethnocentrism, misogyny, racial discrimination, and violence defined within the Americas during the Nineteenth and Twentieth Centuries. Offered in alternate years.

## **151 History of Latin American Cinema. May Term (3).**

Focus on how the evolution of Latin American cinema reflects the social, political, and cultural issues faced by Latin American societies through its representations of popular culture. Offered as needed.

## **160 Special Topics.**

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

Topics of current interest in Latin American Studies. May be repeated for degree credit, given a different topic, for a maximum of 8 credits.

## **230 Black Women Writers of the Americas. Spring (4).**

Analysis of the socioeconomic, cultural, racial, and political topics explored in the literature of Twentieth-Century Black women writers of the African Diaspora. Examination of autobiographical, poetry, fiction, and prose writings by such authors as Jamaica Kincaid, Audre Lourde, Paule Marshall, Edwidge Dandicat, Alice Walker, and Toni Morrison. Offered in Alternate years.

## **260 Topics in Latin American Studies. Fall (4), Spring (4).**

Diverse topics in Latin American studies dealing with either specific themes, currents of thought, or any other economic, political, social, or cultural manifestation coming from Latin America. May be repeated for degree credit, given a different topic, for a maximum of twelve credits. Offered in alternate years.

## **310 The Making of Modern Mexico. Spring (4).**

Examination of the social and cultural development of Mexican society from the inception of the Mexican Revolution in 1910 to the Chiapas rebellion of the 1990s. Focus on the impact of political mobilization, social reform, revolutionary change, gender roles, regionalism, ethnic identity, and armed struggle in the creation of the modern Mexican nation. Offered as needed.

## **325 Theories and Methods for Latin American Cultural Analysis I. Fall (4).**

Survey of critical systems of thought developed in the West from Plato to World War II used to understand the framework in which culture and cultural analysis operate. Exploration of the history of these critical systems with attention placed on how dominant approaches emerged from the Enlightenment period, and how these Eurocentric approaches affected understanding of Latin America during the Nineteenth and earlier Twentieth Centuries.

## **326 Theories and Methods for Latin American Cultural Analysis II. Spring (4).**

Survey of critical systems of thought developed in the West and against the West from World War II to the present. Exploration of the history of these critical systems with attention placed on the consequences of World War II, and the transition of modernity to postmodernity, and how these approaches question the Eurocentric nature of Enlightenment thinking, transforming our understanding of contemporary Latin America.

## **360 Advanced Topics in Latin American Studies. Fall (4), Spring (4).**

Interdisciplinary approaches to key issues, periods, personalities, movements, or tendencies in Latin American intellectual, political, social, or cultural history. Topics chosen tend to be examined from a cultural studies perspective. May be repeated for degree credit, given a different topic, for a maximum of 12 credits. Offered in alternate years.

## **495 Senior Seminar. Spring (4).**

Detailed and critical study of a special period, authors, social, and political tendencies, ethnic groups, or any other problem pertaining to Latin American history, society, and culture. Prerequisite: LAST 101.

# Liberal Studies

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## THE PROGRAM DIRECTOR

Sue de Bord-Sanders

Liberal Studies is an interdisciplinary major for students interested in teaching grades K-8, as well as for students seeking a broadly-based program of study. The major in liberal studies meets the California Commission on Teacher Credentialing (CCTC) requirements for breadth and depth of knowledge, as well as integration of early field experience.

Students complete coursework in seven content areas for subject matter breadth, a minor for disciplinary depth, and field experience courses linked to content areas. Students who do not intend to pursue a teaching credential may replace the classroom-based field experiences with a relevant internship and may complete a Senior Thesis in place of the capstone course.

Some of the coursework in liberal studies is offered in the evening to accommodate the schedules of non-traditional-aged students. These courses carry an "E" designation and are open to traditional-aged students based on availability and enrollment capacity; written permission of the Liberal Studies Program is required for enrollment in these courses.

Students do not automatically earn a teaching credential by completing the B.A. in Liberal Studies; however, students who have earned the B.A. in Liberal Studies are exempted from taking the multiple subject test in the California Subject Examinations for Teachers (CSET; previously MSAT) when applying to a teaching credential program in the State of California.

Academic advising for undergraduate students interested in becoming K-8 teachers is coordinated through the Liberal Studies program in the College of Arts and Sciences. Students who plan to be K-8 teachers should seek early advising by the Liberal Studies program, followed by consultation with a faculty advisor in the School of Education.

Students interested in becoming teachers are encouraged to complete prerequisite courses for admission to the Teacher Credential Program and to notify the faculty advisor in the School of Education regarding their

intention to pursue a teaching credential. The requirements for admission to the Teacher Credential Program are described in the School of Education section of this *Catalog*.

**All courses in the Liberal Studies major must be completed with a grade of 2.0 or higher.**

Please note that all Liberal Arts Foundation (LAF) requirements **will not** be met through coursework in the Liberal Studies major alone; please refer to the graduation requirements section of this catalog for further information regarding LAF requirements.

## MINOR REQUIREMENT

Liberal Studies majors are required to minor in a disciplinary or interdisciplinary subject related to one or more of the major areas of study. By selecting and completing a minor, Liberal Studies majors develop a strong understanding of the conceptual foundations of the subject as well as an understanding of how knowledge is created and organized in that subject. The course of study must be approved by the Liberal Studies Program Director and is subject to the guidelines set forth by the program in which the minor is taken. The minor must be declared before registration for the junior year. Students may elect a double major in place of the minor.

All course substitutions or equivalencies for major courses must be approved by the Liberal Studies Program Director; students should contact the Liberal Studies Program office regarding suitability of specific courses in each subject area.

## MAJOR REQUIREMENTS

### Literature

ENGL 121, 130, 200E, 201, or equivalent course

### History

U.S. History:

HIST 121 **and** 122 or equivalent courses

Western World History:

HIST 102/E, 111, 112, 257, or equivalent course

Non-Western World History:  
 HIST 101/E, 141, 142, 240, 242, 254, 352,  
 or equivalent course

**Sciences**

Biological Science:\*  
 BIOL 106, 107, or equivalent course

Earth Science:\*  
 PHYS 102, 103, EVST 100, 229, or  
 equivalent course

Physical Science:  
 PHYS 104/E, CHEM 20/E, 70, or  
 equivalent course

\*one course in the natural sciences must include  
 a lab

**Mathematics**

MATH 102, or 103E **and** 104E

**Visual and Performing Arts**

One (1) course from any two (2) of the  
 following disciplines:

Music:  
 MUS 100; 139; 300; 301; 307; 101 **and**  
 102; 103 **and** 104; or equivalent course

Dance:  
 DNCE 124 or equivalent course

Art:  
 ART 118, 120, 121, 123, 124, 126, 127,  
 224, 225, 227, or equivalent course

Theatre Arts:  
 THA 110, 140, 200, 240, 251, or equiva-  
 lent course

**Physical Education**

PE 310/E, or equivalent course

**Human Development**

EDUG 331, or equivalent course

**Field Experience\***

LBST 180/E, 181/E, 182/E, 183/E, and  
 184/E

\*Note: Field Experience courses do not satisfy the  
 CSAC requirement.

**Capstone**

LBST 495/E

**COURSE DESCRIPTIONS (LBST)**

**165/165E, 265/265E, 365/365E Special  
 Topics in Liberal Studies. Fall (4),  
 Spring (4), May Term (3).**

Topics of current interest in liberal 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. NU or EV only.

**170/170E, 270/270E Directed Study.  
 Fall (2-4), Spring (2-4), May Term (2-3).**

This individualized study option provides  
 majors with opportunities to design their own  
 courses and to work closely with faculty on a  
 one-on-one basis. The directed study may be  
 disciplinary, interdisciplinary, or from areas  
 outside the current liberal studies curricu-  
 lum. CN or EV only.

**180/180E Field Experience in  
 the Arts and P.E.  
 Fall (1), Spring (1), Summer (1).**

Introductory classroom experiences linked to  
 liberal studies major coursework in the  
 visual and performing arts and physical  
 education. Structured, supervised partici-  
 pation in various school settings and at differ-  
 ent grade levels for prospective teachers.  
 Students will reflect on, analyze, and discuss  
 K-8 observations and experiences in relation  
 to subject area course content. May be  
 repeated once for degree credit. Prerequisite:  
 second-semester freshman standing or  
 higher, fingerprint clearance, and TB test.  
 Corequisite: enrollment in PE 310E or a  
 course in the arts. For liberal studies majors  
 only; other majors by permission. CN only.

**181/181E Field Experience in  
 Language and Literature.  
 Fall (1), Spring (1), Summer (1).**

Introductory classroom experiences linked to  
 liberal studies major coursework in language  
 and literature. Structured, supervised partici-  
 pation in various school settings and at  
 different grade levels for prospective teach-  
 ers. Students will reflect on, analyze, and  
 discuss K-8 observations and experiences in  
 relation to subject area course content. May

## Liberal Studies

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be repeated once for degree credit. Prerequisite: second-semester freshman standing or higher, fingerprint clearance, and TB test. Corequisite: enrollment in a literature or language course. For liberal studies majors only; other majors by permission. CN only.

### **182/182E Field Experience in Social Studies.**

**Fall (1), Spring (1), Summer (1).**

Introductory classroom experiences linked to liberal studies major coursework in the social sciences. Structured, supervised participation in various school settings and at different grade levels for prospective teachers. Students will reflect on, analyze, and discuss K-8 observations and experiences in relation to subject area course content. May be repeated once for degree credit. Prerequisite: second-semester freshman standing or higher, fingerprint clearance, and TB test. Corequisite: enrollment in a social science course. For liberal studies majors only; other majors by permission. CN only.

### **183/183E Field Experience in Mathematics.**

**Fall (1), Spring (1), Summer (1).**

Introductory classroom experiences linked to liberal studies major coursework in mathematics. Structured, supervised participation in various school settings and at different grade levels for prospective teachers. Students will reflect on, analyze, and discuss K-8 observations and experiences in relation to subject area course content. May be repeated once for degree credit. Prerequisite: second-semester freshman standing or higher, fingerprint clearance, and TB test. Corequisite: enrollment in a math course. For liberal studies majors only; other majors by permission. CN only.

### **184/184E Field Experience in Science.**

**Fall (1), Spring (1), Summer (1).**

Introductory classroom experiences linked to liberal studies major coursework in science. Structured, supervised participation in various school settings and at different grade levels for prospective teachers. Students will reflect on, analyze, and discuss K-8 observations and experiences in relation to subject

area course content. May be repeated once for degree credit. Prerequisite: second-semester freshman standing or higher, fingerprint clearance, and TB test. Corequisite: enrollment in a science course. For liberal studies majors only; other majors by permission. CN only.

### **185/185E, 285/285E Program Internship.**

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

Exploratory internship experience relevant to teaching grades K-8. Students who do not intend to pursue a teaching credential may complete an internship in an alternative field.

### **370/370E, 470/470E Advanced Directed Study.**

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

**May Term (2-3).**

This individualized study option provides majors with opportunities to design their own courses and to work closely with faculty on a one-on-one basis. The directed study may be disciplinary, interdisciplinary, or from areas outside the current liberal studies curriculum. CN or EV only.

### **385/385E, 485/485E Advanced Program Internship.**

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

**May Term (2-3).**

Specialized internship experience in specific fields of study related to teaching grades K-8. Students who do not intend to pursue a teaching credential may complete an internship in an alternative field.

### **495/495E The Courage to Teach.**

**Fall (4), Spring (4), Summer (4).**

In the senior capstone, students participate in summative assessments of their content area knowledge and reflect on their academic and personal development as prospective teachers. This summative assessment is congruent in scope and content with major and minor studies in the program. Course open to Liberal Studies majors only. Prerequisite: senior standing. NU only.

## THE FACULTY

Janet L. Beery  
James Bentley  
Michael J. Bloxham  
Portia Cornell  
Richard N. Cornez  
Elizabeth Doolittle  
Deon Garcia  
Allen Killpatrick  
Alexander Koonce  
Steven Morics  
Tamara Veenstra

## THE MAJORS

The bachelor of science degree in mathematics offers both breadth and depth in mathematical preparation appropriate for graduate study or work in a variety of fields. The requirements for the major in mathematics include both theoretical and applied courses. Students should plan with their advisors as they select courses appropriate to their interests and educational goals. The bachelor of science degree in mathematics leading to a Single-Subject Secondary Teaching Credential in mathematics conforms with the California State Department of Education guidelines for secondary teacher education.

### Candidates for the B.S. degree must complete:

- MATH 121, 122, 201 or 204, 221, 241, 321, 341, and 459;
- Depth requirement in analysis, topology, or algebra: at least one from MATH 325; 355; 360 or 460 (with departmental approval);
- Applied mathematics requirement: at least one from MATH 233; 235; 311; 312; 331; 260, 360, or 460 (with departmental approval);
- Two additional courses: one numbered 233 or above, excluding 301, and one numbered 201 or above (at the most, only one of 231, 301, ECON 300, and ECON 301 may be counted toward the major);

- At least 16 credits in courses outside mathematics that involve quantitative or logical reasoning, or a minor or second major in any field. These courses must include CS 110, Introduction to Programming Using C++; or a course in another programming language; or the student must demonstrate proficiency in a structured programming language.

### Single-Subject Teaching Credential

Students interested in obtaining the California Single-Subject Secondary Teaching Credential in mathematics should meet with advisors in the Mathematics Department and the School of Education. Most students complete the teacher preparation program, including student teaching, during a fifth year of study following graduation.

### Candidates for the B.S. degree leading to the teaching credential must complete:

- MATH 121, 122, 201 or 204, 221, 241, 245, 251, 311, 312, 321, 341, 459;
- CS 110.
- At least 12 credits in courses outside mathematics that involve quantitative or logical reasoning, or a minor or second major in any field.

In addition, students seeking a Single-Subject Secondary Teaching Credential must satisfy the requirements for admission to the Basic Teaching Credential Program and, once admitted to this program, must satisfy the professional preparation requirements of the Single-Subject Secondary Credential Program. See the School of Education section of this *Catalog* for details.

The Mathematics Department is currently applying for approval by the California Commission on Teacher Credentialing of its teacher preparation program. Until approval is granted, students must pass the PRAXIS and SSAT exams. Once approved, the PRAXIS and SSAT exams will not be required for those successfully completing the program.

The Department of Mathematics recommends that students seeking a California Single-Subject Secondary Teaching Credential in mathematics

# Mathematics

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complete a minor in another academic area commonly taught in secondary schools.

## THE MINOR

A minor in mathematics consists of six courses:

- MATH 121, 122, and 221;
- At least one course from MATH 201, 204, 241;
- Two additional courses from MATH 201 and above. Both MATH 201 and 204 may be counted toward the minor only with departmental permission; at most one of 231, 301, ECON 300, and ECON 301 may be counted toward the minor.

## Advanced Placement in Mathematics

**Calculus AB or BC.** Students who attain scores of four, or AB subscores of four, automatically receive 4 units of credit for MATH 121; scores of five, including AB subscores of five, receive 4 units of credit for MATH 121 and 4 units of credit for MATH 122.

**Statistics.** Students who attain scores of four or five receive 4 units of credit for MATH 111.

## Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by affirmative vote of the mathematics faculty. Interested students should consult during their junior year with a mathematics faculty member for information about the procedure and requirements.

## COURSE DESCRIPTIONS (MATH)

Unless otherwise indicated, all courses in the department are offered for either a numerical grade or evaluation with the permission of the instructor. To meet a course prerequisite, a minimum grade of 1.7 must have been earned in the prerequisite course.

Placement in mathematics courses through MATH 121 is determined by a placement examination given at the beginning of each semester. Placement in a course with

prerequisites does not constitute a course challenge to any of the prerequisite courses.

## 41 Math Analysis: Preparation for the Calculus. Fall (4), Spring (4).

For students whose programs require the calculus but who, based on their background and placement examination scores, are not prepared to study the calculus. Topics include function theory, trigonometry, graphing, and analytic geometry. Prerequisite: placement from the Mathematics Placement Exam or permission. Credits and grades count toward graduation and GPA, but this course does not fulfill Liberal Arts Foundation requirements.

## 100 Mathematics for the Liberal Arts. Fall (4), Spring (4).

Selections from both historical and current topics in mathematics are included in this general interest course. Topics may include number theory, graph theory, logic, sets, geometry, sequences, large numbers, counting problems, algorithms, functions, and relations. Prerequisite: placement from the Mathematics Placement Exam or permission. Students may not take both MATH 100 and MATH 101 for degree credit.

## 101 Finite Mathematics. Fall (4), Spring (4).

Introduction to modern ideas in finite mathematics. Topics may include probability, logic, combinatorics, functions, matrix algebra, linear programming, and graph theory. MATH 101 is not a prerequisite to the calculus. Prerequisite: Placement from Mathematics Placement Exam or permission. Those wishing to continue in mathematics must repeat the Mathematics Placement Examination. Students may not take both MATH 100 and MATH 101 for degree credit.

## 102 Explorations in Mathematics for Prospective Educators. Spring (4).

Topics include structure of mathematical systems, elementary number theory, operations in the real number system, and elementary problem-solving. Review of arithmetic, algebraic, and geometric topics to reinforce existing knowledge. Introduction to methods and tools currently recommended for use by



K–8 educators. An 80-minute lab experience is required weekly. Prerequisite: MATH 101 or permission. Not recommended for first-year students.

**103E/104E Mathematics for Elementary Teachers I/II. Fall (4), Spring (4), Summer (4).**

These courses address the National Council of Teachers of Mathematics principles for school mathematics—equity, curriculum, teaching, learning, assessment, and technology—along with California State Board of Education mathematics standards in number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning. The prospective teacher thus develops an integrated understanding of mathematical concepts and procedures used in K–8. Prerequisite: placement from the mathematics placement exam and completion of all appropriate mathematics readiness requirements. NU only.

**111 Elementary Statistics and Probability with Applications. Fall (4) or Spring (4).**

Descriptive and inferential statistics for students from diverse fields. Distribution, correlation, probability, hypothesis testing, use of tables, and examination of the misuse of statistics and relation of statistics to vital aspects of life. Computer packages used as tools throughout the course.

**115 Mathematics through Its History. Fall (4) or Spring (4) or May Term (3).**

Introduction to the history of mathematics, especially elementary mathematics. Topics include early uses of counting, number systems, arithmetic, fractions, geometry, algebra, probability, and infinite series in civilizations around the world. Prerequisite: completion of mathematics placement exam at MATH 100 or 101 level. Offered as needed.

**121 Calculus I. Fall (4), Spring (4).**

Functions and their graphs, successive approximation and limits, local linearity and differentiation, applications of differentiation to graphing and optimization, the definite

integral, antiderivatives, and differential equations. Prerequisite: permission based on Mathematics Placement Examination, or completion of MATH 41.

**122 Calculus II. Fall (4), Spring (4).**

Riemann sums and the definite integral; techniques of integration, with particular emphasis on numerical integration; multi-variable functions, partial derivatives, and multiple integrals; introduction to vectors. Prerequisite: MATH 121 or permission.

**150 Techniques in Problem Solving. Fall (1).**

Practice in the mathematical area of problem solving in preparation for the Putnam Examination. Material and problems chosen from prior Putnam Exams, Mathematics Olympiads and other sources, and from across mathematics, including basic strategies, combinatorics, geometry, induction, series, number theory, algebra, and calculus. Prerequisite: permission of the instructor. Offered every year. CN only.

**201 Discrete Mathematical Structures. Fall (4).**

Study of discrete mathematical topics important in both mathematics and computer science, including combinatorial techniques, sets and relations, algorithms, and graph theory. Prerequisite: MATH 122 or equivalent, or MATH 121 and permission. Offered in alternate years: 01F.

**204 Discrete Problem-Solving Seminar. May Term (3).**

Introduction to the nature and structure of mathematics. Through active study and exploration of a selected area of discrete mathematics, students develop problem-solving skills as well as skills in proving mathematical theorems. A different topic is selected each year based on student and faculty interest. Prerequisite: MATH 122. May be repeated for up to 6 degree credits with departmental permission.

# Mathematics

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## **221 Calculus III. Fall (4), Spring (4).**

Vector calculus (including vector functions), gradients, line and surface integrals, and Stokes' Theorem. Sequences, series, and Taylor series approximations. Prerequisite: MATH 122 or permission.

## **231 Introduction to Modeling. Spring (4).**

Investigation of the process of modeling. Special emphasis placed on how to build, test, and refine models; how to analyze assumptions and results; and defining model limitations. Deterministic and stochastic models, rate equations and population dynamics, and statistical analysis. Final project tied to outside interests. Prerequisite: MATH 121 or permission. Cross-listed with EVST 231.

## **233 Introduction to Operations Research. Fall (4).**

Scientific approach to decision-making by means of quantitative techniques. Topics include linear and non-linear programming, network analysis, game theory, and probabilistic models. Prerequisite: MATH 241 or permission. Offered as needed.

## **235 Differential Equations. Spring (4).**

Differential equations theory and applications. First-order linear and nonlinear differential equations with analytic and numerical techniques. Higher-order linear differential equations and complex algebra. Phase trajectory and stability analysis. Systems of linear differential equations with constant coefficients. Matrix methods, Gauss-Jordan, and iterative techniques. Prerequisite: MATH 221.

## **241 Linear Algebra. Spring (4).**

Study of vector spaces. Topics include systems of linear equations, matrices, the geometry of vectors, vector spaces, linear transformations, eigenvalues and eigenvectors, determinants, and selected applications. Prerequisite: MATH 122. MATH 201 or 204, and 221 are strongly recommended.

## **245 Number Theory/History of Mathematics. Spring (4).**

Study in two related areas: number theory and history of mathematics. Number theory topics include primes, Diophantine equations, congruences, number theoretic functions, modern applications, and unsolved problems of number theory. Readings include both primary and secondary historical sources. Prerequisite: MATH 201 or 204. MATH 241 strongly recommended. Offered in alternate years: 04S.

## **251 College Geometry. Fall (4).**

A modern approach to classical geometries such as Euclidean, non-Euclidean, and projective. Sets, logic, and synthetic and analytic proof techniques in geometry are studied. Prerequisite: MATH 201 or 204. MATH 241 strongly recommended. Offered in alternate years: 03F.

## **260, 360, 460 Topics in Mathematics. Fall (4) or Spring (4) or May Term (3).**

A group of students pursue topics in mathematics not otherwise covered in the curriculum. Prerequisite: permission. May be repeated for degree credit, but maximum of 8 credits allowed for the degree from 260, 360, and 460. Offered as needed.

## **301 Mathematical Consulting. Fall (2-4) or Spring (2-4).**

Application of mathematical techniques to real-world problems. Groups of students act as consultants on problems solicited from university departments, local businesses, and/or charitable organizations. Additional material may be included as needed. Prerequisites: BUS 220, or ECON 200, or MATH 111, or PSYC 250, or permission. May be repeated for degree credit, but at most 4 credits may be applied toward the math major or minor. EV only.

## **311 Probability. Fall (4).**

Introduction to the theory of probability with applications in management science and the physical and social sciences. Topics include combinatorial probability, densities, mathematical expectation, moment-generating functions, and the central limit theorem. Prerequisite: MATH 221.

## **312 Mathematical Statistics. Spring (4).**

Principles of statistical decision theory. Estimation and hypothesis testing, regression, parametric and non-parametric tests. Mathematical theory and applications of above. Prerequisite: MATH 311 or permission. Offered in alternate years.

## **321 Real Analysis. Fall (4).**

Rigorous approach to the concepts underlying the calculus, building on the fundamental idea of the limit within the real number system. Topics include metric spaces, continuity, the derivative, the Riemann integral, and series of constants and functions. Prerequisites: MATH 201 or 204, 221 and 241.

## **325 Complex Analysis. Spring (4).**

Analytic functions and their properties, including contour integrals, residues, transforms, and conformal mappings. Prerequisites: MATH 321. Offered in alternate years: 04S.

## **331 Numerical Analysis. Fall (4) or Spring (4).**

The theory and application of numerical methods for solving mathematical problems. Topics include numerical methods for solving algebraic equations and ordinary differential equations, interpolation and approximation, and numerical integration. Prerequisite: MATH 235 or MATH 241. Offered in alternate years: 03F.

## **335 Advanced Modeling Techniques. Spring (4).**

Techniques for mathematical modeling of continuous, discrete, and stochastic systems are presented. Topics include purpose and validation, continuous systems, random numbers and variables, and discrete systems. Prerequisite: MATH 235; MATH 311 recommended. Offered as needed.

## **341 Abstract Algebra. Fall (4).**

Study of significant algebraic structures and their properties, with particular attention given to groups, rings, and fields. Prerequisites: MATH 201 or 204, and 241.

## **355 Point Set Topology. Spring (4).**

Metric spaces, topological spaces, continuous mappings and homeomorphisms, connectedness and compactness. Prerequisite: MATH 321. Offered in alternate years: 05S.

## **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.

# Music

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## THE DIRECTOR

Appointment Pending

## THE FACULTY\*

Pavel Farkas

Katherine Hickey

Angela Jelliffe

James Keays

Louanne Fuchs Long

Daniel Murphy

Phillip R. Rehfeldt

Jeffrey H. Rickard

Eddie R. Smith

Melissa Tosh

*\*Adjunct faculty are listed at the back of this Catalog.*

## THE UNDERGRADUATE PROGRAM

The University of Redlands School of Music is an accredited institutional member of the National Association of Schools of Music, and its requirements for entrance and graduation comply with the standards of this accrediting organization.

Any University student may participate in musical activities through enrollment (usually by audition) in the University Choir, Chapel Singers, Madrigals, Wind Ensemble, Studio Jazz Band, Symphony Orchestra, Chamber Orchestra, Opera Workshop, and a variety of chamber music ensembles. Students are invited to register for private, group, or class lessons, available on all instruments and for voice.

**The following courses have been designed with the general University student in mind:**

*Note: MUSI indicates performance courses.*

- MUS 2 Jazz History
- MUS 41 Musical Acoustics
- MUS 42 Introduction to Electronic Music
- MUS 43 Sound Recording
- MUS 100 Experiencing Music
- MUS 151 Beginning String Instruments
- MUS 152 Beginning Woodwind Instruments
- MUS 153 Beginning Brass Instruments

- MUS 154 Beginning Percussion Instruments
  - MUS 300, 301 Music History and Literature
  - MUS 307 World Music
  - MUSI 121 Class Piano
  - MUSI 123 Class Classical Guitar
  - MUSI 124 Introduction to Voice
  - MUSI 125 Class Popular Guitar
- Ensembles**
- MUSI 111 University Choir
  - MUSI 112 Chapel Singers
  - MUSI 114 Madrigals
  - MUSI 132 Chamber Orchestra
  - MUSI 133 Chamber Ensemble: Strings
  - MUSI 136 Studio Jazz Band
  - MUSI 137 Chamber Ensemble: Winds and Percussion
  - MUSI 138 Wind Ensemble

Students are invited to enroll in any other music courses of interest provided they meet the prerequisites.

## Advanced Placement in Music

**Music Theory:** Students who earn a score of 5 on the Advanced Placement test receive 2 credits for MUS 101 Theory I. For all other students who wish to apply for advanced standing in theory, a placement examination is given during New Student Week.

**Music Listening and Literature:** Those who earn a score of 4 or 5 on the Advanced Placement Test are encouraged to take the Music History Placement Examination given during New Student Week.

## Talent Awards

The University's Talent Awards enable the School of Music to assist outstanding undergraduate applicants who demonstrate—through personal or taped audition, or by other evidence—excellence in preparation as well as potential for unusual growth in music performance or other specialty areas. Approximately 30 of these scholarships, in amounts ranging from \$200 to \$8,000, are awarded to new students each year. Scholarships are automatically renewed each year (up to a maximum of four years) if the student maintains a sound academic record and meets all other University scholarship

criteria. Applications are available from the administrative assistant to the director of the School of Music.

In addition to meeting general University requirements for scholarship holders, recipients of talent awards and other School of Music scholarships are required to participate in the appropriate major conducted ensemble each semester (if a performer on an orchestral or band instrument or a singer), to complete at least 2 credits of private instruction each semester on the major instrument or voice, to accompany selected ensembles and soloists (if the major instrument is piano or organ), to maintain a cumulative grade point average of 3.00 or higher, and to perform as soloists or ensemble musicians on special occasions as requested by the director of the School of Music. Appropriate ensembles include:

- Wind or percussion, Wind Ensemble;
- Strings (except harp and guitar), University of Redlands Symphony Orchestra;
- Singers, University Choir.

## 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 a major conducted ensemble each semester in residence. The ensemble assignment is made according to the student's primary or secondary performance area. Examples are as follows:

- Woodwind, brass, or percussion, Wind Ensemble;
- Violin, viola, cello, or double bass, University of Redlands Symphony Orchestra;
- Voice, University Choir.

Harp and guitar majors will be assigned on an "as needed" basis. Keyboard majors either play keyboard parts in major 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 major conducted ensembles when their participation is requested by the director of the School of Music for a specific concert or event.

Music majors whose work has resulted in outstanding scholarship and performance are eligible during their junior or senior year for election to membership in Pi Kappa Lambda, the national music honorary society. 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. Students become eligible for membership during the sophomore year.

## Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. After consultation with a faculty advisor, interested students should initiate their own applications by submitting a written proposal to the director of the School of Music in the last semester of the junior year. Approval is determined by an affirmative vote of the music faculty. Projects may include public performances or lecture presentations and are normally accompanied by extensive research culminating in a formal paper. Students are evaluated by a committee of two full-time music faculty chosen by the student, as well as the director of the School of Music, in a final one-hour oral examination. Students may choose an additional examiner from outside the School of Music. Projects normally will not require additional coursework other than that required for graduation. Applicants must have a minimum grade point average of 3.50. Students must also complete the University Honors Application form, located in the Office of the Registrar. For more details see the College of Arts and Sciences Awards and Honors section of this *Catalog*.

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## THE BACHELOR OF MUSIC

The professional bachelor of music degree is offered in performance, composition, music education, and musical studies. The performance major is available in voice, piano, organ, violin, viola, cello, double bass, classical guitar, jazz/studio guitar, harp, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone/baritone, tuba, and percussion.

### Entrance Requirements

Applicants for all bachelor of music degrees must pass an entrance audition. This audition may be performed before entering the University as part of the admissions process, or while the student is in residence, preferably no later than the end of the second semester of full-time study. Students in residence, or living within 200 miles of Redlands, are expected to audition in person; others may submit a good-quality audio or video tape recording or CD. Whether executed in person or on tape or CD, the audition should last no more than 15 minutes. Although no specific repertory is demanded, the audition material should demonstrate the applicant's musical and technical ability and should, if possible, be drawn from two or more historical or style periods. Prospective composition majors should submit copies of one or two recent scores, and tapes when available, directly to the School of Music as part of the application process, in addition to an audition in a specialized performance area.

All University of Redlands students may enroll in music courses, provided they meet the prerequisites. However, only students who have been approved by the music faculty through the above-described process will be certified to receive the bachelor of music degree.

### Entering Vocal Proficiency Levels

Vocalists who are applying for admission and applied lessons have generally had two or more years of private vocal study and previous solo experience. They can demonstrate some proficiency in sight-singing, possess a relatively mature vocal quality, and have a basic knowledge of appropriate vocal literature. As a result of the entering vocal auditions, students will be placed in one of the

levels: Voice Class, Minor in Voice, B.A. in Voice, or B.M. (conditional) in Voice. Students enrolling in the Johnston Program as vocal majors must also audition for placement. Vocal students enrolled in the Minor program--and taking lessons for a grade or evaluation--are required to prepare, for the semester end jury examinations, two memorized and two additional selections that could be called "in progress."

### Graduation Requirements for the Bachelor of Music

#### Basic Music Courses (all majors)

- MUS 10 Recital Repertory Class (each semester in residence)

*Students experiencing class conflicts necessitated by other courses taken to fulfill degree requirements are directed to the School of Music office to receive advice regarding an alternate section to accommodate their needs.*

- MUSI 121 Class Piano (at least three semesters, unless specific proficiency has been met)

*Note: Music education majors with an emphasis in keyboard / vocal or keyboard / band are exempt from the requirement for MUSI 121.*

- MUS 101 Theory I
- MUS 102 Theory II
- MUS 103 Theory III
- MUS 104 Theory IV
- MUS 105 Ear Training and Sight-Singing I
- MUS 106 Ear Training and Sight-Singing II
- MUS 107 Ear Training and Sight-Singing III
- MUS 108 Ear Training and Sight-Singing IV
- MUS 300 Music History and Literature from Antiquity to 1750
- MUS 301 Music History and Literature from 1750 to the Present
- MUS 307 World Music
- Elective Requirement: 8 to 9 additional credits selected from MUS 248, 354, 356, 402, 403, 404, 405, 406, and 438. Composition majors need only complete 4 to 5 credits to satisfy this requirement.

Music education majors are exempt from the elective requirement.

**Additional Music Courses**

The following courses are required in addition to the Basic Music Courses.

**The Major in Performance: Piano or Organ**

- MUAP 302 or MUAP 305 Private instruction in the major instrument—32 credits
- MUAP 100–199 Private instruction outside the major instrument—4 credits  
*Note: required of organ majors only*
- MUS 211 Accompanying—8 semesters; 4 semesters for organ majors
- MUS 217 Piano Literature (Piano majors)  
MUS 157 Organ History and Literature (Organ majors)
- MUS 228 Pedagogy
- MUS 229 Pedagogy Practicum
- MUS 299 Upper Division Qualifying Examination
- MUS 399 Junior Recital (or production of a professional-level edited tape recording)
- MUS 498A Full Senior Recital
- Major conducted ensemble—4 credits

**The Major in Performance: Voice**

- MUAP 308 Private instruction in voice—32 credits
- MUAP 102 Private instruction in piano—4 credits
- MUS 226 French and Italian Vocal Literature and Diction
- MUS 227 English and German Vocal Literature and Diction
- MUSI 110 Opera Workshop—4 semesters
- MUS 228 Pedagogy
- MUS 229 Pedagogy Practicum
- MUS 299 Upper Division Qualifying Examination
- MUS 399 Junior Recital (or production of a professional-level edited tape recording)
- MUS 498A Full Senior Recital
- Major conducted ensemble—8 credits

**The Major in Performance: Violin, Viola, Cello, Double Bass, or Harp**

- MUAP 300–399 Private instruction on the major instrument—32 credits
  - MUS 228 Pedagogy
  - MUS 229 Pedagogy Practicum
  - MUS 259 Literature of the Major
  - MUS 299 Upper Division Qualifying Examination
  - MUS 399 Junior Recital (or production of a professional-level edited tape recording)
  - MUS 498A Full Senior Recital
  - Major conducted ensemble—8 credits
- Violin majors** must also complete 2 credits of private study in viola.  
**Viola majors** must also complete 2 credits of private study in violin.

**The Major in Performance: Guitar**

- MUAP 300–399 Private instruction in guitar—32 credits  
*Note: Students must take a minimum of 8 credits of MUAP 328 Classical Guitar and 8 credits of MUAP 330 Studio/Jazz Guitar.*
- MUAP 100–199 Private instruction outside the major instrument—4 credits
- MUS 228 Pedagogy
- MUS 229 Pedagogy Practicum
- MUS 259 Literature of the Major
- MUS 299 Upper Division Qualifying Examination
- MUS 399 Junior Recital (or production of a professional-level edited tape recording)
- MUS 498A Full Senior Recital
- Major conducted ensemble—8 credits

**The Major in Performance: Wind Instrument or Percussion**

- MUAP 300–399 Private instruction on the major instrument—32 credits  
*Note: Percussion majors must take a minimum of 8 credits of MUAP 322 Classical Percussion and a minimum of 8 credits of MUAP 324 Jazz Percussion.*
- MUS 259 Literature of the Major
- MUS 299 Upper Division Qualifying Examination
- MUS 399 Junior Recital (or production of a professional-level edited tape recording)

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- MUS 498A Full Senior Recital
- Major conducted ensemble—8 credits

## The Major in Composition

- MUS 438 Composition—16 credits
- MUAP 300–399 Private instruction on the major instrument or voice—16 credits
- MUS 42 Introduction to Electronic Music
- MUSI 124 Introduction to Voice
- MUS 151 Beginning String Instruments
- MUS 152 Beginning Woodwind Instruments
- MUS 153 Beginning Brass Instruments
- MUS 154 Beginning Percussion Instruments
- MUS 299 Upper Division Qualifying Examination
- MUS 356 Orchestration—4 credits
- MUS 406 Twentieth-Century Music Literature
- MUS 498A Full Senior Recital
- Major conducted ensemble—8 credits

Composition majors are encouraged to develop increasing competency in keyboard instruments through regular study in piano and/or organ.

## The Major in Music Education

- MUAP 300–399 Private instruction in the major instrument or voice—21 credits
- MUS 151 Beginning String Instruments
- MUS 152 Beginning Woodwind Instruments
- MUS 153 Beginning Brass Instruments
- MUS 154 Beginning Percussion Instruments
- MUS 155 Computer Techniques in Music Education
- MUS 299 Upper Division Qualifying Examination
- MUS 335 Introduction to Conducting
- MUS 339 Music in the Elementary School
- MUS 356 Orchestration—2 credits
- MUS 357 Choral Music at the Pre-College Level
- MUS 358 Instrumental Music at the Pre-College Level
- MUS 498B Half Senior Recital
- Major conducted ensemble—7 credits

## Additional courses within the Music Education Major (Vocal Track)

- MUS 211 Accompanying (keyboard majors)
- MUS 226 French and Italian Vocal Literature and Diction
- MUS 227 English and German Vocal Literature and Diction
- MUS 436 Advanced Choral Conducting

## Additional courses within the Music Education Major (Instrumental Track)

- MUS 141 Marching Band Techniques
- MUS 211 Accompanying—2 credits (keyboard majors)
- MUS 437 Advanced Instrumental Conducting
- MUSI 124 Introduction to Voice

## Single-Subject Teaching Credential

Students interested in teaching music at the elementary and/or secondary level need to complete a Single-Subject Preliminary Teacher Credential Program in addition to finishing their Baccalaureate degree. The courses taken in the Music Education major satisfy the Single-Subject Content Competency requirement for the Preliminary Teacher Credential; students who have not taken the Music Education major must pass the PRAXIS, SSAT, or CSET standardized examination for music to demonstrate content competency.

Students should consult with the music education advisor about their major and degree requirements. Students also need to contact the School of Education's Faculty Advisor for undergraduate students to discuss information about undergraduate 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.

## The Bachelor of Music in Musical Studies

Highly motivated and creative students with exceptional backgrounds may wish to enter a special degree track culminating in the Bachelor of Music in Musical Studies. Such students must be recommended to the School



of Music Curriculum Committee by their Academic Advisor. Consequently, the final approval of the projected program lies with this Committee. The application must be made no later than during the first two weeks of the first semester of the junior year. With the assistance and guidance of the faculty advisor, a graduation contract is devised consisting of the following:

1. A chronological listing of all classes both taken and proposed.
2. A written narrative describing how the courses--both taken and proposed--fit into the short and long range goals of the projected program.
3. A further narrative stating why the goals of the projected program cannot be met within the normal offerings of the School of Music.

In addition, when planning their programs, students must take into account the fact that the National Association of Schools of Music requires students to meet the following areas of competencies:

- 1) Performance—major area and one secondary area, sight reading, solo and ensemble experience, and conducting.
- 2) Analysis—basic theory, including historical and stylistic perspectives and knowledge of counterpoint and orchestration.
- 3) Composition—imitation of traditional musical styles, original works, and improvisational skills.
- 4) Familiarity with repertoire—extensive recital, concert, opera, and other performance attendance, as well as knowledge of world music and music from the popular culture.

It is important to note that, since the bachelor of music is a professionally oriented degree, 65 percent of the course work must be chosen from the offerings in music. An additional narrative must accompany the projected program application explaining how this 65 percent total has been or will be met. Once approved, the program of study cannot be changed without the approval of the Curriculum Committee.

Students in the Musical Studies program must also complete the University's Liberal Arts Foundation Requirements and the

general requirements for the Bachelor of Music.

## General Requirements for the Bachelor of Music

All bachelor of music majors must complete at least 30 credits outside of music. Each student in the bachelor of music degree must enroll in courses outside the School of Music that will provide a broad education in the spirit of the Liberal Arts Foundation. These credits must satisfy the following general requirements and Liberal Arts Foundation requirements.

For detailed information about each category, see the Liberal Arts Foundation descriptions in the Arts and Sciences Graduation Requirements section of this *Catalog*.

- **First-Year Seminar**—4 credits
- **Writing Across the Curriculum**—0–8 credits:
  - freshman year
  - junior or senior year
- **Community Service Activity**—3 credits
  - A public service activity carried out during May Term.

## Liberal Arts Foundation Requirements

Each bachelor of music major must successfully complete courses outside of music in **at least four** of the following Liberal Arts Foundation categories.

- Cross-Cultural Studies (CC)
- Dominance and Difference (DD)
- Foreign Language (FL) (at the second-semester college level or higher)
- Human Behavior (HB)
- Humanities Literature (HL) or Humanities Philosophy (HP)
- Mathematics and Science (MS)
- State and Economy (SE)

The remaining non-music courses needed to bring the total to 30 credits may be chosen from any department.

## OFF-CAMPUS STUDY

The University offers a variety of off-campus study opportunities for music majors--most notably at the famous Mozarteum as part of the Salzburg Semester offerings. (See more

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detailed information in the Off-Campus Study section of this Catalog.) The IES Program in Vienna has also proved to be popular for those who are proficient in German. The decision to study abroad must be made early on in a student's course of study and with the assistance of their faculty advisor. Failure to carefully work out a course of study may result in the necessity of taking a ninth semester in order to graduate. In some cases, it might be impossible to construct an eight-semester program—particularly if the student is enrolled in the B.M. in Music Education. Indeed, the School of Music *cannot* guarantee an eight-semester course of study to *anyone* who elects to take part in an Off-Campus Study program.

## BACHELOR OF ARTS

Students enrolled in the bachelor of arts with a major in music or the bachelor of arts with a major in musical theatre must satisfy the Liberal Arts Foundation requirements as listed in the College of Arts and Sciences Graduation Requirements section of this *Catalog*.

## The Bachelor of Arts with a Major in Music

(46 credits in music required)

- MUS 10 Recital-Repertory Class (each semester in residence).

*Note: Students experiencing class conflicts necessitated by other courses taken to fulfill degree requirements are directed to the School of Music office to receive advice regarding an alternate section to accommodate their needs.*

- MUSI 121 Class Piano

*Note: Three semesters of MUSI 121 are required, which may be waived upon completion of the minimum proficiency in basic keyboard for the specific degree track; a maximum of 3 credits count toward graduation.*

- MUS 101 Theory I
- MUS 102 Theory II
- MUS 103 Theory III
- MUS 105 Ear Training and Sight-Singing I
- MUS 106 Ear Training and Sight-Singing II

- MUS 107 Ear Training and Sight-Singing III
- MUS 300 Music History and Literature from Antiquity to 1750
- MUS 301 Music History and Literature from 1750 to the Present
- MUS 307 World Music
- MUAP 302–338 Private instruction on a single instrument or in voice—16 credits
- Major conducted ensemble—4 credits
- The student must also complete a 0–2-credit senior project, approved by the advisor, drawing together the strands of the program of study. With the approval of the advisor, the student may substitute a half senior recital for the senior project. This recital is subject to all of the rules and regulations governing a required senior recital.

## The Bachelor of Arts with a Major in Musical Theatre

### Music Requirements

- MUS 10 Recital-Repertory Class (each semester in residence).

*Note: Students experiencing class conflicts necessitated by other courses taken to fulfill degree requirements are directed to the School of Music office to receive advice regarding an alternate section to accommodate their needs.*

- MUSI 121 Class Piano (May be repeated for degree credit for up to 3 credits.)

*Note: Three semesters of MUSI 121 are required, which may be waived upon completion of the minimum proficiency in basic keyboard for the specific degree track; a maximum of 3 credits count toward graduation.*

- MUSI 110 Opera Workshop—4 credits
- MUSI 111 University Choir—4 credits
- MUS 101 Theory I
- MUS 102 Theory II
- MUS 105 Ear Training and Sight-Singing I
- MUS 106 Ear Training and Sight-Singing II
- MUS 227 English and German Vocal Literature and Diction
- MUS 229 Pedagogy Practicum
- MUS 347 History of Opera and Musical Theatre

- MUS 498B Half Senior Recital or Major Performance Role as approved by the faculty
  - MUAP 308 Private instruction in voice—21 credits
- Note: The first 4 credits of this requirement may be taken as MUSI 124 Introduction to Voice*
- Major conducted ensembles—4 semesters

### Theatre Requirements

- THA 130 Introduction to Theatre Technology
- THA 140 Acting Fundamentals
- THA 240 Acting Techniques

### Dance Requirements

Students must take two of the following courses for a total of 6 credits:

- DNCE 122 Ballet (may be repeated once)
- DNCE 123 Jazz/Tap
- DNCE 124 Musical Theatre Dance

### Electives

Students are required to take a total of 16 credits of electives from dance, music, and theatre courses.

## THE MINOR IN MUSIC

Students wishing to pursue the minor in music must pass an entrance examination demonstrating the ability to read both musical pitch and rhythm, create music through performance, and exhibit knowledge of basic music history.

Prospective minors must complete the Declaration of Major/Minor form as soon as possible in order to avoid music lesson fees. The approval of the Director of the School of Music is also required. Students are encouraged to seek out a music faculty member to serve as a “minor advisor” in order to ensure that a cohesive course of study be developed. Students **must** declare their desire to minor in music prior to the beginning of their junior year. They must also successfully audition before they can enroll in Applied Instruction courses (MUAP). (*For required vocal proficiency, see the previous section titled “Entering Vocal Proficiency Levels.”*) Applied lessons are made available on an individual basis according to teacher availability and the results of

the entrance audition. Music minors taking applied lessons for a Credit/No Credit grade are exempt from the end of the semester jury examination. The Minor in Music requires 24 credits as listed below.

- MUS 101 Theory I
- MUS 105 Ear Training
- MUS 300 Music History and Literature from Antiquity to 1750 **OR** MUS 301 Music History and Literature from 1750 to the Present
- MUS 307 World Music
- MUSI 124 Introduction to Voice (1-4 credits)
- MUAP 121 Class Piano (1-3 credits) or MUAP 123 Class Classical Guitar (1-3 credits)
- Elective (2 credits) from courses in the category MUS
- Applied Instruction Courses (MUAP) (4-8 credits)
- Major conducted ensembles (MUSI) (4 semesters)

## THE LIBERAL STUDIES MAJOR WITH A MINOR EMPHASIS IN MUSIC

Students wishing to pursue the minor emphasis in music as part of the Liberal Studies Major—which in itself helps to prepare students for the California State Teaching Credential (K-8)—must pass an entrance examination demonstrating the ability to read both musical pitch and rhythm, create music through performance, and exhibit a knowledge of basic music history.

Prospective minors must complete the Declaration of Major/Minor form as soon as possible in order to avoid music lesson fees. The approval of the Director of the School of Music is also required. Students are encouraged to seek out a music faculty member to serve as a “minor advisor” in order to ensure that a cohesive course of study be developed. Students **must** declare their desire to minor in music prior to the beginning of their junior year. They also must successfully audition before they can enroll in Applied Instruction courses (MUAP). (*For required vocal proficiency, see the previous section titled*

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“*Entering Vocal Proficiency Levels.*”) Applied lessons are provided on an individual basis according to teacher availability and the results of the entrance audition. Music minors taking applied lessons for a Credit/No Credit grade are exempt from the end of the semester jury examination. The Minor in Music requires 24 credits as listed below.

- MUS 101 Theory I
- MUS 105 Ear Training
- MUS 300 Music History and Literature from Antiquity to 1750 **OR** MUS 301 Music History and Literature from 1750 to the Present
- MUS 307 World Music
- MUSI 124 Introduction to Voice (1-4 credits)
- MUAP 121 Class Piano (1-3 credits) or MUAP 123 Class Classical Guitar (1-3 credits)
- Elective (2 credits) from courses in the category MUS
- Applied Instruction Courses (MUAP) (4-8 credits)
- Major conducted ensembles (MUSI) (4 semesters)
- MUS 339 Music in the Elementary School (Prerequisite: MUS 101 and 105)

## COURSE DESCRIPTIONS (DNCE)

### **122 Ballet. Fall (3), Spring (3), May Term (3).**

Study and practice of the technique and discipline of ballet. Beginning to advanced levels. No previous formal training required. May be repeated for degree credit for a maximum of 12 credits.

### **123 Jazz/Tap. Fall (3), Spring (3), May Term (3).**

Introductory- and intermediate-level jazz and tap dance incorporating character work as it relates to musical theatre. No previous formal training required. Emphasis varies according to demand. Tap emphasis during Fall and May Terms. May be repeated for degree credit for a maximum of 12 credits.

### **124 Musical Theatre Dance.**

#### **Fall (3), Spring (3).**

Practical study and practice of the styles and techniques associated with musical theatre: jazz, tap, ballet, and character dance. Beginning to advanced levels. No previous formal training required. May be repeated up to three times.

## COURSE DESCRIPTIONS (MUS)

### **2 Jazz History. May Term (3).**

History of jazz, including its origins, the musical characteristics of major styles, and the leadership during key periods. Emphasis on developing critical listening skills, the contributions of specific cultures and individuals, and understanding commercial, technological, political and social influences on the evolution of styles. Designed for music majors and interested non-majors.

### **10 Recital-Repertory Class.**

#### **Fall (0), Spring (0).**

Required of all music majors; open to others. CN only.

### **24 The Canonical Hours. May Term (3).**

Liturgical and musical development of the monastic hours through the Reformation. Research and oral/written reports. Compilation of a breviary containing liturgy and music for Matins, Diurnum, Vespers, and Compline in accordance with the focus and character of class constituents. Presentations of offices daily throughout the last week of classes. Prerequisites: ability to read music and match pitches. Offered as needed.

### **41 Musical Acoustics. Spring (2).**

Introduction to the foundations of acoustics for anyone interested in music. Areas covered include fundamentals of sound production, psycho-acoustics (how we hear sound), room acoustics, and specific vocal and instrumental sound production. Offered in alternate years: 05S.

### **42 Introduction to Electronic Music. Fall (2).**

Instruction and hands-on experience in electronic music production. Most projects

outside of class are applications created in the electronic music studio. Lecture topics and projects include tape composition, analog synthesis, digital synthesis, MIDI composition, and historical perspectives. No previous music experience is necessary.

### **43 Sound Recording. Spring (2).**

Introduction to sound recording techniques through theoretical studies and practical application. Topics included are: acoustics, microphone characteristics and placement, multi-channel mixing, and tape recording/editing methods. Students record soloists and small and major conducted ensemble performances in classical, jazz, and popular music idioms. Offered in alternate years: 04S.

### **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. CN or NU only.

### **101 Theory I. Fall (2).**

An introduction to Western tonal harmony, beginning with the fundamental elements of pitch and rhythm: scales, key signature, intervals and their inversions, note values and time signatures. Other topics include triads and their inversions, harmonic progression, and principles of partwriting. Prerequisite: MUS 100 or equivalent. Usually taken concurrently with MUS 105.

### **102 Theory II. Spring (2).**

Further study of harmonic progression, figured bass and partwriting. Introduction of diatonic seventh chords and their inversions, nonchord tones, and elements of form, including cadences, phrases, and periods. Prerequisite: MUS 101. Usually taken concurrently with MUS 106.

### **103 Theory III. Fall (2).**

Further study of figured bass and partwriting, using all diatonic chords, in root position

and inversion, and nonchord tones. Harmonic analysis. Introduction of chromatic elements, including secondary functions and modulation. Prerequisite: MUS 102. Usually taken concurrently with MUS 107.

### **104 Theory IV. Spring (2).**

Advanced partwriting and harmonic analysis. Further study of chromatic elements, including mode mixture, the Neapolitan chord, augmented sixth chords, and enharmonic spellings and modulations. Study and analysis of binary and ternary forms. Prerequisite: MUS 103. Usually taken concurrently with MUS 108.

### **105 Ear Training and Sight-Singing I. Fall (2).**

Introduction to melodic and rhythmic sightreading, melodic and rhythmic dictation, recognition of intervals and triad quality. Prerequisite: MUS 100 or equivalent. Usually taken concurrently with MUS 101.

### **106 Ear Training and Sight-Singing II.**

#### **Spring (2).**

Continuation of melodic and rhythmic sightreading, melodic dictation, and interval recognition. Chord quality recognition, including seventh chords and inversions. Beginning harmonic dictation. Prerequisite: MUS 101 or equivalent. Usually taken concurrently with MUS 102.

### **107 Ear Training and Sight-Singing III.**

#### **Fall (2).**

Sight singing of melodies containing nondiatonic pitches, sightreading of more complex rhythms. One- and two-part melodic dictation, including nondiatonic pitches. Continuation of interval and chord recognition and harmonic dictation. Prerequisite: MUS 102 or equivalent. Usually taken concurrently with MUS 103.

### **108 Ear Training and Sight-Singing IV.**

#### **Spring (2).**

Advanced melodic and rhythmic sightreading. Continuation of interval and chord recognition, and of one- and two-part melodic dictation. Harmonic dictation including chromatic elements such as altered chords and

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modulation. Prerequisite: MUS 103 or equivalent. Usually taken concurrently with MUS 104.

## **141/641 Marching Band Techniques. Fall (2).**

Study and experience in various charting procedures including Step-two, Asymmetrical, Corps style, and computer charting. Developing effective rehearsal techniques, philosophical considerations, and arranging for a marching band. Offered in alternate years: 04F.

## **151 Beginning String Instruments. Fall (2).**

Introduction to the violin, viola, cello, double bass, and guitar 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: 03F.

## **152 Beginning Woodwind Instruments. 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: 04S.

## **153 Beginning Brass Instruments. Fall (2).**

Introduction to the trumpet, horn, trombone, baritone, and tuba with emphasis on practical experience in group and/or individual performance. Music education and composition majors are given priority for use of University-owned instruments. Prerequisite: ability to read music. Offered in alternate years: 04F.

## **154 Beginning Percussion Instruments. Spring (2).**

Introduction to the instruments of the percussion family with emphasis on practical experience in group and/or individual performance. Prerequisite: ability to read music. Offered in alternate years: 05S.

## **155/655 Computer Techniques in Music Education. Spring (2).**

Study of computers and electronic instruments in the classroom and studio. Topics include a history of music technology, computer and synthesizer operating systems, music synthesis techniques, on-line resources, music sequencing and scoring, and a survey of applications for music program administration and K-12 music instruction. No previous computer knowledge required. Prerequisite: music education majors only or permission. Offered in alternate years: 05S.

## **157/657 Organ History and Literature. Spring (2).**

Examination of the construction and repertoire of the pipe organ from its invention to the present day. Topics include iconography, mechanics, and acoustics, as well as cultural and societal interdependence. Open to non-organists. Offered in alternate years: 05S.

## **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.

## **211/611 Accompanying.**

### **Fall (1), Spring (1).**

Study of vocal coaching (opera and art song) and instrumental accompanying techniques. Practicing, rehearsing together, literature, transposition, and sight-reading. Supervised practice sessions. Prerequisite: permission. May be repeated for degree credit up to 8 credits.

## **213 Jazz Improvisation I. Spring (2).**

Study of jazz nomenclature, performance strategies, and resources for improvisation. Emphasis on applied ear-training and performance on the student's major instrument. Prerequisite: MUS 102, 106, or permission.

## **214/614 Jazz Improvisation II. Fall (2).**

Continuation of improvisation and performance strategies studied in Jazz Improvisation I. Emphasis on advanced ear-training, performance on student's major instrument,

and music transcription. Prerequisite: permission. May be repeated for degree credit for up to 4 credits.

**216/616 Seminar: Woodwind instruments. (2-4).**

Reedmaking, mouthpiece refacing, tuning, minor repairs, and mechanical adjustments. Prerequisite: permission. Offered as needed.

**217/617 Piano Literature. (2).**

Literature for solo piano, chamber music with piano, and concertos written from the mid-18th century to the present. Music for harpsichord and clavichord prior to 1750 commonly performed on the piano also included. Stylistic, social, and cultural elements are explored. Extensive listening and examination of scores. Prerequisite: ability to read music. Offered as needed.

**226/626 French and Italian Vocal Literature and Diction. Fall (2).**

Exploration of literature for the voice in the French and Italian languages and correct diction for each language. Also includes learning and working with the International Phonetic Alphabet. NU only. Offered every year.

**227/627 English and German Vocal Literature and Diction. Spring (2).**

Exploration of literature for the voice in the English and German languages and correct diction for each language. Also includes learning and working with the International Phonetic Alphabet. NU only. Offered every year.

**228/628 Pedagogy. Fall (2).**

Principles and theories of pedagogy applied to the teaching of music. Prerequisites: MUS 101, 105. Open to majors or minors only. Offered in alternate year: 04F.

**229A/629A Vocal Pedagogy.**

**229B/629B Strings and Guitar.**

**229C/629C Keyboard. Spring (2)**

Supervised and observed studio teaching. University students teach two or more private students for an entire semester. One segment explores methods and materials

appropriate for teaching each student's instrument or voice. Prerequisite: MUS 228/628. Offered in alternate years: 05S

**244/644 Church Music Seminar. (4).**

Study of selected topics in church music with emphasis on practical applications in the field. Areas of study announced in the *Schedule of Classes*. Prerequisites: MUS 101, 105, or permission. May be repeated once for degree credit. Offered as needed.

**248/648 Jazz-Commercial Arranging. (4).**

Students analyze the realization of melodic, harmonic, and rhythmic scoring of popular and semi-classical music in a variety of styles (e.g., jazz, Latin, rock, Dixie, etc.) for individual sections, combos, and major conducted ensembles, including string, winds, brass, percussion, and keyboards. Prerequisite: MUS 102 or permission. Offered as needed.

**259 Literature of the Major. Fall (0), Spring (0).**

Satisfied by an examination given by the applied instructor during the final semester in residence covering the standard solo, ensemble, and technical literature of the instrument or voice. Students are expected to secure the appropriate literature list from their private teachers upon entry into the performance program. Prerequisite: performance majors only. CN only.

**299 Upper Division Qualifying Examination. Spring (0).**

Minimum of three credits of private instruction on the major instrument or voice must be taken concurrently. Prerequisite: sophomore standing. CN only.

**300 Music History and Literature from Antiquity to 1750. Fall (4).**

Comprehensive survey of the Western musical tradition from antiquity to the end of the Baroque period. Development of musical style studied through the achievements of great composers and the artistic, social, and cultural elements that were determining factors. Prerequisite: ability to read music desirable.

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## **301 Music History and Literature from 1750 to the Present. Spring (4).**

Survey of the Western musical tradition covering the periods from the Viennese classicism period through New Romanticism. Development of styles is studied using the works of the great composers from Sammartini through Adams. Artistic, social, and cultural elements of style also explored. Prerequisite: ability to read music desirable.

## **307/607 World Music. May Term (3).**

Study of the basic elements of music outside of the usual European tradition including melody, rhythm, harmony, and form in the musics of the world. Emphasis on Latino, Asian, and African traditions. NU only.

## **335 Introduction to Conducting. Fall (2).**

Elements of the conductor's techniques, beat formation, and all rhythms; practice in choral and instrumental conducting. Baton techniques and score reading with practical application. Prerequisite: MUS 101, 105.

## **339/639 Music in the Elementary School. Fall (2).**

Pre-professional methods and materials, with a focus on methods and techniques for early childhood through grade six. Units include the philosophical, historical, and psychological foundations of music education, planning for and assessment of music learning, as well as the methods of Off, Kodaly, Dalcroze, Edwin G. Gordon and Comprehensive Musicianship. Prerequisite: MUS 100 or permission. Offered in alternate years: 03F.

## **347/647 History of Opera and Musical Theater. Fall (2).**

Survey of the development of music and theatre, and their inevitable marriage from the early Egyptian, Greek, Roman, and Hebrew civilizations through medieval liturgical drama and pastoral plays, arriving at the eventuality of opera in the Seventeenth Century. Subsequent maturation of opera, and the delineation of Twentieth-Century models of operetta and popular musical theatre. NU or EV only. Offered in alternate years: 04F.

## **354/654 Counterpoint. (4).**

Principles of melodic writing: two-, three-, and four-part counterpoint involving the use of imitation, augmentation, mirroring, and diminution. Prerequisites: MUS 102, 106. Offered as needed.

## **356/656 Orchestration. Spring (2-4).**

Nature and potential of musical instruments. Arrangement and scoring for conventional groups (symphony orchestra, symphony band, marching band, principal chamber combinations), and for immediate practical instrumentation. Prerequisites: MUS 102, 106.

## **357 Choral Music at the Pre-College Level. May Term (3).**

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. Prerequisites: MUS 101, 105, and 335.

## **358 Instrumental Music at the Pre-College Level. Fall (2).**

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. Prerequisites: MUS 101, 105 and 335.

## **360 Special Studies. Fall (2), Spring (2).**

Special topics offered as needed. May be repeated for degree credit given a different topic. Prerequisites: MUS 300 and 301, or permission. NU only.

## **399 Junior Recital (or Production of a Tape Recording). Fall (0), Spring (0).**

A minimum of 3 credits of private instruction on the major instrument or voice must be taken concurrently. Recital must be 30 minutes in length. CN only.

## **402/602 Medieval and Renaissance Music Literature. Fall (4).**

Detailed survey of music examples from 600 to 1600, with emphasis on the definition of style and how it is expressed by individual



composers. Approaches include performance, analysis, and research methods. Prerequisite: MUS 300. Offered in alternate years: 03F.

**403/603 Baroque Music Literature. Fall (4).**  
Study of musical examples from 1600 to 1750, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Prerequisite: MUS 300. Offered in alternate years: 04F.

**404/604 Classical Music Literature. May Term (3).**  
Exploration of music written between 1750 and 1820, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Prerequisite: MUS 301. Offered in alternate years: 05MT.

**405/605 Romantic Music Literature. May Term (3).**  
Survey of music written between 1820 and 1900, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Prerequisite: MUS 301. Offered in alternate years: 04MT.

**406/606 Twentieth-Century Music Literature. Spring (4).**  
Examination and appreciation of the styles and major composers of the Twentieth Century. Detailed study of selected works. Prerequisite: MUS 301. Offered in alternate years: 04S.

**436/636 Advanced Choral Conducting. Spring (2).**  
Introduction to the art of choral conducting. Prerequisites: MUS 101, MUS 105, MUS 335, and MUSI 124 or two semesters of MUSI 111. Offered in alternate years: 04S.

**437/637 Advanced Instrumental Conducting. Spring (2).**  
Continuation and development of conducting techniques developed in MUS 335 or MUS 436. Application of these precepts to both choral and instrumental ensembles. Empha-

sis on preparing and conducting from full choral and orchestral scores. Prerequisite: MUS 335 or equivalent. NU only. Offered in alternate years: 05S.

**438/638 Composition. Fall (2-4), Spring (2-4).**  
The exploration and development of individual compositional styles through private lessons and class meetings. Projects and assignments are geared to each student's background and experience. Prerequisite: Ability to read and notate music, basic keyboard skills. May be repeated for degree credit for a maximum of 4 credits. NU only. Offered every year.

**450 Collegium Musicum. (1-2).**  
For singers and instrumentalists, emphasizing study and performance of representative styles of medieval and Renaissance music literature, including familiarization with period instruments and performance practices. Prerequisite: MUS 300. Offered as needed.

**498A Full Senior Recital. Fall (0), Spring (0).**  
A minimum of three credits of private instruction on the major instrument or voice must be taken concurrently. Composition majors may present, during the senior year, well-rehearsed public presentations of three to four works (or equivalent) in lieu of a single recital. The Full Senior Recital must be one hour in length. CN only.

**498B Half Senior Recital. Fall (0), Spring (0).**  
A minimum of 3 credits of private instruction on the major instrument or voice must be taken concurrently. The Half Senior Recital must be thirty minutes in length. CN only.

**498C Senior Project. Fall (0-2), Spring (0-2), May Term (0-2).**  
Musical Studies majors only. CN only.

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## Performance Studies

**Group Lessons.** Group lessons on all instruments and in voice are available each semester, subject to a minimum enrollment of three students per group. Each group will meet at least one hour per week. Students must provide their own instruments, except for students enrolled in piano, organ, and harp. Most band and orchestra instruments may be rented for a nominal fee from local music stores. Students who register for Wind Ensemble or Chamber Orchestra may use University of Redlands instruments at no charge, subject to their availability.

**Private Lessons.** Each credit of registration entitles the student to 15 minutes of instruction per week; students must register for a minimum of 2 credits. Performance majors usually register for 4 credits each semester (one one-hour lesson per week). General University students usually register for 2 or 3 credits per semester (one 30-minute to one 45-minute lesson per week). Private lessons begin during the second full week of classes.

**Juries.** Final examinations in performance are required of all students who take private instruction for evaluation or a grade. Students who do not demonstrate the required level of proficiency during the performance examination may be required to register for additional private instruction beyond the minimum number of credits required for the degree and major. Graduation with a major in performance does not depend upon earning the minimum number of credits in performance studies, but upon the degree of advancement attained by the student. All students who enroll in performance studies for a grade are required to attend a regularly scheduled performance class and participate in a major conducted ensemble during the semester of enrollment.

**Chamber Music.** All bachelor of music and bachelor of arts students who choose the recital option are required to perform chamber music during their degree recitals. Ensembles should be varied in size and nature. The pre-recital jury committee determines the appropriateness of the selected chamber

works and approves them when the recital repertoire is approved.

**Pre-recital Jury Examinations.** Students presenting required recitals, students presenting a full or partial recital to fulfill the senior project requirement in the bachelor of arts program, and any other students recommended to do so by their private instructor must present a pre-recital jury examination. In the semester prior to the scheduled recital, students must bring a list of their proposed recital repertoire to the area jury for approval. Students studying abroad must present their proposed program to the performance studies chairman during the first week of the semester following the student's return. The pre-recital jury examination must be presented at least four weeks, and no sooner than eight weeks, before the scheduled recital date.

The pre-recital jury will consist of the private teacher and one or more additional faculty member(s) approved by the private teacher. At least one member of the pre-recital jury must be a full-time faculty member. At the examination, the student must be prepared to perform the entire recital at final performance level, including memorization, if required. All those who will participate in the recital must perform at the pre-recital examination. In the case of composition recitals, all scores and parts must be available for examination, and at least half of the works must be performed.

If the pre-recital jury examination is not approved, the student may not present the recital until a subsequent semester. Pre-recital jury examinations and all required recitals must take place when classes are in session during the regular academic year.

*With the approvals of the private teacher, the performance studies chair, and the director of the School of Music, the pre-recital jury examination may be waived for composition majors only.*

**Upper-division Qualifying Jury Examination. MUS 299.** Bachelor of music majors in performance, composition, musical studies, and music education must pass the upper-division qualifying jury examination to register for private instruction as a junior or senior music

major. These examinations will be scheduled at 20-minute intervals, and each student will be expected to perform for at least 15 minutes. Upper-division Qualifying Jury Examinations will normally be taken at the end of the Spring semester of the sophomore year. A student may take the Upper-division Qualifying Jury a maximum of two times. A student who fails the Upper-division Qualifying Jury Examination will be denied permission to continue in the current major.

The repertory for the Upper-division Qualifying Jury Examination will include the following:

1. All major and minor scales and arpeggios through the full range of the instrument, including comparable requirements in voice;
2. Sight-reading;
3. Three pieces of three differing styles, one having been written within the past 50 years in a modern style;
4. One out of the three pieces performed from memory; and
5. One piece or group of pieces performed for a minimum of five minutes without interruption.

Additional requirements may be added by area performance faculty.

### APPLIED INSTRUCTION COURSES (MUAP)

Students wishing to study privately in piano, guitar, organ, or voice must complete the class instruction (MUSI) offered or demonstrate equivalent proficiency prior to registering for private lessons.

Music instruction for non-majors or majors on a secondary instrument (MUAP 100–199) is offered in the following areas. Consult the *Schedule of Classes* for current enrollment.

#### Group Instruction

101 Classical Piano	133 Electric Bass
103 Jazz Piano	131 Pop Guitar
107 Classical Voice	129 Jazz Guitar
123 Jazz Percussion	135 Classical Other
125 Harp	136 Jazz Other
127 Classical Guitar	137 Other

#### Private Instruction

102 Classical Piano	118 Horn
104 Jazz Piano	119 Trumpet
105 Organ	120 Trombone
106 Harpsichord	121 Tuba
108 Classical Voice	122 Classical Percussion
109 Violin	124 Jazz Percussion
110 Viola	126 Harp
111 Cello	128 Classical Guitar
112 Double Bass	130 Jazz Guitar
113 Flute	132 Pop Guitar
114 Oboe	134 Electric Bass
115 Clarinet	135 Classical Other
116 Bassoon	136 Jazz Other
117 Saxophone	137 Other

**Private instruction for majors** (MUAP 300–399) is offered in the following categories:

302 Classical Piano	318 Horn
304 Jazz Piano	319 Trumpet
305 Organ	320 Trombone
306 Harpsichord	321 Tuba
308 Classical Voice	322 Classical Percussion
309 Violin	324 Jazz Percussion
310 Viola	326 Harp
311 Cello	328 Classical Guitar
312 Double Bass	330 Jazz Guitar
313 Flute	332 Pop Guitar
314 Oboe	334 Electric Bass
315 Clarinet	335 Classical Other
316 Bassoon	336 Jazz Other
317 Saxophone	338 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.

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## COURSE DESCRIPTIONS:

### CLASS INSTRUCTION (MUSI)

#### 121 Class Piano. Fall (1), Spring (1).

Emphasis on basic piano technique and elementary music-reading skills. Includes harmony, accompanying, improvisation, and musical performance. Functional keyboard skills appropriate to each B.A. and B.M. major track. May be repeated for degree credit for a maximum of 3 credits, but must be repeated until basic competencies and skill levels are met.

#### 123A Class Classical Guitar I.

Fall (1), Spring (1).

CN only.

#### 123B Class Classical Guitar II.

Fall (1), Spring (1).

CN only.

#### 124 Introduction to Voice.

Fall (1), Spring (1).

CN only.

#### 125A Class Popular Guitar I.

Fall (1), Spring (1).

CN only.

#### 125B Class Popular Guitar II.

Fall (1), Spring (1).

CN only.

#### 125C Class Popular Guitar III.

Fall (1), Spring (1).

CN only.

### Ensembles

Only MUSI 111 University Choir, MUSI 131 University of Redlands Symphony Orchestra, and MUSI 138 Wind Ensemble may be used to fulfill the "major conducted ensembles" requirement in the various majors.

**GPA Requirement for Ensemble Participation.** As determined by the GPA earned in the immediately preceding semester, not the cumulative GPA, music majors may participate in ensembles as follows:

Status	Ensembles
Freshmen	two or fewer
Transfers	two or fewer
2.49 or under	one
2.5–2.99	two
3.0 or above	more than two

For the purpose of this section, "ensembles" are Symphony Orchestra, Chamber Orchestra, Wind Ensemble, Studio Jazz Band, University Choir, Chapel Singers, Opera Workshop, and any other ensemble that is conducted.

### General Ensemble Syllabus

The following, combined with an addenda syllabus which may be provided for each specific ensemble, constitutes the official syllabus for all ensembles as defined in the preceding paragraph. Students registered for any ensemble in which they participate must be enrolled with a grading option of "credit" (CR) or "audit" (AU).

Any member of a wind/percussion ensemble or orchestra may be required to participate in the Feast of Lights (Fall semester) or the opera or musical theatre production (Spring semester). Assignments to these productions are posted no later than the beginning of the third week of classes. Dates for rehearsals and performances are made available at the beginning of each semester.

All students participating in an ensemble must meet the following requirements to receive credit for the course:

1. Attend all rehearsals and concerts and be in place ready to participate at the designated times
2. Come to rehearsals and performances adequately prepared (inadequate preparation, as determined by the conductor, will result in an unexcused absence)
3. Decline outside activities during the semester that conflict with scheduled rehearsals and concerts

To maintain acceptable standards of performance and the integrity of the ensembles, **no unexcused absences will be permitted.** One or more unexcused absences will result in a grade of No Credit for the course. The instructor will determine whether an absence is excused or unexcused.

The instructor should be notified in advance of any anticipated absence or situation that would require a student to be late. Normally excused absences will be approved **only** for serious illness, emergencies, or situations usually considered to be unforeseeable. Students who must be absent are responsible for seeing that their music is present at the rehearsal or performance and for securing an acceptable substitute, where appropriate.

**COURSE DESCRIPTIONS:**

**ENSEMBLES (MUSI)**

**110/610 Opera Workshop.**  
**Fall (0-3), Spring (0-3).**  
 Preparation and performance of scenes from opera or musical theatre. NU only.

**111 University Choir.** **Fall (0-1), Spring (0-1).** NU only.

**112 Chapel Singers.** **Fall (0-1), Spring (0-1).** NU only.

**113 University of Redlands Chorale.**  
**Fall (0-1), Spring (0-1).**  
 Prerequisite: audition required. NU only.

**114 Madrigals.** **Fall (0-1), Spring (0-1).**  
 Prerequisite: audition required. NU only.

**130 Redlands Symphony Orchestra.**  
**Fall (0-1), Spring (0-1).**  
 Membership in the Redlands Symphony Orchestra. Prerequisite: professional level audition required. NU only.

**131/631 University of Redlands Symphony Orchestra.** **Fall (0-1), Spring (0-1).**  
 Prerequisite: audition required. NU only.

**132 Chamber Orchestra.**  
**Fall (0-1), Spring (0-1).**  
 NU only.

**133 Chamber Ensemble: Strings.**  
**Fall (0-1), Spring (0-1).**  
 NU only.

**136 Studio Jazz Band.**  
**Fall (0-1), Spring (0-1).**  
 NU only.

**137 Chamber Ensemble: Winds and Percussion.** **Fall (0-1), Spring (0-1).**  
 NU only.

**138 Wind Ensemble.**  
**Fall (0-1), Spring (0-1).**  
 NU only.

**139 Special Ensemble.**  
**Fall (0-1), Spring (0-1).**  
 NU only.

**THE GRADUATE PROGRAM**

**Admission**

Applications for graduate study are available from the Office of the Director, School of Music, P.O. Box 3080, University of Redlands, Redlands, CA 92373-0999; telephone (909) 335-4014. Applicants should have a grade point average of at least 2.75 on a 4.0 scale from an accredited undergraduate program and must have a bachelor's degree in music.

The deadline for submission of applications is four weeks prior to the beginning of each term. Applicants are encouraged to submit their documentation well in advance of the intended semester of matriculation.

Only completed applications will be considered. A completed application must include the following:

1. A University of Redlands Application for Admission to Graduate Study in Music;
2. The \$40 non-refundable application fee;
3. Two recommendations from professionals qualified to assess the applicant's potential for success in the intended major;
4. Official transcripts from each college or university previously attended;

*Note: Transcripts from foreign colleges and universities must be evaluated by the Credential Evaluation Service of the International Education Research Foundation, Inc. and sent directly to the School of Music.*

5. Official scores of the Test of English as a Foreign Language (TOEFL) if English is

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not the principal language (a minimum score of 550 is required);

6. An admission audition for those intending to major in performance (applicants living within 200 miles of Redlands are expected to audition in person; others may submit tapes); and
7. Copies of representative original scores for those intending to major in composition.

## Auditions

Admission auditions may be performed at the University of Redlands (on special days set aside for admission auditions) by appointment, or through submission of tape recordings. Auditions should last no more than twenty minutes. While no specific repertory is required for instrumentalists, selections should demonstrate the applicant's full range of musical and technical ability, and works from two or three different historical periods or of differing type are suggested. Voice applicants must present at least four arias or songs—one each in English, French, German, and Italian. Applications for the major in woodwind doubling must meet minimum entrance requirements for the M.M. in performance, including sight-reading on at least one instrument, and demonstrate acceptable college-level skills on the second woodwind instrument. To schedule an audition, contact the Office of the Director. Audition tapes also should be sent to the Director's office.

## Acceptance

Notification of acceptance into the master program is sent by the School of Music director.

## THE MASTER OF MUSIC

The master of music degree is available in composition, music education, performance, and woodwind doubling.

## Program Requirements

Each major program requires 40 credits distributed as follows:

### The Major in Composition

- MUS 600 Graduate Studies in Music Theory and Analysis—4 credits

- MUS 601 Graduate Studies in Musicology—4 credits
- MUS 638 Composition—16 credits total
- Applied studies—4 to 8 credits
- Major conducted ensembles—4 credits
- MUS 606 Twentieth-Century Music Literature—2 credits
- Music literature elective chosen from MUS 647, 602, 603, 604, and 605—2 credits
- Electives—4 to 8 credits

*Note: Students are encouraged to take at least one elective course outside the field of music.*

- MUS 698 Graduate Recital—0 credits
- Note: Students must take two Graduate Recitals*
- MUS 699 Final Examination—0 credits

The graduate recitals consist of original works composed while in residence. Satisfactory progress toward the recitals, as determined by the student's graduate committee, must occur before the completion of 20 credits.

### The Major in Music Education

- MUS 600 Graduate Studies in Music Theory and Analysis—4 credits
- MUS 601 Graduate Studies in Musicology—4 credits
- MUS 652 Foundations of Music Education—4 credits
- MUS 653 Administration and Supervision in Music—2 credits
- MUS 655 Computer Techniques in Music Education—2 credits
- MUS 658 Psychology of Music—4 credits
- Applied studies—4 credits
- Note: Two semesters of applied studies are required.*
- Music elective chosen from MUS 636, 637, or 639—2 credits
- Electives—8 to 12 credits

*Note: Students are encouraged to take at least one elective course outside the field of music.*

- Major conducted ensembles—4 credits
  - MUS 698 Graduate Recital—0 to 2 credits or MUS 696 Thesis—0 to 2 credits
  - MUS 699 Final Examination—0 credits
- The thesis (MUS 696), if chosen, is supervised by the student's graduate advisor and personal graduate committee.

If a recital (MUS 698) is chosen, permission must be secured before the end of the first semester of graduate study. Those

pursuing this option must study privately with an appropriate faculty member for two consecutive semesters preceding the recital.

The School of Music Graduate Committee must approve the thesis proposal or recital program.

## The Major in Performance

- MUS 600 Graduate Studies in Music Theory and Analysis—4 credits
- MUS 601 Graduate Studies in Musicology—4 credits
- Applied studies—12 to 16 credits
- Major Conducted Ensembles or Opera Workshop for vocal majors, or MUS 611 Accompanying—4 credits
- Music literature electives chosen from MUS 647, 602, 603, 604, 605, and 606—4 credits Note: Vocal majors must take MUS 647.
- Electives—8 to 12 credits

*Note: Organ majors must take MUS 644 and MUS 657. Piano majors must take MUS 628 and MUS 617 as electives.*

*Note: Students are encouraged to take at least one elective course outside the field of music.*

- MUS 698 Graduate Recital—0 credits  
*Note: Students must take two Graduate Recitals.*
  - MUS 699 Final Examination—0 credits
- The first recital must occur before the completion of 20 credits. Between twenty-five and fifty percent of the repertoire for one of the recitals must consist of chamber ensemble works (larger than instrument plus keyboard). The combined recitals must contain at least one work written within the past fifty years. Content of each recital must be approved by the student's graduate committee.

## The Major in Woodwind Doubling

- MUS 600 Graduate Studies in Music Theory and Analysis—4 credits
- MUS 601 Graduate Studies in Musicology—4 credits
- Applied studies—12 to 16 credits

**Note:** The first 3 or 4 credits of applied studies are taken in the general area of woodwind doubling (flute, oboe, clarinet, bassoon, and saxophone). Remaining credits are taken with specialists on a minimum of three instruments to be determined by the student and the advisor.

- Major Conducted Ensembles—4 credits
- Music literature and electives chosen from MUS 647, 602, 603, 604, 605, and 606—4 credits
- Electives—8 to 12 credits

*Note: Students are encouraged to take at least one elective course outside the field of music.*

- MUS 698 Graduate Recital—0 credits  
*Note: Students are required to take two Graduate Recitals.*
  - MUS 699 Final Examination—0 credits
- Woodwind doubling majors must pass each semester's jury examinations with a minimum grade of 3.0 to remain in the program. The first recital must occur before the completion of 20 credits. Content of each recital must be approved by the student's graduate committee.

## Final Oral Examination

Each major program requires that the student pass a final oral examination given by the student's graduate committee. The examination normally covers the literature of the major, the thesis (if applicable), and the repertoire of the recital(s). The student should also demonstrate graduate-level competence in music theory, music history, general literature, and scholarship.

## Transfer Credit

A maximum of 6 credits of graduate credit completed at another accredited institution within the previous six years may count toward the master of music, subject to approval by the Graduate Studies Coordinator.

## Diagnostic Entrance Examinations

Preceding the first semester of study, entering students must take a diagnostic examination in music history and literature. This test covers knowledge equivalent to the expectations of graduates of The University of Redlands bachelor of music program. Areas of weakness identified through this examination may be strengthened through enrollment in appropriate graduate or undergraduate courses, or students may choose to study on their own. Diagnostic examinations are given immediately preceding each semester.

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## 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

Students in performance must register for a minimum of 3 credits of private instruction on the major instrument/voice during the semester in which a required graduate recital is presented. All majors (except keyboard and voice—see below) are expected to earn 4 credits in an appropriate School of Music major conducted ensemble unless the normal assignment is waived or reassigned by petition to the music faculty. The normal appropriate major conducted ensembles are: MUSI 608A University Choir (vocal majors), MUSI 608F Wind Ensemble (wind and percussion majors), and MUSI 631 University of Redlands Symphony Orchestra (string majors). Guitarists will be assigned according to their secondary interests. Keyboard majors are required to enroll in MUS 611 Accompanying for up to 4 credits as required by the degree—instead of a major conducted ensemble. In addition, vocal majors may elect to take 4 credits in MUSI 610 Opera Workshop in lieu of a major conducted ensemble.

At least four weeks prior to each required performance recital, the complete proposed repertoire must be performed for the candidate's committee at a pre-recital evaluation jury. In the case of composition recitals, all scores and parts must be available for examination and at least half of the works must be performed for the committee. At the completion of the evaluation, the committee will notify the candidate whether the recital 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.

*With the approvals of the private teacher, the performance studies chair, and the director of the School of Music, the pre-recital jury examination may be waived for composition majors only.*

## ARTIST DIPLOMA IN MUSIC

In lieu of a traditional master's degree, students may enroll in an intensified performance program leading to an Artist Diploma in Music.

## Admissions

Prospective students must have a bachelor's degree or equivalent in music. There will be an in-person audition specific to each instrument or voice. Once admitted, students must pass an Artist Diploma Entrance Jury (scheduled within the normal year-end jury examinations) by the end of the first year before being allowed to continue in the program.

Those students whose primary language is not English must report a score of at least 450 on the TOEFL examination by the end of the first year of study.

## Required Courses

- Applied Music—24 credits (6 per semester)
- Graduate-level music courses—4 credits
- Directed study in the literature of the major—4 credits
- Participation in a major conducted ensemble (or accompanying for organ and piano majors)—4 credits (one per semester)
- Three formal recitals

## COURSE DESCRIPTIONS (MUS)

### 600 Graduate Studies in Music Theory and Analysis. Spring (4).

Exploration of varied analytic techniques helpful in performing, listening, and composing. Includes review of chromatic harmony and voice-leading, Schenkerian analysis, and in-depth study of selected scores.

### 601 Graduate Studies in Musicology. Fall (4).

Introduction to music bibliography library procedures for music, history, and research. Knowledge gained from undergraduate



survey courses serves as point of departure for detailed studies in selected areas. Students present informal reports and formal papers to the class.

## **602 Medieval and Renaissance Music Literature. Fall (2).**

Detailed survey of music examples from 600 to 1600, with emphasis on the definition of style and its expression by individual composers. Approaches include performance, analysis, and research methods. Offered in alternate years: 03F.

## **603 Baroque Music Literature. Fall (2).**

Examples of music written from 1600 to 1750 are studied, with emphasis on the definition of style and how it is expressed by composers. Approaches include performance, analysis, and research methods. Offered in alternate years: 04F.

## **604 Classical Music Literature. May Term (2).**

Exploration of music written between 1750 and 1820, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Offered in alternate years: 05MT.

## **605 Romantic Music Literature. May Term (2).**

Survey of music written between 1820 to 1900, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Offered in alternate years: 04MT.

## **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: 04S.

## **607 World Music. May Term (3).**

Study of the basic elements of music outside of the usual European tradition including melody, rhythm, harmony, and form in the musics of the world. Emphasis on Latino, Asian, and African traditions. NU only.

## **611 Accompanying. Fall (1), Spring (1).**

Study of vocal coaching (opera and art song) and instrumental accompanying techniques. Practicing, rehearsing together, literature, transposition, and sight-reading. Supervised practice sessions. May be repeated for up to 4 degree credits.

## **614 Jazz Improvisation II. Fall (2).**

Study of advanced jazz improvisation with the goal of enabling students to develop styles of their own. Prerequisite: permission.

## **616 Seminar in Woodwind Instruments. (2).**

Reedmaking, mouthpiece refacing, tuning, minor repairs, and mechanical adjustments. Emphasis on single reeds. Principles may be applied to other woodwinds. Prerequisite: permission. Offered as needed.

## **617 Piano Literature. (2).**

Examination of the literature for solo piano, chamber music with piano, and piano concertos written from the mid-18th century to the present time. Music written for harpsichord and clavichord prior to 1750 but commonly performed on the piano also included. Stylistic, social, and cultural elements explored. Extensive listening and examination of scores. Prerequisite: ability to read music. Offered as needed.

## **626 French and Italian Vocal Literature and Diction. Fall (2).**

Exploration of literature for the voice in the French and Italian languages, and correct diction for each language. Includes learning and working with the International Phonetic Alphabet. NU only.

## **627 English and German Vocal Literature and Diction. Spring (2).**

Exploration of literature for the voice in the English and German languages, and correct

# Music

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diction for each language. Includes learning and working with the International Phonetic Alphabet. NU only.

## **628 Pedagogy. Fall (2).**

Principles and theories of pedagogy applied to the teaching of music. Offered in alternate years.

## **629A Pedagogy Practicum: Vocal Pedagogy.**

## **629B Pedagogy Practicum: Strings and Guitar.**

## **629C Pedagogy Practicum: Keyboard.**

### **Spring (2).**

Supervised and observed studio teaching. University students teach two or more private students for an entire semester. One segment explores methods and materials appropriate for teaching one's own instrument or voice. Prerequisite: MUS 628. Offered in alternate years.

## **636 Advanced Choral Conducting.**

### **Spring (2).**

Introduction to the art of choral conducting. Offered in alternate years: 04S.

## **637 Advanced Instrumental Conducting.**

### **Spring (2).**

Students develop analytical skills, knowledge of appropriate wind literature, effective non-verbal communication skills, and effective rehearsal techniques. Offered in alternate years: 05S. NU only.

## **638 Composition. Fall (3–4), Spring (3–4).**

The exploration and development of individual compositional styles through private lessons and class meetings. Projects and assignments are geared to each student's background and experience. Prerequisite: Ability to read and notate music, basic keyboard skills. May be repeated for degree credit for a maximum of 16 credits. NU only. Offered every year.

## **639 Music in the Elementary School. Fall (2).**

Pre-professional methods and materials, with a focus on methods and techniques for early childhood through grade six. Includes melodic and rhythmic concepts, singing,

instrumental skills on rhythm and percussion instruments, autoharp and recorder, Orff-Kodaly for the classroom, writing for Orff instruments, and Orff orchestration. Offered in alternate years: 03F.

## **641 Marching Band Techniques. Fall (2).**

Study and experience in various charting procedures including Step-two, Asymmetrical, Corps style, and computer charting. Developing effective rehearsal techniques, philosophical considerations, and arranging for the marching band. Offered in alternate years: 03F.

## **644 Church Music Seminar. (2).**

Study of selected topics in church music with an emphasis on practical applications in the field. Areas of study announced annually. May be repeated for degree credit. Prerequisite: permission. Offered as needed.

## **647 History of Opera and Musical Theater.**

### **Fall (2).**

Survey of the development of music and theatre, and their inevitable marriage from the early Egyptian, Greek, Roman, and Hebrew civilizations through medieval liturgical drama and pastoral plays, arriving at the eventuality of opera in the Seventeenth Century. Subsequent maturation of opera, and the delineation of Twentieth-Century models of operetta and popular musical theatre. NU or EV only. Offered in alternate years: 04F.

## **648 Jazz-Commercial Arranging. Spring (2).**

Prerequisites: permission, enrollment in MUSI 608G. Offered as needed.

## **652 Foundations of Music Education.**

### **Fall (4).**

Examination of the historical, philosophical, and sociological foundations of music education with an emphasis on contemporary research-based theories. Offered in alternate years: 03F.

## 653 Administration and Supervision in Music. Fall (2).

A seminar in music administration at the public school level (K–12) for individuals involved or interested in the educational management of music. Topics may include faculty management, curriculum sequence, department image and balance, and state guidelines for music education. Offered in alternate years: 04F. NU only.

## 654 Counterpoint. (2).

Principles of melodic writing: two-, three-, and four-part counterpoint involving the use of imitation, augmentation, mirroring, and diminution. Offered as needed.

## 655 Computer Techniques in Music Education. Spring (2).

The current uses of personal computers and MIDI instruments for music education, including their applications in music theory, manuscript, performance, composition, and ear-training. No previous computer knowledge required. Offered in alternate years: 05S. NU only.

## 656 Orchestration. Spring (2–4).

Nature and potential of musical instruments; arrangement and scoring for conventional groups (symphony orchestra, symphony band, marching band, principal chamber combinations) and for immediate practical instrumentation.

## 657 Organ History and Literature. Spring (2).

Examination of the construction and repertoire of the pipe organ from its invention to the present day. Iconography, mechanics, and acoustics, as well as cultural and societal interdependence, are included. Open to non-organists. Offered in alternate years: 05S.

## 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: 04S.

## 696 Thesis. Fall (1–2), Spring (1–2).

May be repeated for degree credit up to 4 credits. NU only.

## 697 Special Studies. Fall (2), Spring (2).

## 698 Graduate Recital. Fall (0), Spring (0).

Composition majors may present (once each year) well-rehearsed public presentations of three to four works (or equivalent) in lieu of a single recital.

## 699 Final Examination. Fall (0), Spring (0).

## Applied Instruction Courses (MUAP)

### Private Instruction for Graduate Students.

#### Fall (2–5), Spring (2–5).

Private instruction is divided into the following classifications:

- MUAP 602 Classical Piano
- MUAP 604 Jazz Piano
- MUAP 605 Organ
- MUAP 606 Harpsichord
- MUAP 608 Classical Voice
- MUAP 609 Violin
- MUAP 610 Viola
- MUAP 611 Cello
- MUAP 612 String Bass
- MUAP 613 Flute
- MUAP 614 Oboe
- MUAP 615 Clarinet
- MUAP 616 Bassoon
- MUAP 617 Saxophone
- MUAP 618 Horn
- MUAP 619 Trumpet
- MUAP 620 Trombone
- MUAP 621 Tuba
- MUAP 622 Classical Percussion
- MUAP 626 Harp
- MUAP 624 Jazz Voice
- MUAP 628 Classical Guitar
- MUAP 630 Jazz Guitar
- MUAP 632 Popular Guitar
- MUAP 634 Electric Bass
- MUAP 635 Classical Other
- MUAP 636 Jazz Other
- MUAP 637 Other

# Music

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## ENSEMBLES (MUSI)

### **608 Graduate Ensemble. Fall (0–1), Spring (0–1).**

Participation in, and assistance with, a specific School of Music ensemble. No more than 4 credits of MUSI 608 can be applied to a master's degree in music. NU only. The following ensembles are available through registration in MUSI 608.

MUSI 608A University Choir

MUSI 608B Chapel Singers

MUSI 608D Symphony Orchestra

MUSI 608E Orchestra

MUSI 608F Wind Ensemble

MUSI 608G Studio Jazz Band

MUSI 608H Chamber Ensemble

MUSI 608I Special Ensemble

MUSI 608J Madrigals

MUSI 608K Jazz Combo

### **610 Opera Workshop. Fall (0–3), Spring (0–3).**

Preparation and performance of scenes or a full production of opera or musical theatre. NU only.

### **631 University of Redlands Symphony Orchestra. Fall (0–1), Spring (0–1).**

Prerequisite: audition required. NU only.

## THE FACULTY

Jeremy Anderson  
Lawrence Finsen  
Zina Giannopoulou  
Kathie Jenni  
Xinyan Jiang  
Kevin O'Neill

## THE MAJOR

Philosophy courses are divided into three general subject areas: survey (PHIL 100–199), history (PHIL 200–299), and area (PHIL 300 and above). Survey courses introduce students to a broad range of philosophical problems and techniques and are appropriate for beginning philosophy students. Courses in the history of philosophy focus on issues of perennial philosophical concern in the context of specific historical eras, emphasizing the examination of original sources of the period. Area courses focus on relatively restricted areas of philosophy, allowing for greater depth in the investigation of selected topics and techniques.

## Requirements

The major consists of eleven courses in philosophy, or ten courses in philosophy and one (only) of the following courses: GOVT 310-321 (any of the political theory courses) or HIST 314 European Thought and Culture: 1945-Present.

All majors must take seven “core” courses, as follows. No single course can count for more than one of these areas.

- Historical Foundations of Western Philosophy: PHIL 200 (Greek) and 220 (17th-18th Century Philosophy)
- At least one course in Non-Western philosophy: PHIL 150, 312, 314, or 316 (i.e., Introduction to Chinese Philosophy or one of the three upper-level Chinese philosophy courses: Buddhism, Confucianism, or Daoism)
- At least one course in logic: PHIL 130, 351-352 (both needed if offered as two-semester, two-unit courses), or 350
- At least one advanced course in ethics: PHIL 310, 316, 320, or 330

- At least one advanced course in metaphysics or epistemology: PHIL 300, 312, 314, or 340
- PHIL 461 Philosophy Practicum (two semesters)

An appropriate 300 or 400 level topics course can be substituted for any given requirement with Chair approval.

In addition to the seven required courses, all Philosophy majors design an emphasis in consultation with their major advisor that allows them to focus in more depth in their area of interest. Such an emphasis would usually include at least one Individualized Study, could include an appropriate internship or study abroad experience, and would culminate either in a thesis in the area or a portfolio demonstrating connections among work in the emphasis.

## THE MINOR

The minor in philosophy consists of 24 credits. Courses taken to fulfill the minor are negotiated with the Philosophy Department. Students electing to minor in philosophy should consult an advisor in the department.

## THE CAPSTONE EXPERIENCE

Seniors must register for PHIL 461 Philosophy Practicum, but their capstone experience may take one of three possible forms:

- 1.) Writing a Senior thesis in the student's area of emphasis,
- 2.) Completing an appropriate PHIL 460 topics course, including a major writing project, or
- 3.) Compiling a Senior portfolio including
  - a.) a major reflective essay, 15 pages or so, discussing program design and the student's growth over time;
  - b.) a polished essay from any course that could serve as the centerpiece of a graduate school application; and
  - c.) samples of papers, exams, journals, and so on from three or four courses at various levels of sophistication (to be discussed in the reflective essay) that reflect the student's progress.

# Philosophy

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## DEPARTMENTAL HONORS

A departmental honors program that involves an exceptional senior project is available for qualified and motivated students. Admission to the program might come by departmental invitation or, should students initiate their own applications, by affirmative vote of the philosophy faculty. Interested students should consult their advisors for information about application procedures and requirements.

## STUDY ABROAD

Philosophy majors and minors are strongly encouraged to include study abroad in their academic planning. The opportunity to develop deeper understanding of another culture is of immense value to any liberally educated person, and of particular value to philosophy students. A number of programs are available that would be especially beneficial to someone studying philosophy, including programs in English and other languages. Students should plan off-campus study early in consultation with both their department advisor and the Office of Special College Programs.

## COURSE DESCRIPTIONS (PHIL)

### 100 Introduction to Philosophy.

Fall (4), Spring (4).

Introduction to substantive issues in philosophy through examination of historical and contemporary sources. Designed to provide a survey of topics in various areas, including ethics, metaphysics, and epistemology.

### 120 Ethics and Social Philosophy.

Fall (4), Spring (4).

Examination of competing ethical and social-political theories in the context of current ethical controversies.

### 130 Reasoning and Logic.

Fall (4) or Spring (4).

Practical introduction to logic and critical thinking, with emphasis on developing the ability to detect fallacious arguments and

construct sound ones in a variety of practical contexts.

### 140 Taking Animals Seriously. May Term (3).

Internship at Best Friends Animal Sanctuary in Kanab, Utah, grounded in study of the history, issues, and philosophies of animal welfare activism. One and one-half days per week of class-time; three and one-half days of full-time sanctuary work: cleaning, feeding and watering, socializing and exercising animals, veterinary care, adoption services. Offered as needed. CN and EV only.

### 150 Introduction to Chinese Philosophy. Fall (4).

An introduction to Chinese philosophy. Readings selected mainly from Confucian, Taoist, and Buddhist traditions. No prior acquaintance with Chinese literature or Philosophy will be presupposed.

### 160 Introductory Topics in Philosophy. Fall (4), Spring (4), or May Term (3).

Study of selected topics, movements, authors, or works in philosophy chosen to reflect student interest and instructor availability. May be repeated for degree credit given different topics for a maximum of 8 credits. Offered as needed.

### 200 Greek Philosophy. Fall (4) or Spring (4).

Study of original texts in Greek philosophy selected from the pre-Socratics, Plato, Aristotle, and the Stoics. Students are acquainted with philosophers who began the Western intellectual tradition. Prerequisite: one course in philosophy or permission. Offered in alternate years.

### 210 Medieval Philosophy. Spring (4).

Study of original texts from medieval philosophy selected from Augustine, Aquinas, Anselm, Abelard, Bonaventure, Scotus, and Ockham. Emphasis on the place philosophy occupied in medieval culture and especially its relations to religious faith. Prerequisite: one course in philosophy or permission. Offered as needed.

## 220 Seventeenth- and Eighteenth-Century Philosophy. Fall (4) or Spring (4).

Study of the works of major philosophers selected from the modern period (1600–1780). Readings selected from writings of Bacon, Descartes, Hobbes, Locke, Leibniz, Spinoza, Berkeley, and Hume. Prerequisite: one course in philosophy or permission. Offered in alternate years.

## 230 Nineteenth-Century Philosophy. Spring (4).

Study of major thinkers in the period from 1780 to 1850. Primary focus on Kant and Hegel, with readings from original sources. Prerequisite: one course in philosophy or permission. Offered in alternate years.

## 240 Existentialism and Phenomenology. Fall (4) or Spring (4).

Examination of original texts in existential and phenomenological traditions, exploring distinctiveness and interrelation. Readings selected from Husserl, Heidegger, Sartre, Beauvoir, Merleau-Ponty, and Levinas. Prerequisite: one course in philosophy or permission. Offered as needed.

## 250 Twentieth-Century Philosophy. Fall (4).

Examination of original texts in continental and Anglo-American traditions, exploring common origins and current convergence. Readings selected from Brentano, Meinong, Husserl, Heidegger, Sartre, Russell, Moore, Wittgenstein, Austin, Carnap, Ayer, Ryle, and Quine. Prerequisite: one course in philosophy or permission. Offered as needed.

## 300 Epistemology. Spring (4).

Examination of traditional and contemporary problems in the theory of knowledge: the challenge of skepticism; role of belief, truth, and certainty; whether there are different kinds of knowing. Prerequisite: one philosophy course or permission. Offered in alternate years.

## 310 Philosophy and Feminism. Spring (4) or May Term (3).

Examination of conceptual and moral issues surrounding sexual equality: sexism and its

relation to other forms of oppression; the notion of male and female natures; friendship, love, marriage, and the family; moral analyses of rape, abortion, and pornography. Classical and contemporary readings from philosophy, the social sciences, and political documents. Prerequisite: one philosophy course or permission. Offered in alternate years.

## 312 Chinese Buddhism. Spring (4).

Study of Chinese Buddhist philosophy. The main focus is on the school known as Chan (pronounced “Zen” in Japanese), but other Chinese Buddhist schools such as the Three Treatises, Consciousness-Only, Tiantai, Huayan, and Pure Land will be discussed as well. Prerequisite: one course in philosophy or permission. Offered every third year.

## 314 Daoism. Spring (4).

Study of Daoist (Taoist) philosophy. Classical Daoist texts such as *Daode Jing (Tao Te Ching)* and *Zhuangzi (Chuang Tzu)*, as well as Neo-Daoist commentaries and contemporary interpretations of Daoist classics. Prerequisite: one course in philosophy or permission. Offered every third year.

## 316 Confucianism. Spring (4).

Study of classical Confucianism. Readings include Confucian classics such as Confucius’ *Analects*, *The Book of Mencius*, and *Xunzi (Hsün Tzu)*, as well as contemporary interpretations of classical Confucianism. Prerequisite: one course in philosophy or permission. Offered every third year.

## 320 Ethics and Law. Fall (4) or Spring (4).

Study of selected problems concerning law, society, and morality. Topics include legal paternalism, legal moralism, the ethics of criminal punishment, political obligation, civil disobedience, and justification of the state. Readings from classical and contemporary sources. Prerequisite: PHIL 120, GOVT 310, 314, or permission. Offered in alternate years.

# Philosophy

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## **330 Ethics and the Environment.**

### **Fall (4) or Spring (4).**

Examination of ethical issues about the environment: fundamental questions about moral status, public policy issues, and questions of personal morality. Traditional perspectives, such as anthropocentrism and individualism, are contrasted with alternatives such as the land ethic and ecofeminism. Prerequisite: PHIL 120 or permission. Offered in alternate years.

## **340 Philosophy of Mind.**

### **Fall (4) or Spring (4).**

Seminar examining selected topics in the philosophy of mind, emphasizing contemporary sources. Topics include the mind-body problem, privacy and the problem of other minds, self-deception, artificial intelligence, personal identity, and analysis of such concepts as memory, emotion, action, belief, and dreaming. Prerequisite: one history of philosophy course or permission. Offered in alternate years.

## **345 American Philosophy. Spring (4).**

Study of classic texts in American philosophy. Readings selected from the writings of Peirce, Royce, James, Dewey, Santayana, and appropriate Twentieth-Century thinkers. Prerequisite: one course in philosophy or permission. Offered as needed.

## **350 Symbolic Logic. Fall (2–4).**

Study of increasingly complex systems of deductive logic. Topics include sentential logic and predicate logic. Prerequisite: either one course in philosophy, MATH 121 or above, or permission. Offered in alternate years.

## **351 Symbolic Logic I: Sentential. Fall (2).**

Symbolic logic I and II together study increasingly complex systems of deductive logic. Symbolic Logic I focuses on sentential (or propositional) logic including semantics, syntax, and derivations. Prerequisite: one course in philosophy, MATH 121, or permission. Offered in alternate years.

## **352 Symbolic Logic II: Predicate.**

### **Spring (2).**

Systematic study of predicate (or quantified) logic, including semantics and syntax as well as derivations. Prerequisite: PHIL 351. Offered in alternate years

## **355 Philosophy of Religion. Spring (4).**

Examination of selected issues surrounding religious beliefs and practices: arguments for and against God's existence, the relationship of faith and reason, and the relationship of religion and ethics. Readings from classical and contemporary sources. Prerequisite: one history of philosophy course or permission. Offered as needed.

## **360 Topics in Chinese Philosophy.**

### **Spring (4).**

An advanced seminar that will focus on readings from Chinese philosophical texts. Prerequisite: one philosophy course or permission. May be repeated for degree credit, for a maximum of 12 credits, given a different topic.

## **460 Seminar in Selected Topics or Figures.**

### **Fall (3–4), Spring (3–4).**

Examination of a particular philosopher, movement in philosophy, or specialized topic chosen to reflect student interest and staff availability. Prerequisite: one history of philosophy course or permission. Offered as needed.

## **461 Philosophy Practicum. Fall (2),**

### **Spring (2).**

Training in research, annotated bibliographies, library resources, topic selection for research, graduate school applications, and other practicalities of joining the philosophical community. In spring, students complete a research project, a portfolio, or an essay for an appropriate PHIL 460 course. Project topics negotiated with departmental advisors; may be interdisciplinary. Prerequisites: junior or senior standing, and permission for non-majors. CN, EV only.



# Physical Education and Athletics

## THE FACULTY

James Ducey  
Jeffrey P. Martínez  
Michael C. Maynard  
Gary H. Smith  
Suzette A. Soboti  
Thomas T. Whittemore

## THE MINOR

For students interested in a minor in physical education, the following required courses are designed to provide a foundation of study:

- PE 110 Foundations of Physical Education and Sport
- PE 210 Social Sciences in Physical Education and Sport
- PE 310 Instructional Strategies for Physical Education
- PE 320 Scientific Concepts for Physical Education and Sport

In order to satisfy the 6 additional credits of required physical education coursework, students may choose from a variety of other academic classes outlined in the Physical Education course descriptions. Activity classes do not fulfill the requirements for the 6 additional credits.

## Activities Program

All University students are encouraged to participate in the Physical Education Activities Program. The courses are categorized according to the primary goal of the class: fitness activities, lifetime sports, martial arts, and recreational sports. Students are encouraged to select at least one from each category. All courses are designed to enhance physical fitness, improve skills, and develop an appreciation of the many benefits of developing and maintaining a healthy and active lifestyle. Activity courses are offered for one credit on a CN basis. Students may earn a maximum of four credits toward a degree.

*Note: Physical Education activity credits are exempt from the excess credit fee.*

## Fitness Activities

Designed to improve cardiovascular fitness, body composition, muscular endurance, strength, and flexibility.

PEAC 0FA	Water Aerobics
PEAC 0FD	Dynamic Fitness
	Speed and Agility
PEAC 0FE	Dynamic Fitness
	Strength and Power
PEAC 0FP	Personalized Fitness
PEAC 0FL	Low Impact Aerobics
PEAC 0FS	Life Saving
PEAC 0FW1	Weight Training— Beginning
PEAC 0FW2	Weight Training— Intermediate
PEAC 0FY	Yoga
PEAC 0FZ	Topics in Fitness

## Lifetime Sports

Designed to improve the skill performance in the selected sport through instruction, drills, and competitive play.

PEAC 0LB	Badminton
PEAC 0LC	Soccer
PEAC 0LD	Diving
PEAC 0LF	Ultimate Frisbee
PEAC 0LG	Golf
PEAC 0LH	Cheerleading
PEAC 0LK	Basketball
PEAC 0LL	Lacrosse
PEAC 0LN	Sand Volleyball
PEAC 0LR	Racquetball
PEAC 0LS	Swimming
PEAC 0LT1	Tennis—Beginning
PEAC 0LT2	Tennis—Intermediate
PEAC 0LT3	Tennis—Advanced
PEAC 0LV	Volleyball
PEAC 0LW	Wallyball
PEAC 0LZ	Topics in Lifetime Sports

## Martial Arts

Designed to train both the mind and body.

PEAC 0MA	Aikido
PEAC 0MK1	Karate—Beginning
PEAC 0MK2	Karate—Intermediate
PEAC 0MS	Self Protection
PEAC 0MZ	Topics in Martial Arts

# Physical Education and Athletics

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## Recreational Sports

Designed to provide instruction in recreational activities. Each of these classes requires an additional fee, and many are conducted on weekends.

PEAC ORH	High Adventure Ropes
PEAC ORK	Kayaking
PEAC ORR	Rock Climbing
PEAC ORS	Scuba
PEAC ORW	Windsurfing
PEAC ORZ	Topics in Recreational Sports

## Recreational Sports/Intramural Program

The Recreational Sports program has four components: intramural competition, club sports, recreational facilities, and outdoor recreation (equipment rental).

The intramural program offers a wide variety of activities and events intended to encourage friendly competition among students, faculty, and staff. Some of the activities currently offered include basketball, badminton, bowling, flag football, frisbee golf, pickleball, racquetball, soccer, softball, table tennis, tennis, volleyball, wallyball, innertube water polo, and wiffleball.

The club sport program is designed to create an opportunity for members of the University community with a common sport interest to organize. Clubs are classified as either competitive or non-competitive. Competitive clubs usually have a coach, hold practices, and compete against other schools or community teams, while non-competitive clubs are informal and meet to discuss or explore interests.

The University has outstanding athletic and recreational facilities available. Information regarding facility availability may be obtained from the Department of Physical Education and Athletics. The Check It Out office supports hiking, camping and other outdoor activities through an equipment rental program for those who wish to venture into the many recreational areas surrounding the campus.

## Intercollegiate Athletics

For students who excel in a particular sport or sports, the University offers an opportunity to compete in a comprehensive program of intercollegiate athletics. Men's teams are fielded in baseball, basketball, cross-country, football, golf, soccer, swimming/diving, tennis, track and field, and water polo. Women's teams are sponsored in basketball, cross-country, lacrosse, soccer, softball, swimming/diving, tennis, track and field, volleyball, and water polo. The University of Redlands is associated with and competes nationally under the direction of Division III of the National Collegiate Athletic Association (NCAA), and is a member of the Southern California Intercollegiate Athletic Conference (SCIAC).

Students who participate on an intercollegiate team may earn one activity credit in Physical Education. This activity credit does not fulfill any requirements for the Physical Education minor.

PEAC BB-M	Baseball: Men
PEAC BK-M	Basketball: Men
PEAC BK-W	Basketball: Women
PEAC CC-M	Cross-Country: Men
PEAC CC-W	Cross-Country: Women
PEAC FB-M	Football: Men
PEAC GF-M	Golf: Men
PEAC LA-W	Lacrosse: Women
PEAC SB-W	Softball: Women
PEAC SC-M	Soccer: Men
PEAC SC-W	Soccer: Women
PEAC SW-M	Swimming and Diving: Men
PEAC SW-W	Swimming and Diving: Women
PEAC TF-M	Track and Field: Men
PEAC TF-W	Track and Field: Women
PEAC TS-M	Tennis: Men
PEAC TS-W	Tennis: Women
PEAC VB-W	Volleyball: Women
PEAC WP-M	Water Polo: Men
PEAC WP-W	Water Polo: Women

## 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 (2).**

Practical “hands-on” course in the principles of basic first aid and emergency care. The American Red Cross requirements for certification in CPR and basic life support are also completed.

### **250 Methods of Teaching Team and Individual Sports. May Term (3).**

Designed to instruct students in the methods of teaching individual and team skills. This includes teaching progressions and drill development. Prerequisite: PE 310 recommended.

### **260 Topics in Athletics and Physical Education. Fall (4), Spring (4), May Term (3).**

Topics of current interest in athletics and physical education. Focus could be on history, evolution, philosophy, or any other appropriate area. Individual topics are chosen to reflect student interest and instructor availability.

### **310/310E 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.

### **340 Care and Conditioning of Athletic Injuries. Fall (3).**

Designed to give the future athletic trainer, coach, or physical education instructor a basic knowledge of the prevention, recognition, and/or care of athletic injuries. Topics offered include injury evaluation, treatment, taping, and protective techniques involved with today's young athletes. Laboratory work with the athletic trainer is required. Prerequisite: PE 320. Offered in alternate years: 04F.

### **350 Theories of Coaching. Spring (3).**

Designed to introduce students to a variety of coaching theories, methods and techniques. Coaching roles are discussed, along with administrative organizational responsibilities. Practice and game planning in addition to ethics and coaching philosophy are also studied.

### **381 Special Internship: Physical Education. Fall (1–3), Spring (1–3), May Term (1–3).**

Prerequisite: permission. May be repeated for a maximum of 3 degree credits. CN only.

### **382 Special Internship: Coaching. Fall (2–4), Spring (2–4).**

Experience in working as a coach or a coaching assistant in an athletic program for the duration of a sport's season. Prerequisite: permission. May be repeated for a maximum of 4 degree credits. CN only.

### **383 Special Internship: Athletic Training. May Term (2–3).**

Prerequisite: permission. CN or EV only.

# Physics

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## THE FACULTY

Aaron J. Cox  
Alan J. DeWeerd  
S. Eric Hill  
Tyler E. Nordgren  
Julie A. Rathbun

## THE MAJORS

The foundational program offers rigorous training in the fundamentals of physics. It is designed for well-prepared and highly motivated students. Introductory courses cover three fundamental topics: particle motion, the electromagnetic interaction of particles, and the properties of light and waves. Advanced courses include quantum theory—a subject that today forms the basis of all atomic and nuclear physics as well as physical chemistry and solid-state science. In addition, advanced classical mechanics and electromagnetic theory, thermodynamics, and statistical mechanics are addressed. Students receive practical laboratory experience in electrical and optical measurements, analog and digital electronics, and advanced experimental physics. Support courses are taken in mathematics, computer science, and chemistry. 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.

Students who plan to graduate with a physics major must have their programs approved by the Physics Department.

## The Bachelor of Science

### Requirements<sup>AP</sup>

#### Physics

231-233, 310, 330, 332, 333, 341, 342, 344, 349, 491<sup>†</sup>

Note: math co- and pre-requisites are given in the individual course descriptions.

#### Math

121, 122, 221, 235, and two of the following: 231, 241, 311, 331

## Computer Science

110 (or Phys. Dept. waiver)

## Chemistry

131, 132

Note: the Physics Dept. must approve deviations from these requirements.

## One possible course sequence\*

### First Year

Fall: CHEM 131; CS 110; MATH 121  
Spring: CHEM 132; MATH 122; PHYS 231

### Second Year

Fall: MATH 221; PHYS 232  
Spring: MATH 235; PHYS 233

### Third Year\*

Fall: MATH 311; PHYS 332, 310  
Spring: MATH 241; PHYS 333, 349

### Fourth Year\*

Fall: PHYS 341, 344  
Spring: MATH 331; PHYS 330, 342, 491<sup>†</sup>

\* All third and fourth year physics courses (except PHYS 491) are offered alternating years. This particular sequence assumes the Fall of your third year is an odd year.

## The Bachelor of Arts

### Requirements<sup>AP</sup>

#### Physics

231-233, any four 300-level courses, and an approved senior program which may include PHYS 491<sup>†</sup>

#### Math

121, 122, 221, and 235

<sup>AP</sup> Students entering the program with Advanced Placement credits in Physics may place out of some introductory courses. See the Advanced Placement section for more details.

<sup>†</sup> Satisfies WB requirement.

## Dual Majors

The intersections of Physics and the related sciences are areas of interest and importance inside and outside academics. Our Physics Major program is strongly related to those of Chemistry, Computer Science, and Mathematics Majors. Because of this convenience and interest, many physics students earn double majors or minors in these related fields. Some of the program overlaps are highlighted below. For more details, check the other departments' catalog entries and consult with your advisor.

### Physics–Chemistry Dual Major

CHEM 131–132 and PHYS 231-233 are required for both majors. By arrangement, other physics and chemistry courses can be substituted for each other.

### Physics–Computer Science Dual Major

CS 110, Math 121, PHYS 220-221 (or 231-232), and 310 count toward both the Physics and Computer Science Major.

### Physics–Mathematics Dual Major

MATH 121, 122, 221, 235, 241, 311, and 331 are applicable toward both majors.

## THE MINOR Requirements<sup>AP</sup>

### Physics

231<sup>AP</sup> and 232 (or 220 and 221), 233, and any three 300-level courses except 349.

Note: math co- and pre-requisites are given in the individual course descriptions.

### Math

121, 122, 221, and 235

<sup>AP</sup> *Students entering the program with Advanced Placement credits in Physics may place out of some introductory courses. See the Advanced Placement section for more details.*

## Departmental Honors

The Physics Department offers honors to recognize outstanding student achievement as reflected in a high GPA and an excellent research project culminating in a Senior Thesis (PHYS 491) and a presentation. Students should consult with the department chair for requirements.

## Single-Subject Teaching Credential

Students who wish to be certified to teach science must pass the PRAXIS, SSAT, and CBEST examinations. The best preparation for the examinations is a B.S. or B.A. in physics or another science. Students must meet with the director of the Center for Science and Mathematics, and with an advisor in the School of Education for information concerning certification and the teacher education preparation program process. Most students complete the teacher preparation program, including student teaching, during a fifth year after graduation. Please refer to the School of Education section of this *Catalog* for a more detailed list of requirements.

## Advanced Placement in Physics

Students who score well on the Physics AP exams may receive credit and place out of introductory courses based on an interview with department faculty.

**Physics B:** Students who earn a score of three receive 0 to 8 credits, depending on the results of an interview with department faculty. Scores of four or five earn 8 credits.

**Physics C:** Students who earn a score of three may receive 0 to 7 credits depending on the results of a faculty interview. Scores of four or five earn 3 to 8 credits depending on the results of the faculty interview.

## Research

Research is an important component of a science student's experience at Redlands. 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 Center for Science and Mathematics. They can also take advantage of summer programs (such as Research

# Physics

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Experiences for Undergraduates) offered by other institutions. Most students begin work in their sophomore or junior years that evolves into a senior thesis.

Physics faculty research programs are in the areas of Astronomy, Lasers, Optics, and Surface Science. In the field of Astronomy, students can control telescopes remotely (such as the NASA IRTF in Mauna Kea, Hawaii and the VLA in Socorro, New Mexico), analyze data from these telescopes, and develop models for volcanoes on other planets, the pulsation of variable stars, star formation in other galaxies, and investigate other problems in astronomy. In the department's **Laser Photonics Laboratory**, a variety of laser and optical experiments are conducted. These projects include light scattering, atmospheric optics, atom trapping, and optical tweezers as well as experimental laser development. The Surface Science work uses a scanning tunneling microscope to investigate atomic-scale surface topography, crystallography, and the interactions of these surfaces with molecular adsorbates, and to manipulate those interactions via nanolithography.

## COURSE DESCRIPTIONS (PHYS)

### **102 Astronomy of Planets.**

**Fall (4), Spring (4).**

Introductory study of selected topics in planetary science. Basic information about the planets, moons, and other objects in our solar system will be covered. Additional possible topics include space exploration, planetary geology, search for life in the solar system, and planetary impact hazards. Includes lecture and laboratory components. Prerequisite: competency in high school math (algebra, trigonometry, and geometry). Offered as needed.

### **103 General Astronomy. Fall (4), Spring (4).**

Introductory study of astronomy designed to acquaint the student with stars, black holes, galaxies, and the origin and present state of the Universe. Students will learn about these

concepts in the context of the scientific method. Laboratory is one day a week with occasional evening observing sessions. Includes lecture and laboratory components. Prerequisite: competence in high school algebra, trigonometry, and geometry. Offered as needed.

### **104/104E Elementary Physics. Fall (4).**

A presentation of basic concepts of physics such as force and acceleration, heat, electricity and magnetism, sound and light for liberal studies majors.

### **105 Physics for Poets. Fall (4).**

Non-mathematical introduction to the major principles and concepts of physics and their historical development. The important philosophical and technical implications of classical and modern physics are treated. Offered as needed.

### **106 Physics Comes to Light and Sound. Spring (4).**

Introductory course on the physics of light and sound that includes the production of light, the nature of color, everyday optical phenomena, and the physics of sound with examples in musical instruments. Should interest majors in art, music, and communicative disorders. Prerequisite: high school algebra. Offered as needed. NU only.

### **107 Sound Physics Fall (4) Spring (4).**

This is an introductory level lab science course. Students will develop an understanding of the physical principles underlying the phenomena of musical acoustics: sound production, propagation, and perception. Includes lecture and laboratory components. Prerequisite: high school algebra. Offered as needed. CN, EV, or NU.

### **108 Astronomy Abroad. May Term (3).**

Intense study of astronomy accomplished by travel to modern astronomical observatories and ancient astronomical sites. Students will learn about the sky from listening to real astronomers, visiting modern and ancient observatories, and getting hands-on use of telescopes. Different semesters will visit

different locations including the American Southwest, Hawaii, and Australia. Prerequisite: permission of the instructor. Offered as needed.

## **220–221 Fundamentals of Physics.**

### **Fall (4), Spring (4).**

Concepts and theories of classical and modern physics. Laboratory experience forms an integral part of the course. Includes lecture and laboratory components. Prerequisite for PHYS 221: PHYS 220. Corequisite: MATH 121 or permission.

### **231 General Physics I. Spring (4).**

Quantitative study of classical Newtonian mechanics. Includes lecture and laboratory components. Corequisite: MATH 122.

### **232 General Physics II. Fall (4).**

Introduction to classical electricity and magnetism. Includes lecture and laboratory components. Prerequisite: PHYS 231. Corequisite: MATH 221.

### **233 General Physics III. Spring (4).**

Study of the fundamentals of wave motion with applications to mechanical waves, light, and classical optics. Includes lecture and laboratory components. Prerequisite: PHYS 232 or instructor's permission. Corequisite: MATH 235.

## **291-292 Physics Instructional Techniques.**

### **Fall (4), Spring (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. Fall (4).**

Instrumentation, transistor theory, integrated circuits, and fundamental analog and digital circuit design. Prerequisite: PHYS 221 or 232 or permission. Offered in alternate years: 03F.

### **330 Advanced Mechanics. Spring (4).**

Applications of Newton's laws to particle and rigid body motion, introduction to Lagrangian and Hamiltonian mechanics, small vibrations, tensor analysis, and other selected topics. Prerequisite: PHYS 233. Offered in alternate years: 03S.

### **332–333 Advanced Electricity and Magnetism. Fall (4), Spring (4).**

Electrostatics, solutions of the Laplace and Poisson equations, properties of electric and magnetic fields, and electromagnetic radiation. Prerequisite: PHYS 233. Offered in alternate years: 03F, 04S.

### **341 Quantum Properties of Matter I.**

#### **Fall (4).**

Fundamentals of quantum theory. Includes development of quantum principles, application to simple models, and a presentation of the formal structure of quantum theory. The one-electron atom is treated in detail. Prerequisites: PHYS 233. Offered in alternate years: 04F.

### **342 Quantum Properties of Matter II.**

#### **Spring (4).**

Applications of quantum theory to more realistic problems. Topics include perturbation theory, quantum theory of the periodic table of the elements, atomic spectroscopy, molecular systems, infrared, Raman, and electronic spectroscopy. Prerequisite: PHYS 341. Offered in alternate years: 03S.

### **344 Statistical Properties of Matter.**

#### **Fall (4).**

Fundamental principles of classical thermodynamics and kinetic theory. Classical and quantum statistical properties of matter and radiation. Prerequisite: PHYS 233. Offered in alternate years: 04F.

### **345 Applied Nuclear Physics. Fall (4) or**

#### **Spring (4).**

Study of nuclear theory, structure, and interactions, with engineering applications in areas such as nuclear reactors. Prerequisite: PHYS 233. Offered as needed.

# Physics

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## **346 Applied Optics. Spring (4).**

Classical and quantum optics with applications of current interest in engineering, research, and industry, including optical communications, integrated optics, holography, interferometry, and introductory laser theory. Prerequisite: PHYS 233. Offered as needed.

## **349 Advanced Experimental Physics. Spring (2).**

Laboratory course in solid state, molecular, atomic, optical, electron, nuclear, and particle physics. Prerequisite: PHYS 233. Offered in alternate years: 04S.

## **378 Physics Research. Fall (1-4), Spring (1-4), May Term (1-3).**

Students can earn credits while gaining valuable research experience with faculty in the department. Contact individual faculty to discuss opportunities. May be repeated for degree credit. Prerequisite: instructor's permission. Offered in every year. CN and EV.

## **491 Seminar. Spring (2).**

Classical and modern physics and selected topics from current literature. Development of technical and communications skills. Preparation of a formal senior thesis.



## THE FACULTY

Susan B. Goldstein

Thomas F. Gross

Anna Marie Napoli

Fredric E. Rabinowitz

Cheryl A. Rickabaugh

Catherine Salmon

Francisco Silva

Kathleen Silva

## THE MAJOR

Majors must complete a senior capstone and a minimum of ten courses in psychology, seven of which must be in residence.

Students are required to complete the following courses: PSYC 100, PSYC 250, and PSYC 300.

Majors must also complete a minimum of three courses from each of the following categories:

1. Intermediate courses—PSYC 320, PSYC 325, PSYC 335, PSYC 341, PSYC 343, PSYC 344, PSYC 349, PSYC 360. These courses contain intermediate laboratory components which require students to use one or more methods of data collection and analysis.
2. Advanced Courses—PSYC 430, PSYC 435, PSYC 439, PSYC 440, PSYC 445, PSYC 447, PSYC 448, PSYC 449, PSYC 460. These courses have an empirical component with laboratories involving data collection, analysis, interpretation, and written report.
3. Students may select the tenth course from any 3 to 4 unit course in psychology.

**In addition** to these ten courses, students must complete at least one semester of PSYC 473, PSYC 487, a research project in the form of a Directed Study at the senior level, or Honors.

Students planning to study abroad should contact their advisor early to coordinate this experience with the major program sequence. The department supports and encourages cross-cultural studies.

## THE MINOR

The minor in psychology consists of a minimum of six courses, four of which should be in residence. It is recommended that students take PSYC 100 first, as it is a prerequisite for most psychology classes. Although PSYC 250 and 300 are not required for the minor, they are prerequisites for several upper-division courses.

### Advanced Placement in Psychology

Students receiving a score of three may enroll in courses that list PSYC 100 as a prerequisite. Students who receive a score of four or five may enroll in courses that list PSYC 100 as a prerequisite and will receive 4 credits for PSYC 100.

### Departmental Honors

A departmental honors program that involves an exceptional senior project is available for qualified and motivated students. Admission to the program might come by departmental invitation or, should students initiate their own applications, with sponsorship by the psychology faculty. Interested students should consult their advisors for information about application procedures and requirements.

## COURSE DESCRIPTIONS (PSYC)

*Students who do not meet prerequisites must obtain permission from the instructor prior to enrolling in psychology classes.*

### 31 Psychology of Interpersonal Relationships. May Term (3).

Typically conducted as a travel course to Salzburg, Austria, this class is an interactive group experience designed to improve interpersonal communication, increase self-awareness, and promote an understanding of group dynamics. Interpersonal risk-taking, self-disclosure, and intensive journal writing are the primary modes of self-exploration. Class size is limited. Prerequisite: interview with instructor.

# Psychology

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## **100 Introduction to Psychology.**

**Fall (4), Spring (4).**

Survey of classic and contemporary theory and research in human and animal behavior. Topics include the biopsychological bases of behavior, learning, cognition, motivation, developmental and social processes, and psychological disorders and their treatment.

## **185 Field Placement.**

**Fall (2–4) or Spring (2–4)  
or May Term (2–4).**

Opportunity to develop a role within a community agency or organization and receive on-site supervision. Students work with a faculty sponsor to determine a placement appropriate to their academic interests and career goals and to evaluate progress on an on-going basis. May be repeated for degree credit for a maximum of 4 credits applied to the psychology major. CN only.

## **210 Personality Theories.**

**Fall (4), Spring (4).**

Survey of major paradigms of personality theories emphasizing different perspectives on the structure, dynamics, functions, and development of the normal personality. Prerequisite: PSYC 100.

## **220 Exceptional Child. Fall (4).**

Nature, determinants, and problems of gifted, mentally retarded, and sensory and physically disabled children. Prerequisite: PSYC 100.

## **250 Statistical Methods. Fall (4), Spring (4).**

Introduction to the use of descriptive and inferential statistics in the collection of data and the interpretation of research in psychology and education. Prerequisites: PSYC 100 or SOAN 100 or 102, and MATH 41 or 101.

## **260 Topics in Psychology.**

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

Topics of current interest in psychology that fall outside the regular curriculum. Recent offerings have included prejudice and discrimination, and human sexuality. Prerequisite: PSYC 100.

## **300 Research Methods. Fall (4), Spring (4).**

Study of scientific methods in psychology, including descriptive, correlational, and experimental approaches, with emphases on artifacts, biases, and ethical issues in psychological research. Prerequisites: PSYC 100 and 250.

## **320 Psychology of Gender. Fall (4).**

Survey of biological, psychological, and socio-cultural issues relevant to the psychology of gender. Emphasis on cultural images of men, women, and children; gender differences and similarities; gender-role socialization; sexuality and reproduction; psychological adjustment; and interpersonal relations. Prerequisite: PSYC 100.

## **325 Industrial/Organizational Psychology.**

**Fall (4).**

Application of principles and theories derived from the traditions of differential and experimental psychology to personnel decision-making, work, and organizational behavior. Prerequisites: PSYC 100 and 250. Offered in alternate years: 04F.

## **335 Developmental Psychology. Spring (4).**

Survey of normal developmental patterns from infancy to old age and theories of development with emphasis on current literature. Prerequisite: PSYC 100.

## **341 Learning. Spring (4).**

Presentation of leading psychological, behavioral, and cognitive theories of how animals and humans adapt to changes in their environment. Prerequisites: PSYC 100, 250, and one PSYC course numbered 300 or higher.

## **343 Educational Psychology. Spring (4).**

Emphasis on psychological theories and research relevant to education and the identification of solutions to practical problems in various types of educational settings. Prerequisite: PSYC 100.

### **344 Abnormal Psychology. Fall (4).**

Survey of current theories of abnormal behavior with emphasis on the role of the psychologist in diagnosis, research, and treatment, as well as an understanding of the ethical and societal concerns related to psychiatric and behavioral disorders. Prerequisites: PSYC 100 and 210.

### **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, the dynamics of interpersonal perception, social influence (e.g., conformity and persuasion), and social relations (e.g., aggression, altruism, and interpersonal attraction). Prerequisites: PSYC 100.

### **360 Advanced Topics in Psychology. Fall (4), Spring (4), May Term (3).**

In-depth examination of contemporary topics in the field of psychology. Recent offerings have included Psychology of Good and Evil and Evolutionary Psychology. Prerequisites: PSYC 100 and 250.

### **430 Experimental Psychology. Spring (4).**

Experimental design and methods applied to human and animal learning, sensation and perception, cognition, and social behavior. Includes a laboratory component. Prerequisites: PSYC 100, 250, and 300.

### **435 Cross-Cultural Psychology. Fall (4).**

The methods and issues involved in cross-cultural psychology. The first half is an exploration of cross-cultural methodology and an examination of the universality of psychological theory. The second half is a focus on how knowledge about cultural differences has been applied to situations of intercultural contact. Prerequisites: PSYC 100, 250, and 300.

### **439 History and Systems. Fall (4).**

A sampling of theoretical approaches throughout the history of psychology emphasizing understanding and evaluating psychological information in its historical context, and the development of an appreciation for

the diversity of psychology. Prerequisites: PSYC 100, 250, and 300.

### **440 Counseling. 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, 210, and 344.

### **445 Cognitive Development. Spring (4).**

Examination of theories of cognitive development as well as changes in sensation, perception, memory, problem-solving, and metacognitive processes across the life span. Prerequisites: PSYC 100, 250, and 300. Offered in alternate years: 05S.

### **447 Cognitive Psychology. Spring (4).**

Examination of theoretical structures and processes underlying mental activity. Attention given to phenomena associated with perception, memory, concept formation, problem-solving, and meta-cognition. Prerequisites: PSYC 100, 250, and 300. Offered in alternate years: 04S.

### **448 Psychological Testing. Fall (4).**

Introduction to the construction and use of tests in psychology. Attention given to the meaningfulness and interpretation of test scores; the place of tests in clinical, educational, and industrial settings; and the ethics of evaluation and assessment. Prerequisites: PSYC 100, 250, and 300.

### **449 Physiological Psychology. Spring (4).**

Study of the biological bases of human and animal behavior. Prerequisites: PSYC 100, 250, and 300. Offered in alternate years: 04S.

### **460 Advanced Topics in Psychology. Fall (4), Spring (4), May Term (3).**

In-depth examination of contemporary topics in the field of psychology. Recent offerings include child psychopathology, intelligence, and designing clinical research. Prerequisites: PSYC 100, 250, and 300.

# Psychology

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## **473 Senior Seminar. Fall (2), Spring (2).**

This course addresses current controversies that cut across the broad disciplines of contemporary psychology. Prerequisites: PSYC 100, 250, 300, and senior standing. NU only. Offered every year.

## **487 Senior Field Placement. Fall (2), Spring (2).**

Placement with a business, community service agency, or research institute. Faculty and on-site supervision. Students complete a detailed journal on the experience and a presentation to the department faculty. The Community Service requirement can be met through an unpaid field placement at a non-profit agency. Prerequisites: PSYC 100, 250, 300, senior standing, and instructor's permission. CN only. Offered every year.

# Race and Ethnic Studies

## THE DIRECTOR

Keith Osajima

## THE FACULTY

Julius Bailey

María Eva Valle

## THE ADVISORY COMMITTEE

J. Henry Acquaye, Chemistry

Emily E. Culpepper, Women's Studies  
and Religious Studies

Rafat Fazeli, Economics

Susan B. Goldstein, Psychology

Kathy J. Ogren, History and Johnston  
Center

Eliza Rodriguez y Gibson, English

Ivonne Vailakis, Spanish

John Walsh, Religious Studies

Patricia L. Wasielewski, Women's Studies  
and Sociology and Anthropology

Kimberly Welch, Women's Studies

Tekle Woldemikael, Sociology and  
Anthropology

## THE MINOR

The minor consists of a minimum of 20 credits and is designed by students in consultation with the director. Students are required to take REST 120 as a foundation course. Programs should include a combination of regular course work, specialized projects, and when possible, an internship. To ensure an interdisciplinary focus, students must select courses from two or more departments. Each student's program and any subsequent changes are subject to approval by the director and one member of the Race and Ethnic Studies faculty or advisory committee.

Four types of study are options within the program:

1. Courses with a primary emphasis in race and ethnic issues listed below under Concentration Courses;
2. Specialized research or projects within the context of Negotiable Courses;
3. Individualized study; and

4. Study integrating the minor with the capstone experience of the student's major.

## Registration Information

Each semester during registration, then later at check-in, 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 departmental 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

- ART 124 African and Oceanic Art
- ECON 340 Economics of Race and Gender
- ENGL 133 African American Literature
- ENGL 139 Chicana/o Literature
- GOVT 236 Ethnicity and Ethnic Conflict
- GOVT 301 California Politics
- HIST 272 America and Asia
- HIST 274 Vietnam
- HIST 321 Civil War and Reconstruction
- HIST 323 California
- HIST 327 Modern African-American History
- HIST 344 The Pacific Rim: Economic Dynamism and Challenge for America
- HIST 352 Africa and the Atlantic Slave Trade
- JNST Selected courses each year
- PHIL 160 Topics in Philosophy: Patterns of Oppression
- PSYC 260 Topics in Psychology: Prejudice and Discrimination
- PSYC 260 Topics in Psychology: Culture and Behavior
- PSYC 435 Cross-cultural Psychology
- REL 125 World Religions
- REL 152 African-American Religion and Spirituality
- SOAN 255 Peoples of the American Southwest
- SOAN 325 Class and Inequality
- SOAN 328 Race and Ethnic Relations
- SPAN 401, 402 Hispanic Cultural Studies

# Race and Ethnic Studies

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## 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 minor. Students should negotiate special assignments or projects in consultation with the instructor and the Race and Ethnic Studies director. Such negotiations should take place early in a semester or May Term to insure that the course will be counted toward the minor.

## Individualized and Specialized Study

Directed studies and internships can be arranged through Race and Ethnic Studies, and a number of departments including Art, Communicative Disorders, Economics, Education, History, Religion, Sociology and Anthropology, Spanish, and Women's Studies. In addition, specialized courses might be offered on a one-time or as-needed basis during May Term or through the Johnston Center.

## COURSE DESCRIPTIONS (REST)

### 120 Introduction to Race and Ethnic Studies. Fall (4), Spring (4).

Examination of the historical and contemporary experiences of racial and ethnic groups in the United States. Topics include dimensions of racism and discrimination in American society, the interrelated experiences of racial groups, community-building and cultural development, and movements for social change.

### 220 Eliminating Racism. Fall (1), Spring (1).

Introduction to peer counseling techniques as a vehicle to analyze and address the adverse effects of racism and other forms of oppression. Attention given to the ways that racism affects individuals and to developing campus and community efforts to eliminate racism. Prerequisite: permission. CN only. May be repeated for degree credit for a maximum of 3 credits. Offered as needed.

### 260, 360 Special Topics in Race and Ethnic Studies.

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

Topics of current interest in race and ethnic studies. May be repeated for degree credit for a maximum of 8 credits, given a different topic.

### 315/315E Teaching Diverse Student Populations in U.S. Schools. Spring (3).

Examination of issues of diversity and multiculturalism in public schools. Focus on how diverse backgrounds and experiences of students and teachers impact classroom relations. Theoretical perspectives on individual, cultural, and institutional bias in education are examined. Practical strategies to address issues of diversity are explored. Offered as needed.

## THE FACULTY

Julius Bailey, Race and Ethnic Studies

Kirsti Copeland

Karen Derris

Frances Grace

Emily E. Culpepper

William B. Huntley

John Walsh

## THE MAJOR

A major consists of ten courses, selected from the categories listed below:

1. REL 101 or the equivalent determined in consultation with a departmental advisor
2. Two courses in Cultures and Communities: REL 125, 130, 131, 133, 151, 152, 325, or a topics course
3. Two courses in Texts and Contexts: REL 205, 306, 307, 330, 411, 440, 442, ENGL 118, or a topics course
4. Two courses in Religions and Ethics: REL 120, 122, 257, 323, 424, PHIL 355, WMST 350, or a topics course
5. An internship
6. A senior thesis as a capstone experience consisting of two semesters in REL 450 (two credits each semester), or the equivalent experience of writing a thesis and presenting it to three faculty members
7. An additional course taken in study abroad, or from the list above, in consultation with an advisor in the Religious Studies Department

## THE MINOR

A minor consists of six courses, with at least one taken from each of the categories below.

1. REL 101 or the equivalent
2. One course in Cultures and Communities: REL 125, 130, 131, 133, 151 152, 325, or a topics course
3. One course in Texts and Contexts: REL 205, 306, 307, 330, 411, 440, 442, ENGL 118 or a topics course
4. One course in Religions and Ethics: REL 120, 122, 257, 260, 323, 424, PHIL 355, WMST 350 or a topics course

5. Two additional courses in consultation with a departmental advisor

## Honors

To be eligible for Religious Studies honors, a major must have at least a 3.45 cumulative GPA and submit an honors thesis to three faculty members as thesis committee members. The honors thesis should be carefully discussed with all three members early in the semester and submitted at least one month before the end of classes in the semester in which the project is undertaken. The honors thesis provides an opportunity for a highly motivated and accomplished major to pursue a research project that is both meaningful to him or her and contributes to a common understanding of a significant issue or topic.

## Study Abroad

Students majoring or minoring in religious studies will find it especially useful to complement the courses above by a year or semester of study abroad. Many institutions in Europe, Asia, and Australia have offerings in religious studies. Among the more valuable are the courses in Old Testament, New Testament, and Islamic studies from the University of Edinburgh and the University of Aberdeen under the Arcadia program. For Buddhism, consider the School for International Training (SIT) programs in Thailand; and, for Tibetan studies, the programs offered by SIT in India and Nepal.

## COURSE DESCRIPTIONS (REL)

### 101 Issues in Modern Religion. Fall (4).

Introduction to issues deriving from the beliefs, teachings, and practices of religion in modern Western cultures and examination of the influence of religion in modern life. May be repeated for degree credit for a maximum of 8 credits with permission of the instructor and the department chair. EV, NU only.

# Religious Studies

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**120 Religion and Ethics. Fall (4), Spring (4).** Exploration of Judeo-Christian ethics in relation to contemporary issues in politics, medicine, biology, and law. NU or EV only.

**122 Religion and Ecology: Environmental Ethics. Fall (4).**

Consideration of the environmental crisis from a religious perspective, and a search to understand why ecology is a problematic concern within religion. Evaluation of theological, philosophical, and sociological factors which shape the various religious responses to ecological concerns.

**125/125E World Religions. Fall (4), Spring (4).**

Students trace the movements and themes in the major religions of the world. Prerequisite for 125E: permission from the Liberal Studies Program. NU or EV only.

**130 Church History: Heaven and Hell. Fall (4).**

By studying the biographies of major figures or by examining specific themes, students will learn about the origins, historical development, major controversies, and contemporary trends in Christianity. Attention given to social, political, economic, global, and cultural analysis. NU or EV only. Offered as needed.

**131 Religion in America. Spring (4).**

Exploration of the religious life and ideas of the new nation as it develops into a world power. NU or EV only.

**133 Introduction to Buddhism: Theory and Practice. Fall (4).**

Considers the variety of ways that Buddhists have engaged with the “three jewels” of Buddhism: the Buddha, the Dharma (the teaching), and the Sangha (the Buddhist community) Examination of doctrine, practice, and culture in different parts of the Buddhist world in a variety of historical periods. Offered in alternate years. NU only.

**151 Women, Sexuality, and Western Religion. Fall (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.

**152 African-American Religion and Spirituality. Spring (4).**

Intermediate-level lecture and discussion course, which is an examination of religious themes in African-American experience, including slavery, Black Church denominations (mainstream and Holiness), Black Nationhood and civil rights movements, Black Muslims, Black and Womanist (Black feminist) theologies, African religions in the Americas (Santeria and Voodoo), and new spiritual visions. Offered in alternate years.

**160 Topics in Religion.**

**Fall (1-4) or Spring (1-4) or May Term (1-3).** Topics of current interest in religious studies. Course content varies from term to term. May be repeated for degree credit given a different topic. Offered as needed.

**205 The Christian Scriptures. Spring (4).**

Study of the books of the second testament in their historical setting, with particular attention to literary genre and meaning.

**257 Theology and Science.**

**Fall (4), Spring (4).**

Review of the history of the rise of modern science and modern philosophy, and their impact on theology (Christianity in particular). Examination of ways of knowing in philosophy (including philosophy of science), religion, and science, with an emphasis on twentieth century developments. Prerequisites: one course in religious studies and one course in science, or permission. NU or EV only. Offered as needed.



## **260 Topics in Religion.**

**Fall (4) or Spring (4) or May Term (3).**

Topics of current interest in religious studies. Course content varies from term to term. May be repeated for degree credit given a different topic. Offered as needed.

## **306 Jesus in Text and Film. Fall (4).**

Study of the life and teachings of Jesus from canonical and extra-canonical literature. Prerequisite: one course in religious studies or permission. NU or EV only. Offered as needed.

## **307 Old Testament Literature: Hebrew Scriptures. Fall (4).**

Study of the books of the first testament in their historical setting, with particular attention to literary genre and meaning. Prerequisite: one course in religious studies or permission. NU or EV only.

## **323 Contemplative and Mystic Theology. Fall (4).**

Study of Western and Eastern mystical writings, including classics of Buddhism and Christianity as explicated by important writers in the field. NU or EV only.

## **325 Japanese Religion and Arts. May Term (3).**

Study of Japanese religion through examination of several artistic forms including architecture, sculpture, scrolls, paintings, screens, kabuki, tea ceremony, and zazen.

## **330 Buddhist and Literary Imagination. 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. Offered in alternate years. NU only.

## **411 Masterpieces of Asian Literature.**

**Spring (4).**

Classics from Asian literature which treat religious themes, such as the Dhammapada, the Ramayana, the Tale of Genji, and the Sound of the Wave. Major focus on Indian and Japanese literature. NU or EV only.

## **424 Feminist and Womanist Theologies.**

**Spring (4).**

Advanced discussion seminar focusing on new feminist approaches within Christianity, Judaism, goddess religion, and grassroots feminist spirituality. Includes Black womanist approaches in Christianity and other women of color spiritualities. Re-examines deity, humanity, nature, ethics, and society. Prerequisite: one course in religious studies or permission of instructor. Offered in alternate years.

## **440 The Hebrew Language. Fall (4).**

Elementary Hebrew grammar and composition with emphasis on Biblical vocabulary and syntax. NU or EV only.

## **442 Greek of the Hellenistic Period.**

**Spring (4).**

Elementary Greek grammar and composition with emphasis upon New Testament language. NU or EV only. Offered as needed.

## **450 Jameson Center Colloquia.**

**Fall (2), Spring (2).**

A student enrolled in this course will participate in all the Monday afternoon colloquia of the Jameson Center for the Study of Religion and Ethics. A faculty associate of the Jameson Center will supervise the student's participation, including negotiation of a contract for the student's responses to the colloquia. May be repeated for degree credit for a maximum of 8 credits. CN only.

# Sociology and Anthropology

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## THE FACULTY

Wesley Bernardini  
Sawa Kurotani Becker  
Sharon D. Lang  
Sara Schoonmaker  
James V. Spickard  
Patricia L. Wasielewski  
Tekle M. Woldemikael

## THE MAJOR

Students in the department may concentrate their studies in either sociology or anthropology. When officially declaring a major, students choose their concentration. A total of eleven courses is required in each major. No more than three of the courses may be numbered below 200. No more than four of the major courses may be taken at other schools.

### All students must take the following core courses:

- SOAN 100 Introduction to Sociology
  - SOAN 102 Introduction to Cultural Anthropology or SOAN 104 Introduction to Archaeology
  - SOAN 200 Discovering Theory and Method
  - SOAN 400 Senior Capstone
- SOAN 100, 102, and 104 typically are taken before the end of the sophomore year; SOAN 200 ideally is taken in the sophomore year; and SOAN 400 is taken in the senior year.

### In addition, students in each of the concentrations take the following courses:

#### Sociology Concentration

- Any 300 level theory course: SOAN 311–313
- Any 300 level methods course: SOAN 315–319
- Five upper-division courses (200–400 levels) to be selected in consultation with the major advisor

#### Anthropology Concentration

- SOAN 350 Archaeological Field and Laboratory Methods or SOAN 316 Field-

work and Ethnographic Methods or SOAN 345 World Ethnographies

- SOAN 313 Anthropological Theories
- Five upper-division courses (200–400 levels) to be selected in consultation with the major advisor. These can include courses taken as a part of the required cross-cultural study.

Students typically take the theory and methods courses by the Fall semester of the senior year to prepare for SOAN 400 Senior Capstone, which is taught in the Spring semester. Students choosing the anthropology concentration also must complete their cross-cultural study before taking SOAN 400.

Courses taken with departmental faculty through Johnston Center may be counted toward these requirements with the permission of that faculty member or the department chair.

## THE MINOR

Seven courses, each taken for 3 credits or more, are required for a minor in sociology and anthropology: SOAN 100, 102 or 104, and 200, and four additional courses selected in consultation with the departmental faculty. No more than three of these courses may be taken at other schools.

Courses taken with departmental faculty through Johnston Center may be counted toward these requirements with the permission of that faculty member or the department chair.

## Internships

Students in both the major and minor programs are encouraged to take advantage of the department's internship opportunities. Students can choose to work in numerous public and private community-service agencies, grassroots organizations, or museums. A maximum of one internship, taken for 3 credits or more, may be used to fulfill the major or minor requirements.

## Cross-Cultural Study

The department is dedicated to providing students with information about cross-cultural opportunities. Enhanced knowledge about other countries and their cultures, or

about subcultures within the United States, provides a more comprehensive understanding of society. Majors are strongly encouraged to participate in one of the University's off-campus study programs. The department also will work independently with students to set up opportunities for foreign and domestic travel tailored to students' particular programs of study and interests.

## The Helen and Vernon Farquhar Laboratory

The department maintains the Helen and Vernon Farquhar Laboratory of Anthropology. The laboratory is used to encourage student research in cultures and history of the American Southwest and Mexico. Assistantships are available. In addition, the University is affiliated with the Archeological Survey Association of Southern California, and students may apply for museum work through this organization.

## Departmental Honors

Students are required to have a 3.00 GPA in the major to pursue honors in the department. They begin to plan their projects in consultation with one or more faculty members by the end of their junior year. They must submit proposals for their projects to the department chair by the end of September of their senior year. Honors proposals are reviewed by all department faculty. If their proposals are approved, students complete a major independent research project that typically takes a good portion of the senior year. The research must be substantial and significant and is subject to approval by the department faculty. A major written report is due March 10 and is followed by a public presentation and oral examination: These must be performed at an honors level, as determined by a consensus of the department faculty.

## COURSE DESCRIPTIONS (SOAN)

### 100 Introduction to Sociology. Fall (4), Spring (4).

Study of the structure and process of social life; the impact of cultural, structural, and

socio-historical forces on group and society; and the interdependence of society and the individual.

### 102 Introduction to Cultural Anthropology. Fall (4), Spring (4).

Introduction to the anthropological perspective in viewing personal, social, and cultural events in human life. Attention given to evolutionary and comparative ways of describing, analyzing, and interpreting ways of life from a cross-cultural perspective.

### 104 Introduction to Archaeology. Fall (4).

An overview of human cultural evolution, from the earliest human ancestors through the diverse forms of social organization of recent human groups. Exploration of the causes of cultural change and lessons to be learned from the past about the nature of the human species and human society. Offered every year. NU only.

### 160, 260, 360, 460 Topics in Sociology. Fall (4), Spring (4), May Term (3).

Topics of current interest such as collective behavior, hunger, and homelessness; religion and social conflicts; sociology of medicine; or sociology of sport. Prerequisite: permission required for 200 level and above. The 200 level and above may be repeated for degree credit given a different topic. Offered as needed.

### 165, 265, 365, 465 Topics in Anthropology. Fall (4), Spring (4), May Term (3).

Topics of current interest such as comparative value systems, cross-cultural adaptation, cultural ecology, folk art, or U.S.-Mexico border issues. Prerequisite: permission required for 200 level and above. The 200 level and above may be repeated for degree credit given a different topic. Offered as needed.

### 200 Discovering Theory and Method. Fall (4) or Spring (4).

Introduction to the role of theory and method in Sociology and Anthropology. Students learn fundamental theoretical concepts and methodological skills, and how

# Sociology and Anthropology

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to integrate theory and method in the research process. Prerequisite: SOAN 100, 102, or 104. NU or EV only.

**205 Social Issues. Fall (4) or May Term (3).** Examination of social issues currently making an impact on U.S. society. Focus on social structures and institutions that affect these concerns, as well as their individual consequences. NU or EV only. Offered as needed.

**206 Popular Culture. Fall (4) or May Term (3).**

Introduction to the analysis of popular culture: the ways in which people use, abuse, and subvert the cultural products of industrial society to create their own meanings and messages; evading and manipulating mass culture's attempts to dominate and homogenize. Offered as needed.

**208 Business and Society. Fall (4).**

Investigation of the impact of corporations in the context of technological change and global economic restructuring. Exploration of the changing organization of work and industry, as well as the effects of corporate strategies on social welfare, community, and family life. Offered as needed.

**227 Women in Society. Fall (4) or Spring (4).**

Application of a sociological perspective to the study of women. Review of current information about women's positions in U.S. society with special attention to differences in class, race and ethnicity, and political ideology. Theories of power, discrimination, self-concept, and social action as applied to women's experiences. Offered as needed.

**246 Cultural Geography. Fall (4).**

Examination of human adaptability in various ecological settings from synchronic as well as diachronic perspectives. Primary theoretical orientation on systems-thinking, with emphasis on the combination of theory and practice as illustrated in programs to save the biosphere. Includes a GIS compo-

nent. Prerequisite: SOAN 102 or 104. Offered as needed.

**250 Archaeology and Human Behavior. Fall (4) or Spring (4).**

Overview of past cultures of the Old and New Worlds, supplemented by training in mapping and laboratory methods. A foundation course for American Southwest studies. Offered as needed.

**255 Peoples of the American Southwest. Fall (4) or Spring (4).**

The greater American Southwest includes communities that are mosaics of culturally different lifestyles while sharing many common problems. This course examines the variety of responses to those problems and reflects the cultural similarities and differences of the peoples who live in the area. Prerequisite: SOAN 100, 102, or 104. Offered as needed.

**256 Japanese Society and Culture. Fall (4) or Spring (4).**

Introduction to the main aspects of Japanese society and culture, with an aim for an in-depth understanding of Japanese social and cultural life. Focus on central themes and issues that characterize contemporary Japanese society, including work, family, gender, cultural identity, and the impact of globalization. Prerequisite: SOAN 100, 102, 104, or permission. Offered as needed.

**257 Latin American Societies and Cultures. Fall (4) or Spring (4).**

An historical and comparative analysis of society, culture, and politics in a range of Latin American countries. Emphasis on the effects of global power relations on social and political institutions, as well as economic development. Exploration of relationships between racial and ethnic groups in Latin American societies. Prerequisite: SOAN 100 or 102 or permission. NU or EV only. Offered as needed.

**258 African Society. Fall (4) or Spring (4).**

Examination of the processes that have led to the present conditions in African societies.

Investigation of the changing patterns of life in rural and urban Africa through case studies. Focus ranges from detailed accounts of life in particular communities to the place of Africa in the modern world. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

### **259 The Middle East. Fall (4) or Spring (4).**

Students are encouraged to appreciate the dynamic cultural diversity of the Middle East through class discussions and a variety of films and readings, many of which come from indigenous sources. Exploration of vital and timely sociopolitical issues including Islam, gender, nationalism, and the Israeli-Palestinian and other regional conflicts. NU or EV only. Offered as needed.

### **260E Topics in Sociology/Anthropology. Fall (4) or Spring (4).**

Topics of current interest in sociology or anthropology that fall outside the regular curriculum. Recent offerings include Origins of Human Behavior. Prerequisite: Liberal Studies majors only; others by permission. Can be repeated for degree credit given different topics. NU only. Offered as needed.

### **269, 369, 469 Travel/Study in Sociology and Anthropology. May Term (3).**

Travel/study tours to various world locales. Past locations have included Australia, England, Jamaica, Baja California, and southern Mexico. Focus typically on wider social processes present in the travel locale. Prerequisite: permission. May be repeated for degree credit, for a maximum of 6 credits, given a different destination. Offered as needed.

### **311 Classical Social Theory. Fall (4) or Spring (4).**

Analysis of the basic assumptions, concepts, and modes of thinking of Marx, Weber, Durkheim, and the other founders of social science. Prerequisite: SOAN 100 or 102, and SOAN 200. Offered as needed.

### **312 Contemporary Social Theory. Fall (4) or Spring (4).**

Examination of important Twentieth-Century developments in social theory, focusing on critical, neo-Marxist, neo-functional, symbolic interactionist, ethnomethodological, and feminist theories. Prerequisites: SOAN 100, 102, and 200. Offered as needed.

### **313 Anthropological Theories. Fall (4) or Spring (4).**

Overview of theoretical orientations in cultural anthropology followed by an in-depth examination of selected theories including evolutionism, cultural ecology, symbolic anthropology, and cultural materialism. Prerequisite: SOAN 102 or 104, and 200. Offered in alternate years.

### **315 Research Methods in the Social Sciences. Fall (4) or Spring (4).**

Critical analysis of research methodology involving both quantitative and qualitative approaches to the collection of data. Practical experience in data collection and analysis accompanies discussion of ethical issues. Prerequisites: SOAN 100, 102, or 104; and 200. Offered as needed.

### **316 Fieldwork and Ethnographic Methods. Fall (4), Spring (4), or May Term (3).**

Examination of the nature of ethnography and the application of fieldwork methods for the development of an ethnography. Emphasis on practicing the method of participant-observation for data formulation. Ethical and methodological issues of fieldwork are examined. Prerequisite: SOAN 100 or 102. Offered as needed.

### **319 Quantitative Sociology. Fall (4) or Spring (4).**

Introduction to quantitative social analysis, designed for the math-averse. Students learn the benefits and limits of numerical analysis, become familiar with the major public sources of quantitative data, and learn to use computers. Especially recommended for students intending to pursue graduate training. Prerequisite: SOAN 100 and 200. Offered as needed.

# Sociology and Anthropology

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## **320 Self in Society. Fall (4) or Spring (4).**

Focus on the definition of the individual and the meaning of individuality in society. Concentration on the study of the “self” allows students to see how the individual is both created from, and a creator of, the social order. Language and basic processes of social interaction are explored. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

## **321 Deviance. Fall (4) or Spring (4).**

Study of the process of becoming deviant, including how deviance is defined, the consequences of the deviant label, and how social perceptions of deviance change over time. Exploration of the social isolation, as well as the creativity, of being deviant. Prerequisite: SOAN 330 or permission. Offered as needed.

## **322 The Sociology of the Third World. Fall (4) or Spring (4).**

Challenges the dominant sociological paradigms including structural functionalist and social-psychological approaches and presents us with a clearly articulated alternative analysis of the Third World. Prerequisite: SOAN 100 or 102. Offered as needed. EV or NU.

## **324 Hunger and Homelessness. Fall (4).**

Designed to deepen our understanding of homelessness in the U.S. and hunger world wide. Through classroom study and field experience, the course explores the social, economic, and political cause of these problems. Prerequisite: SOAN 100 or 102. Offered as needed. EV or NU.

## **325 Class and Inequality. Fall (4) or Spring (4).**

Theoretical and substantive analysis of the major dimensions of economic inequality in industrial societies. The theoretical contributions from Marx and Weber to contemporary theory are used as context for the study of social stratification, social mobility, and changes in these processes in the United States, Western Europe, and socialist states. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

## **328 Race and Ethnic Relations. Fall (4) or Spring (4).**

Examination of the determinants of racial and ethnic relations in the United States and other countries. Analysis of socio-historical development and politico-economic structures that produce patterns of oppressive relations and minority reactions. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

## **330 Crime and Delinquency. Fall (4) or Spring (4).**

Exploration of definitions of crime and delinquency and various explanations of criminal behavior. Emphasis on political and economic aspects of the criminal justice system as well as the history and application of different philosophies of punishment. Alternatives to the existing system are explored. Prerequisite: SOAN 100 or 102, or GOVT 111, or permission. Offered as needed.

## **331 Urban Sociology. Fall (4) or Spring (4).**

Critical examination of the process of urbanization and the consequences for social life in the United States and globally. Examination of classical and contemporary theories of urban social change alongside current urban ethnography. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

## **332 Religion and Society. Fall (4) or Spring (4).**

Religion in America is fast-changing. From the mainstream to the Moonies to the Moral Majority, religion has, in modern times, taken on increased social importance. This course is an introduction to the structure of American religious life—its changes and new directions—and an examination of the social reasons for these changes. Prerequisite: SOAN 100, 102, or a course in religion. Offered in alternate years.

## **334 Work and Family. Fall (4), Spring (4).**

Exploration of the connections between work and family life, considering the effects of class, race, gender, and sexual orientation. Students study the experiences of a range of working parents—from corporate managers

to line workers in multinational factories—to understand contemporary changes in family and work relationships. Prerequisite: SOAN 100 or 102. Offered as needed. NU or EV only.

### **335 Sociology of the Family. Fall (4), Spring (4), or May Term (3).**

Examines the family as a social institution shaped by systems of class, race, gender, and sexuality. Investigates social norms about gender roles, domesticity, the tensions between work and family life, and how they are experienced in the context of family rituals and relationships. Studies policies addressing contemporary family problems. Prerequisite: SOAN 100, 102, and 200. Offered as needed. NU or EV only.

### **336 Consumers and Consumption. Fall (4), Spring (4), or May Term (3).**

Explores consumption as a central dimension of capitalist society that shapes and is shaped by the actions of consumers and has both constraining and enabling qualities. Examines links between consumption and social inequalities of class, gender, race, age, and the politics of consumption in the context of globalization. Prerequisite: SOAN 100, 102, and 200. Offered as needed. EV and NU only.

### **337 Ethnicity and Ethnic Conflict. Fall (4) or Spring (4).**

Investigation of the social and political connections between modernization and the emerging politics of ethnicity on a world-wide scale. Examination of current examples of ethnic conflict and exploration of theoretical approaches to race, ethnicity, nationality, and the modernization process. Review of ethnic and anti-ethnic political movements in the United States and worldwide. Prerequisite: SOAN 100, 102 or permission. Offered as needed.

### **339 Globalization and Its Critics. Fall (4), Spring (4), or May Term (3).**

Globalization as an economic, political, social, and cultural process, developing in the historical context of colonialism and global power relations. Exploration of changing patterns of work, migration, and urbanization arising

with the globalization of economic production; as well as the anti-globalization movement and other forms of resistance to globalization. Prerequisite: SOAN 100, 102, or permission. Offered as needed.

### **340 Capitalism and Social Change. Fall (4), Spring (4).**

Investigation of the underlying causes of social change, with a focus on the expansion of global capitalism. Exploration of the ways that power relationships shape macro- and micro-level changes in local and other regions of the world. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

### **341 Social Movements. Fall (4).**

Theoretical and substantive analysis of collective action and social movements in the late Twentieth Century. Exploration of how, why, and when individuals come together to cause or prevent social change. Focus on how social movements gain public space and what happens when they do, both in the United States and around the world. Prerequisite: SOAN 100 or 102, or permission. Offered as needed.

### **342 Gender and Sexuality. Fall (4), Spring (4).**

Gender and sexuality in various cultural areas around the world, and consideration of the significance and implications of gender and sexuality in the social life of these people, while introducing current theoretical issues in the cross-cultural study of gender and sexuality. Prerequisites: SOAN 100, SOAN 102, or WMST 120, or permission. Offered as needed.

### **343 Community Social Change. Spring (2–4) or May Term (1–3).**

Intensive study of the political and economic structure of communities and grassroots organizations for social change. Working with community members, students participate in and analyze ongoing community development projects. Prerequisites: SOAN 100 or 102, and junior or senior standing. Offered as needed.

# Sociology and Anthropology

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## **344 Anthropology of Dance. Fall (4).**

Based on anthropological texts, films, and performed live experiences, students explore who, when, where, how, and why people dance and thereby increase their understanding of the connections between culture and dance. Specific topics include revolutionary politics and dance, dance as embodied knowledge, and exotic dance and the body. Prerequisites: SOAN 102 or permission. NU or EV only. Offered as needed.

## **345 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 102. NU or EV only. Offered in alternate years.

## **350 Archaeological Field and Laboratory Methods. Spring (4).**

Tied to ongoing projects with the San Bernardino County Museum, the Bureau of Land Management, and the National Park Service. Content varies, but typically includes survey and mapping work, excavation, laboratory analysis and curation of accessions, and relevant library research. Includes a Geographic Information Systems (GIS) component. Prerequisites: SOAN 102, 104, 255, or permission. Offered as needed.

## **351 Mapping Solutions to Environmental Problems. Fall (4), Spring (4).**

Examination of environmental issues using a mapping applications approach. Students gain familiarity with the use of Global Positioning Systems and Geographic Information Systems (GIS) technology, and research the use of these tools in mapping solutions to environmental problems. Ideal for students planning careers intersecting public policy and environmental concerns. Offered as needed. EV or NU only.

## **400 Senior Capstone. Spring (2).**

Capstone designed to give students an opportunity to synthesize their sociological and anthropological learning. Capstone project results in a paper and presentation before department students and faculty. Prerequisite: SOAN 100, 102, 104, or 200. EV or NU.

## **426 Political Economy. Fall (4).**

Critical examination of the interplay of political and economic structures in capitalist societies and the effects on both domestic and global issues. Case studies emphasize the process of production, exchange, and consumption, together with the ideological concerns of the state. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

## **427 Women in Collective Action.**

### **Fall (4) or Spring (4).**

Study of contemporary and historical examples of women affecting change in society. Examination of theories of social movements and change as applied to women's efforts politically and culturally to transform the social order. Examples drawn from the United States and other countries. Prerequisites: SOAN 227, WMST 120, or permission. Offered as needed.

## **475 Independent Research.**

### **Fall (2-4), Spring (2-4), May Term (1-3).**

Independent research, generally included as an element of the senior capstone. Students work with a department faculty member who helps design the project, supervises it, and provides advice about analyzing the material. The analysis results in a comprehensive written report. Prerequisite: SOAN 100, 102, 104, 200, or permission. Offered as needed.

## **485 Sociology and Anthropology Internship.**

### **Fall (2-12), Spring (2-12),**

### **May Term (1-3).**

Work in an applied setting, which is generally included as a component of the senior capstone. This experience is broadly defined and suited to the student's interests. Students work with a faculty member to establish the internship and to determine how to analyze the setting. The analysis results in a compre-



hensive report. Prerequisite: SOAN 100, 102, 104, 200, or permission. Offered as needed.

## **498 Sociology and Anthropology**

### **Honors Independent Research.**

**Fall (2–4), Spring (2–4), May Term (1–3).**

Independent research as part of an approved honors project. Each student works with an honors committee chaired by a department faculty member. The committee supervises the project, helps in research design and analysis, and provides advice for the comprehensive report formally presented to the department faculty and the committee. Prerequisite: SOAN 100, 102, 104, 200, or permission. May be repeated for degree credit up to a maximum of 8 credits. Offered as needed.

# Spanish

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## THE FACULTY

Hector Brasil-Laurenzo

Olga González

Veronica Herrera

Amalia Llombart

Marcela Pierola

Rosalba Pimentel

Ivonne C. Vailakis

## THE MAJOR

A major in Spanish consists of 44 credits beyond SPAN 201–202.

Spanish majors must choose an emphasis in Latin American or Spanish literature, culture, and civilization. Students who start at the fourth-year level or beyond are considered to have completed the equivalent of 8 of these 44 credits. These apply only to the major, not toward the total credits required for graduation. The foregoing also applies to the minor. At least 30 credits must be in prescribed courses other than individualized study, and at least 28 of these credits must be earned at the University of Redlands.

Language courses must be taken in the correct sequence. Through departmental placement, a student may enter the sequence at a place beyond SPAN 101, but no student can subsequently receive credit for a course that is numbered lower than the highest course previously completed by that student.

## Requirements

1. SPAN 301–302
  2. 8 credits from SPAN 401–402
  3. 8 credits from SPAN 426–427 or 436–437
  4. 4 credits from SPAN 425 or 435
  5. SPAN 458 and 459
  6. Two additional 400 level Spanish course
- Students who plan to major in Spanish should discuss their programs of study with faculty advisors as early as possible.

## THE MINOR

A minor in Spanish consists of 24 credits beyond SPAN 202. Requirements: SPAN

301–302 or equivalent, plus four other courses numbered SPAN 225 or above.

## Advanced Placement

**Spanish Language:** Students receiving a score of three on the Advanced Placement Test receive 4 credits; those who score four or five receive 8 credits.

**Spanish Literature:** Students with scores of four or five receive 8 credits toward the major.

## Study Abroad

**May Term Semester in Guadalajara.** In some years a group of students spend the month of May in Guadalajara, Mexico. Students live with Mexican families and experience the culture first-hand. The May Term session in Guadalajara may be counted toward the minor and repeated for degree credit.

**May Term Semester in Spain.** In some years a group of students take a cultural excursion through some of the most beautiful and historic places in Spain. This program begins with an extended stay in Madrid, followed by a coach tour of Barcelona and the major cities of Andalucía. The program includes lectures on art, history, architecture, music, theatre, language, and customs.

**Semester and Full-Year Programs Abroad.** A semester or full year of study at the University of Madrid through IES, the University of Salamanca through IES, Syracuse University in Madrid, Central College in Granada, Sweet Briar College in Sevilla, and Beaver College in Guadalajara, Mexico, is available for highly qualified students.

## Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by an affirmative vote of the Spanish faculty. Interested students should consult with the Spanish faculty by their junior year for information about the application procedure and requirements.

**COURSE DESCRIPTIONS (SPAN)****101–102 First-Year Spanish.****Fall (4), Spring (4).**

Pronunciation, conversation, essentials of grammar and composition, reading of elementary texts. Practice and drills on four basic skills: reading, writing, speaking, and listening. Periodic lectures on Hispanic culture. Four hours lecture, one hour laboratory.

**160 Introductory Topics in Spanish.****May Term (3).**

Selected introductory topics in Spanish chosen to reflect student interest and instructor availability. Prerequisite: SPAN 101 or higher, or permission. Offered as needed.

**165 Special Topics in Spanish Culture.****May Term (3).**

A cultural excursion featuring all the major cities of Spain. Tour begins in Madrid and includes excursions to Salamanca, Segovia, Avila, El Escorial, and Toledo; it continues to Barcelona, Valencia, Granada, Málaga, Sevilla, and Córdoba. Lectures on art, history, architecture, music, theater, language, and customs. Spanish language not required. CN only.

**201–202 Second-Year Spanish.****Fall (4), Spring (4).**

Review of grammar and composition. Conversation. Reading of selected materials to give an introduction to Spanish literature and culture. Emphasis on communicative aspects of the language. Four hours lecture, one hour laboratory. Very little English spoken. Prerequisite: SPAN 101–102 or two years of high school Spanish recommended.

**225 Redlands in Guadalajara.****May Term (3).**

Designed for students interested in social, political, cultural, and economic history of Mexico. Living with a Mexican family is an essential part of the experience, which includes tours of historic sites in the area. Students arrange their own transportation to Guadalajara, but faculty assistance is

available. Prerequisite: one year of Spanish language. CN only.

**260 Travel/Study: Spanish-Speaking Countries. May Term (3).**

Travel to Spanish-speaking countries (Spain, Latin America) combined with intensive language study. Prerequisite: SPAN 102 or permission.

**301–302 Third-Year Spanish.****Fall (4), Spring (4).**

Complete grammar review preparing students for advanced courses. Includes intensive training in composition and conversation. Four hours lecture. Laboratory optional. Taught completely in Spanish. Prerequisite: a minimum of two years of college-level Spanish or permission.

**360 Intermediate Topics in Spanish.****May Term (3).**

Selected intermediate topics in Spanish chosen to reflect student interest and instructor availability. Prerequisite: SPAN 201 or permission. Offered as needed.

**401–402 Writing through Hispanic Culture/Writing through Hispanic Literature. Fall (4), Spring (4).**

Two-semester sequenced exploration of a variety of topics in Hispanic cultural studies, literature, and questions of language. Investigation of the cultural bonds between Spain and Latin America through literature, film, and linguistic expression. Forum for writing, reading, and discussing cross-cultural issues from a critical perspective. Emphasis on writing and composition. Systematical review of grammar to strengthen writing. The first semester's focus is on Hispanic culture, and the second semester serves as an introduction to Hispanic literature. Develops students' ability to write through Hispanic cultural and literary studies.

**410 Introduction to Spanish Linguistics. Spring (4).**

Synchronic investigation of the principles of articulatory phonetics, morphology, syntax, and semantics of Spanish. Includes a review

# Spanish

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of grammar and a discussion of how linguistic forms of Spanish and English compare and contrast. Taught in Spanish. Prerequisite: SPAN 302 or equivalent. Offered in alternate years: 04S.

## **425 Spanish-American Civilization and Culture. Fall (4) or Spring (4).**

Geography, history, art, literature, and society of Spanish-American lands. Class discussion and oral and written reports required. Offered in alternate years: 04S.

## **426–427 Survey of Spanish-American Literature, I–II. Fall (4), Spring (4).**

Development of Spanish-American literature from the pre-Columbian to the present day. Emphasis on relating literary works to historical events and cultural values. Offered in alternate years: 03F, 04S.

## **435 Spanish Civilization and Culture. Fall (4) or Spring (4).**

Survey of the geography, history, art, literature, and society of Spain. History of Spanish language. Class discussion. Oral and written reports required. Offered in alternate years: 04F, 05S.

## **436–437 Survey of Spanish Literature. Fall (4), Spring (4).**

Spanish literature from its beginnings to the present day. Emphasis on relating literary works to historical events and cultural values. Offered in alternate years: 04F, 05S.

## **440 Spanish-American Narrative. Fall (4) or Spring (4).**

Contemporary novelists and essay writers. Addresses principal political and social Latin American problems. Offered as needed.

## **441 Hispanic Women Novelists. Fall (4) or Spring (4).**

Study of Hispanic novels written by women during the last decades to reflect on the problems faced by women in present-day Spain and Latin America. The chosen works exemplify different aspects of women's liberation, contrasting the situation of Hispanic

women of the past and in the present. Offered as needed.

## **450 Hispanic Poetry: Genres. Fall (4) or Spring (4).**

Examination of poetry through its varied expressions in Hispanic literature. Successful offerings focus on the historical development of the poetry of Latin America or Spain. Exploration of selected topics in literary themes in the genres. May be repeated for degree credit given different topics. Offered as needed.

## **452 Hispanic Theatre. Fall (4) or Spring (4).**

A study of dramatic and theatrical Hispanic works, combining both canonical and non-canonical texts. Includes drama theory, videos of dramas, live plays, and the process of "mise en scène" or staging. Offered as needed.

## **454 Spanish Golden Age Literature. Fall (4) or Spring (4).**

Focus on the Golden Age masterpieces while providing a fundamental insight to the most valuable works according to the genre and topics. Students will read, discuss, and analyze the works using the most recent critics. Prerequisite: Spanish majors, Spanish minors, native speakers, or permission. Offered as needed. EV and NU only.

## **455 The Generation of '98. Fall (4).**

Representative writers including Ganivet, Unamuno, Azorín, Baroja, Valle Inclán, Maeztu, and Machado. Primarily prose. Political and social problems of Spain as reflected in literary works. Offered as needed.

## **456 Panorama of the Contemporary Spanish Novel. Spring (4).**

Major contemporary novelists. The main aspects of the Spanish Civil War and its influence in contemporary Spain are addressed in these novels. Offered as needed.

## **458 Senior Seminar: Reading Component. Fall (4).**

Spanish 458 (Fall) offers the student the opportunity to read extensively and closely

texts from a particular author(s), genre(s), work(s), or theme(s) in Latin American Literature or Peninsular Literature. By completing the required reading, students prepare themselves for work that will be required the following semester. Prerequisite: senior standing. NU only.

### **459 Senior Seminar. Spring (4).**

Spanish 459 (Spring). This course deals with research, critical approach, and writing about literary works from the previous semester. Students do extensive research and write several drafts of their final thesis. A senior thesis which includes comprehensive bibliography is expected (30-40 pages). Prerequisite: SPAN 458 and senior standing.

# Theatre Arts

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## THE FACULTY

Nephelie Andonyadis  
Chris Beach  
Victoria Lewis

## THE TECHNICAL DIRECTOR

Daniel Cork

## THE MAJOR

The Bachelor of Arts in Theatre emphasizes the collaborative process and nurtures the theatre artist in body, intellect, and spirit. Students are encouraged to pursue diverse theatre goals, cultivate individual expression, and understand theatre as a tool for social and cultural discourse.

The theatre degree requires a minimum of 44 approved theatre credits. Each theatre major must complete the following foundation classes (32 credits):

THA 105 Production Credit  
THA 110 Introduction to Theatre  
THA 125 Stage Design Fundamentals  
THA 130 Introduction to Theatre Technology  
THA 140 Acting Fundamentals  
THA 251 Theatre History: Ancient–Early Modern  
THA 252 Theatre History: Melodrama–20th Century  
THA 300 Theatrical Manuscript Analysis

In addition to foundation classes, theatre majors must choose 12 units of theatre electives. Requires advisor and/or Department Chair approval. Theatre electives include but are not limited to:

THA 155 Performance Project  
THA 200 Voice and Movement for Performers  
THA 225 Set Design Techniques  
THA 226 Costume Design Techniques  
THA 240 Acting Techniques  
THA 260 Theatre Topics  
THA 310 Directing for the Stage  
THA 340 Advanced Acting  
THA 350 Dramaturgy

## Courses considered for cross-listing toward degree credit:

Dance, Drawing, Graphics/Computer, Drama, English Literature/Shakespeare, Playwriting, Art History, Voice

## THE MINOR

The minor is designed to engage students in the many disciplines of theatre arts and to provide the opportunity to develop creative expression within the context of a well-rounded liberal arts education.

Requirements consist of a total of 28 credits.

1. Students are required to complete the following courses for a total of 22 credits: THA 105, 110, 130, 140, 251 or 252, and 240.
2. Students choose two of the following courses for a minimum of 6 credits: THA 120, or DNCE 122, 123, or 130.

## Department Facilities

The Glenn Wallichs Theatre is a 326-seat, low-fly, proscenium house with fully equipped scenic and costume shops, and computerized lighting and design systems. The Black Box theatre is a 60-seat laboratory theatre equipped with lighting and sound systems. Productions also appear at the Alumni Greek Theatre, a 3,500-seat outdoor amphitheatre.

## Department Activities

Each year a minimum of four mainstage shows are produced at Glenn Wallichs Theatre. These productions are directed and designed by faculty and/or professional guest artists. In addition to these productions, the Glenn Wallichs Theatre hosts annual dance concerts, jazz concerts, and special events. Students are involved in all aspects of these productions.

The student performance series runs throughout the year in the Black Box theatre. The series includes student-written plays, jazz improvisation, dance, performance art, and more.

The Theatre Odyssey Program provides hands-on, in-depth encounters with artists and organizations that reflect the cultural diversity, theatrical innovation, and professional expertise unique to the performing

arts in Southern California. Activities include play attendance, backstage visits, seminars, and workshops.

## Internships

In addition to participating in theatre productions and courses, many students choose to take advantage of internships with professional theatres available through the department. Recent internships have occurred with the the Cornerstone Theater, Florida Studio Theatre, The Mark Taper Forum, and the Santa Fe Opera Company.

## COURSE DESCRIPTIONS (THA)

### 105 Production Credit.

**Fall (1–3), Spring (1–3), May Term (1–3).**

Practical application of production and performance techniques for the stage. Options include acting, design, construction, stage management, assistant directing. Requires participation in faculty-supervised mainstage productions. May be repeated for degree credit. CN only.

### 110 Introduction to Theatre. Spring (4).

Designed to introduce students to theatre as a performing art with a unique set of traditions, conventions, vocabulary, and creative possibilities through time and across cultures. Exploration of theatre as a social art responsive to communities in crisis and in celebration.

### 125 Stage Design Fundamentals.

**Fall (4), Spring (4).**

Overview of the function and responsibilities of scenic, lighting, and costume designers. Primary information about the tools and basic techniques that are used to bring the designer's concept to the stage are explored, as well as methods of creative problem solving and conceptual thinking specific to the theatrical design practice.

### 130 Introduction to Theatre Technology.

**Fall (4).**

Students learn techniques of stagecraft, production management, and production

support. Elements of technical design and production involving scenic, lighting, and costume techniques are explored as tools for interpreting and supporting production designs. Includes lab component.

### 140 Acting Fundamentals. Fall (4), Spring (4).

Intensive training of the student's unique expressive abilities. Focus on training the actor's instrument: the body, voice, and creative imagination. Through structured ensemble and solo work, students develop the basic tools of performance: concentration, relaxation, intention, physicalization, and moment-to-moment play. May be repeated for degree credit for a maximum of 8 credits.

### 155 Performance Project.

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

Workshop-level play production. Designed to provide the student with performance and production experience at a level between classroom work and mainstage work. Prerequisites: THA 130 and 140. Offered in alternate years: 03S.

### 200 Voice and Movement for Performers.

**Fall (4), Spring (4).**

Workshop format designed to liberate, expand, and integrate the student's vocal and physical expressive capacities. Through structured vocal and physical exercises, students deepen their technical and intuitive understanding of the voice, body, and mind relationship. May be repeated for degree credit with permission from the department chair. Offered as needed.

### 225 Set Design Techniques.

**Fall (4), Spring (4).**

Studio class focused on tools and strategies used in designing scenery for the stage. Design techniques presented include approaches to text analysis, design research methods, creating a conceptual point of view, and visual communication skills of drawing, painting, and scale model making. Emphasis on collaborative aspects of theatre set design. Prerequisite: THA 110, 130, 125, ART 133, or permission of the instructor. Offered in alternate years. EV and NU.

# Theatre Arts

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## **226 Costume Design Techniques.**

**Fall (4), Spring (4).**

Studio class in the art and practice of costume design for the stage. Design techniques presented include approaches to text analysis, development of a conceptual point of view, design research methods, and visual communication skills of drawing and painting. Emphasis placed on the collaborative aspects of theatre costume design. Prerequisite: THA 110, 130, 125, ART 131, ART 132, or permission of the instructor. Offered in alternate years. EV and NU.

## **240 Acting Techniques. Spring (4).**

Techniques for building a character. Specific focus on the actor's approach to the text through work on auditions, monologues, and scenes. Students learn the necessary skills to analyze a scene, physicalize character intention, and play the character's essential action. Prerequisite: THA 140 or permission by instructor. May be repeated for degree credit.

## **251 Theatre History: Ancient–Early Modern. Fall (4).**

Emphasis on the emergence of theatre out of myth and ritual, and significant intercultural influences affecting its early evolution as an art form. Readings include theatre history and plays, with a focus on historical and social context. Approaches include performance, analysis, and research. Prerequisite: THA 110 or instructor's permission. Offered in alternate years.

## **252 Theatre History: Melodrama–Twentieth Century. Spring (4).**

Theatre is studied within historical and social contexts, examining its function as a social barometer and catalyst. Modern theatrical forms, texts, and theatre artists are examined from Western and non-Western traditions. Readings include theatre history and plays from different parts of the world. Approaches include performance, analysis, and research. Prerequisite: THA 110 or instructor's permission. Offered in alternate years.

## **260/260E Theatre Topics.**

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

In-depth study of selected topics from the various theatre disciplines. Topics may include Dance, Mask Making, History of Stage Design, Lighting Design, Performance Styles, Playwriting, Scene Painting, Specific Periods of Theatre History, Specific Play Styles, Specific Playwrights, Stage Management, Theatre Criticism, Video Production. May be repeated for degree credit for a maximum of 16 credits for 260 or 8 credits for 260E. Prerequisite for 260E: Liberal Studies majors, others by permission. Offered as needed.

## **300 Theatrical Manuscript Analysis.**

**Fall (4).**

Dramaturgical examination of a variety of play styles and critical paradigms. Approaches include performance, analysis, and research. Interpretive possibilities are explored through the concepts of given circumstances, dramatic action, character, story structure, and idea; essentials for releasing words on the page to action on the stage. Prerequisite: permission. Offered in alternate years: 03F.

## **310 Directing for the Stage. Fall (4), Spring (4).**

A combination lecture/discussion/workshop focused on the fundamentals of stage direction. Scenes are presented in class and evaluated on student director's written analysis and execution of the scene's dramatic action, character attitudes, idea/intention, ground-plan, environmental factors, dialogue, mood, tempo, and style. Prerequisite: permission. EV and NU only. Offered in alternate years.

## **340 Advanced Acting. Spring (4).**

Focus on various approaches to character and style analysis. Through in-depth study, the differences and similarities of diverse acting styles are examined. Sources of study include mask work, approaches to text, video and live performances, and historical research. Prerequisite: THA 140 and 240. May be repeated for degree credit, for a maximum of 8 credits, with department chair approval. Offered as needed.



## **350 Dramaturgy. Fall (4).**

The role of the dramaturg investigated from its roots in Eighteenth-Century Germany to its late Twentieth-Century arrival in the American professional theatre. Topics include the function of the dramaturg in classical play production, adaptation, community-specific performance, and new play development. May be repeated for degree credit, for a maximum of 8 credits, with department chair approval. Offered as needed.

# Women's Studies

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## THE DIRECTOR

Emily Culpepper

## THE FACULTY

Patricia L. Wasielewski

Kimberly Welch

## THE ADVISORY COMMITTEE

Rafat Fazeli, Economics

Fran Grace, Religious Studies

Kelly Hankin, Film Studies

Kathie Jenni, Philosophy

Xinyan Jiang, Philosophy

Heather King, English

Sawa Kurotani Becker, Sociology and Anthropology

Teresa Longin, Chemistry

Penny McElroy, Art

Kathy Ogren, History

Cheryl Rickabaugh, Psychology

Eliza Rodriguez y Gibson, English

Judith A. Tschann, English

Edward Wingenbach, Government

## THE MINOR

The minor consists of 20 credits. Students are required to take WMST 120 as a core, interdisciplinary course. Students may shape the minor to enhance their major program and can do so in consultation with the director or other members of the Faculty Advisory Committee.

## Registration Information

Each semester at registration, then later at check-in, the Women's Studies Program provides a current list of WMST, Cross-listed, and Negotiable courses for the coming term. Because the Women's Studies Program is growing and new courses (including Johnston courses and special topics courses in various departments) are likely to be added, this list always will have the most current course offerings. Current WMST course listings are available in Larsen Hall 207 and from the director, and are distributed to every

faculty advisor. They also are posted on the Women's Studies bulletin board next to Larsen 220.

## Directed Study and Internships

Students can design a course of Directed Study, WMST 170, 270, 370, and 470, with the director or with other WMST faculty members in consultation with the director, whose signature is required on the Individualized Study form. Internships—both Exploratory (WMST 180, 280) and Specialized (WMST 380, 480)—offer the opportunity for learning more about particular employment and community service settings. Most internships are student-initiated and negotiated with the director.

Internships are available each Fall and Spring semester:

WMST 180.01 Rape Crisis Hotline (4).

Training at the San Bernardino County Sexual Assault Services.

WMST 180.02 Battered Women's Shelter (2–4). Training to become a volunteer at Option House Shelter for battered women and their children.

WMST 180.03 Women's Center (2–4).

Activities on staff of the campus Women's Center. Specific focus negotiated with student facilitators of the Women's Center and WMST faculty advisor to the center.

WMST 180.04–.09 Student initiated.

## The Courses

WMST 120 Women's Issues

WMST 165, 265, 365 Special Topics in Women's Studies

WMST 240 Contemporary Feminist Theory

WMST 320 Mediating Cultures: Latina Literature

WMST 350 Feminist Ethics

## Cross-listed Courses

These courses are described by their own departments. Check the appropriate departmental listings for full descriptions and prerequisites, if any. They are regularly applicable to Women's Studies and may be counted automatically toward the minor.

These courses concentrate entirely or significantly on women's or gender issues.

ECON 340 Economics of Race and Gender  
 ENGL 217 Images of Women in Literature  
 GOVT 317 Feminist Political Theory  
 HIST 223 Women and the Family in American History  
 LAST 230 Black Women Writers of the Americas  
 PHIL 310 Philosophy and Feminism  
 PSYC 320 Psychology of Gender  
 REL 131 Religions of America  
 REL 151 Women, Sexuality, and Western Religion  
 REL 424 Feminist and Womanist Theologies  
 SOAN 227 Women in Society  
 SOAN 342 Gender and Sexuality  
 SOAN 427 Women in Collective Action

## Negotiable Courses

Many additional courses and individualized studies from other departments also may be counted as Women's Studies courses. Such a course would include significant attention to women's or gender issues and offer the opportunity for focusing a research paper or project on such issues.

In a negotiable course, students should clarify with the instructor (at the beginning of the semester) their plans to have their work credited toward the minor. Students also should discuss their intentions to focus research papers or projects on women's studies issues. Negotiable courses must be approved by the director of Women's Studies for credit toward the minor.

The following list of negotiable courses is intended to be suggestive. In addition to the courses on this list, students might identify other courses in various departments that are also appropriate to negotiate for Women's Studies credit.

ECON 353 Economics of Labor  
 ENGL 104 Non-Fiction Workshop  
 ENGL 105 Poetry Workshop  
 ENGL 112 Short Fiction  
 ENGL 122 Literature in England  
 ENGL 133 African-American Literature  
 ENGL 332 Modern American Literature:  
 Quest for Self-Identity

HIST 327 Modern African-American History  
 PHIL 120 Ethics and Social Philosophy  
 PHIL 330 Ethics and the Environment  
 PSYC 210 Personality Theories  
 PSYC 335 Developmental Psychology  
 PSYC 349 Social Psychology  
 PSYC 435 Cross-cultural Psychology  
 REL 152 African-American Religion and Spirituality  
 SOAN 320 Self in Society  
 SOAN 330 Crime and Delinquency

## COURSE DESCRIPTIONS (WMST)

### 120 Women's Issues. Fall (4).

Introductory survey to issues important to women and that affect women's lives, including positions in family and society, politics and economics, women's health, belief systems, etc. Topics change depending on the instructor, but will expose students to women's studies in a broad-based and interdisciplinary fashion.

### 165, 265, 365 Special Topics in Women's Studies.

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

Topics of current interest in women's studies. May be repeated for a maximum of 8 degree credits given a different topic. Offered every Spring and other semesters as needed.

### 240 Contemporary Feminist Theory. Spring (4).

Survey of recent theoretical approaches in feminism exploring causes of women's oppression and strategies for liberation. Includes theory by liberals, socialist feminists, radical feminists, and by women of color. Examination of issues of sex and gender together with racial, cultural, and economic factors. Themes and titles vary. Offered in alternate years: 04S.

### 320 Mediating Cultures: Latina Literature. Fall (4).

Exploration of the notion of utopia and borderlands in literature by Latina writers. Students read a variety of contemporary

## Women's Studies

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authors with attention to the theoretical and literary forms in which they found expression. Offered in alternate years: 05F.

### **350 Feminist Ethics. Spring (4).**

Examination of women as moral agents and the question of whether women approach ethics in a different voice. Exploration of specific applied areas such as abortion, reproductive technologies, and surrogate motherhood; rape, battering, and pornography; housework and child care; and aging. Themes vary. Offered in alternate years: 05S.

# Integrated Programs of Study

## PRELAW

### The Program Advisors

Claudia Ingram, English

Arthur G. Svenson, Government

### Major Emphasis

Students should plan a major in a specific discipline in consultation with their advisors. Typically the major would be from one of the following departments: economics, government, history, English, philosophy, or sociology and anthropology.

### Recommended Central Courses

Prelaw students should select **a minimum of eight** courses from the following list:

ACCT 210 Principles of Financial Accounting and Reporting  
ACCT 220 Principles of Managerial Accounting  
ECON 250 Principles of Microeconomics  
ECON 251 Principles of Macroeconomics  
ECON 350 Intermediate Microeconomics  
ENGL 110 Poetry  
ENGL 130 Introduction to American Literature  
ENGL 161 Studies in Literature: Law and Literature  
ENGL 201 Analysis of Literature  
ENGL 309 Persuasive Writing  
GOVT 111 American National Government and Politics  
GOVT 301 California Politics  
GOVT 306 Constitutional Law: National and State Powers  
GOVT 307 Constitutional Law: Liberty and Authority  
GOVT 310 Classical Political Thought  
GOVT 485 Specialized Internship in Law  
HIST 121 American Civilization I  
HIST 122 American Civilization II  
PHIL 120 Ethics and Social Philosophy  
PHIL 130 Reasoning and Logic  
PHIL 320 Ethics and Law  
SPCH 110 Fundamentals of Speech

### Recommended Elective Courses

Students are advised to take at least five courses in this area, taking care not to duplicate courses in the Liberal Arts Foundation or those from the major. (Specific courses are determined by students in consultation with their advisors.)

BUS 310 Principles of Management and Organization Behavior  
ECON 352 Industrial Organization and Public Policy  
ECON 354 Public Finance  
ECON 355 Environmental and Resource Economics  
ENGL 121 Introduction to British Literature  
ENGL 133 African American Literature  
ENGL 139 Chicana/o Literature  
ENGL 210 Poetry  
ENGL 222 Shakespeare  
GOVT 123 Introduction to World Politics  
GOVT 304 Congress and the Bureaucracy  
GOVT 308 American Presidency  
GOVT 314 Modern Political Thought  
GOVT 318 American Political Thought and Practice  
GOVT 320 Governments and Politics of Europe  
GOVT 344 International Law and Organization  
HIST 111 European Civilization: Early Modern  
HIST 112 European Civilization: The Nineteenth and Twentieth Centuries  
HIST 211 Political Extremism  
PSYC 100 Introduction to Psychology  
SOAN 100 Introduction to Sociology  
SOAN 102 Introduction to Cultural Anthropology  
SOAN 205 Social Issues  
SOAN 330 Crime and Delinquency  
SOAN 426 Political Economy  
SPCH 200 Forensics

# Integrated Programs of Study

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## PREMED

### The Health Professions Advisors

Benjamin Aronson, Biology

Caryl Forristall, Biology

### The Curriculum

The minimum requirements for admission to most medical schools in the United States include 8 to 16 semester credits of biology, 16 to 20 of chemistry, 4 to 8 of mathematics, 6 to 8 of physics, and 8 to 10 credits from English and the humanities.

### Central Courses

Students generally take the following courses:

BIOL 131–133 Principles of Biology

CHEM 131–132 General Chemistry

CHEM 231–232 Organic Chemistry

ENGL 6 to 8 credits, including composition

MATH 121, 122 Calculus I, II

PHYS 220–221 Fundamentals of Physics

PSYC 100 Introduction to Psychology

### Recommended Courses

A student's application to medical school is strengthened if several of the following courses are taken:

BIOL 239 Molecular Genetics and Heredity

BIOL 334 Comparative Physiology or BIOL 344 Human Physiology

BIOL 337 Vertebrate Anatomy

BIOL 338 Cell Biology

BIOL 348 Developmental Biology

CHEM 320 Biochemistry

CHEM 330 Analytical Chemistry

Many of these required and recommended courses are either full-year sequences, prerequisites for other courses, not offered every semester or year, or must be completed before taking the MCAT (usually taken in the spring of the junior year). Students should plan a tentative schedule for their entire course of study early.

The health professions advisors provide students with support and information concerning course selection, the MCAT, application procedures, and letters of 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

Daniel Kiefer, English

### Requirements

The Proudian Program is designed for up to twelve talented students in each graduating class who wish to explore interdisciplinary learning. The program offers students three special seminars on interdisciplinary topics. Two of these occur in the sophomore year (Spring and May Term), and one in the senior year (Fall). These courses frame two individualized junior-year options: study abroad or, in special cases, an internship in a profession or business. A senior thesis is required of each scholar. The program assumes the value—indeed the necessity—of interdisciplinary inquiry in the twenty-first Century.

There are special privileges that come with election to the program. Scholars have exclusive use of the Proudian Room (Hall of Letters 200) and its equipment. They have faculty borrowing privileges at the library. Scholars may also propose alternate ways of meeting the Liberal Arts Foundation requirements for graduation. These proposals must be approved by a faculty member who teaches in the relevant Foundation category, and by the director. These changes also require, of course, successful completion of the full program, including the senior thesis.

Admission to the program is competitive and based on highly selective criteria (GPA, SAT scores, writing samples, and especially a series of individual interviews). Selection

takes place during the first semester of the sophomore year. More specific information concerning application may be obtained from the director of the program.

## **COURSE DESCRIPTIONS (IDS)**

The prerequisite for all courses is admission to the program.

### **365 Sophomore Seminar I. Spring (4).**

Introduces interdisciplinary theory and method as well as seminar learning skills. Requires completion of a major paper/project. Culminates in an academic symposium where students present papers to a University-wide audience. Prerequisite: admission to program. Offered every year. EV and NU.

### **366 Sophomore Seminar II. May Term (3).**

Interdisciplinary seminar including travel for research and group learning. Prerequisite: admission to program. Offered every year. EV and NU.

### **380 Junior Year Exploratory Internship.**

Fall (2–3), Spring (2–3).

### **465 Senior Seminar. Fall (4).**

Advanced interdisciplinary topics are addressed, perhaps arising out of students' junior year experiences, and selected by faculty and students in concert. This seminar includes a section on the development of the senior honors thesis.

**495 Senior Thesis. Fall (1–4), Spring (1–4), May Term (1–3).**

## **SOCIAL SCIENCE PROGRAM**

### **The Program Director**

John Glover, History

The Social Science Program (SSP) is a State of California approved, comprehensive curriculum covering the social science subjects taught in California secondary schools. It consists of 88 total credits divided into 60 credits of core courses and another 28

credits of breadth courses. Social Science Program candidates must also complete a major. The program provides students with a command over the various content areas of the social sciences such as history, geography, government, and economics as taught in high schools across the state. In addition, successful completion of the SSP entitles the student to enter a teaching credential program without taking the comprehensive CSET (formerly the Praxis) exam. Interested students are strongly encouraged to seek advisement from the Program Director and appropriate SSP faculty as early as possible due to the demanding nature of the program. A detailed list of the core and breadth courses can be obtained from the Director or the History Department webpage via [www.redlands.edu](http://www.redlands.edu).

## **COURSE DESCRIPTION (SCSI)**

### **460 Social Science Capstone.**

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

A combination of Social Science methodology and individual creation of student portfolios bringing together a summary of their work since beginning the program. Prerequisite: completion of the program. Offered as needed.

# Additional Course Offerings

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## UNIVERSITY ACTIVITY (UACT)

The University offers credit for such activities as work with the student newspaper or with productions in Glenn Wallichs Theatre. Students should check with the appropriate project sponsor for enrollment information. UACT: 0–1 credits. CN grading only. Written evaluation.

## CLASSICS (CLAS)

### 120 The Heroic Tradition.

Fall (4) or Spring (4).

Investigation of Mesopotamian, classical Greek, Hellenistic, and Roman approaches to the epic genre, and the challenges of studying these issues in classical antiquity. What are the historical, sociological, political, and broadly ideological presuppositions of Mesopotamian, ancient Greek, Hellenistic, and Roman epic poetry and how are they reflected in epic productions? EV or NU. Offered as needed.

### 140 Introduction to Attic Greek. Spring (4).

Designed to introduce students to the elements of basic Greek grammar and syntax, building the vocabulary and comprehension of the basic structure of the language in order to prepare students for reading real ancient Greek prose. EV or NU. Offered as needed.

### 141 Introduction to Attic Greek II.

Fall (4) or Spring (4).

Supplement to the material taught in Introduction to Attic Greek I. Concludes the presentation of the many grammatical and syntactical categories of the language and enhances students' ancient Greek vocabulary. Prerequisite: CLAS 140. EV or NU. Offered as needed.

### 200 Gender in Ancient Greek Tragedy.

Fall (4) or Spring (4).

Investigates the various ways in which men and women are depicted by the three major classical Greek playwrights, namely Aeschylus, Sophocles, and Euripides. EV or NU. Offered as needed.

## COMMUNITY SERVICE LEARNING (CSAC)

### 360 Service Learning: Special Topics (3-4)

Faculty-taught courses integrating service with the curriculum. The standard class involves 40+ hours of class instruction and 30+ hours of service outreach. Faculty establish their own take-home assignments, but generally pre-service preparation, timesheet, journal, final paper, and group verbal reflection are required. Various faculty—see *Schedule of Classes*.

### 380 Service Learning: Activity (3)

An 80-hour service activity with individual placement contracts, reflective components, journals, evaluations, timesheet, final paper, and group verbal reflection. Required Group and individual meetings with the CSL administrator prior to contract development and approval.

### 382 Service Learning Initiative. (1-2).

In negotiation with faculty and the CSL Director, students may earn 1 or 2 credits (1 credit equates to 30 hours of service and additional reflection; 2 credits doubles those numbers) beyond the departmental course credits. Students must have a faculty-approved placement contract, a reflective component, journal, evaluations, timesheets, final paper, and verbal reflection. This option may be appropriate for travel courses and study abroad programs. Approval from CSL Director and Special College Programs if travel course. Prerequisite: permission.

### 383 Service Learning: Outreach. (0).

Designed for service-oriented work study placements, previous service (including UoR courses), or extensive service outside the University. Formal documentation of hours and a final reflective paper must accompany the CSL 383 Request. If approved, the CSL Director notifies the Registrar's office of completion of the graduation requirement. See CSL about registration requirements.



### ENGINEERING (ENGR)

#### 117 Fundamentals of Aeronautics.

May Term (3).

A “ground school” taught by an FAA-certified instructor that qualifies students to take the FAA Private Pilot Written Exam. Sections of the course focus on aerodynamics, aircraft systems, aircraft performance, airspace categorization and the flight environment, meteorology, weather data, navigation, navigation systems, flight physiology and psychology, and flight planning. CN only.

### ENGLISH AS A SECOND LANGUAGE (ESL)

The University provides an advanced class in English as a second language for matriculated Arts and Sciences students who need more proficiency in English as a basis for their other coursework. Entering students placed in the ESL class must successfully complete the course or its equivalent as a prerequisite to junior standing.

#### 55 Advanced English as a Second Language. Fall (4), Spring (4).

An English language class designed for international students who require additional proficiency before enrolling in ENGL 102. Concentration on composition, reading, grammar, and the documented essay. Three hours class and a designated hour writing laboratory each week.

### SPEECH (SPCH)

Faculty: H. Ben Dillow

William Southworth

The College of Arts and Sciences offers service courses in public speaking and sponsors a nationally competitive, intercollegiate debate team with a heritage of national success. While high school debate experience is preferred, it is not required to participate on the Debate Team. Talent scholarships are offered each year to outstanding students in policy debate.

Speech courses have been designed for students pursuing careers in education (Professional Speech) or business (Business

Speech) and for students who seek to develop their skills in public speaking (Fundamentals of Speech). Most courses are offered without prerequisite and can be found on the list of recommended courses outside the major in many departments.

#### 110 Fundamentals of Speech. Fall (4).

Principles of public speaking and interpretation with classroom evaluation of speeches. Designed to enhance the student’s skills in persuasive or informative speaking situations, as well as argumentation.

#### 115 Business Speech. Spring (4).

Theory relevant to a variety of business speech situations, including speeches to inform, entertain, and persuade. Instruction in the following business speech situations: interviews, sales, technical reports, and conference speaking.

#### 120 Professional Speech. May Term (3).

Performance course designed to accommodate the needs of multiple subject and education majors. Primary attention given to the unique demands of classroom and professional speech situations. Reports, lectures, discussion leading, story-telling, and demonstrations are covered. Offered as needed.

#### 150 Speaking of Wellness. May Term (3).

Basic course in public speaking providing opportunities for students to engage in the study of public address while focusing on themes coming from the study of holistic health. Students engage in dyadic, small group and platform speaking while dealing with issues of stress management, physical fitness and nutrition. Offered as needed.

#### 200 Forensics. Fall (1), Spring (1).

For students interested in participating in intercollegiate debate. Prerequisite: permission. May be repeated for a maximum of 8 degree credits.

#### 260 Topics in Speech. May Term (3).

Seminar includes a rhetorical analysis of contemporary social issues and movements.

## Additional Course Offerings

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Prerequisite: permission. May be repeated for degree credit given a different topic.

### **STUDENT SERVICES (SSRV)**

#### **150 Real World 101: Life after College.**

##### **May Term (3).**

Designed to prepare students for life after college. This is accomplished through self-assessment, exploration of educational and occupational choices, and the development of real-world survival skills. Format includes lectures, hands-on exercises, and experiential learning within a professional environment. Not open to School of Business students through the experiential essay process. Prerequisite: juniors and seniors only.

#### **154 Learning Skills. Fall (2), Spring (2).**

Designed to assist students in obtaining the skills necessary to succeed at the University. Topics include campus resources, time management, academic and career planning, reading a textbook, and note-taking.

# School of Business Admissions

## BEGINNING THE PROGRAM

The School of Business regularly schedules informational meetings for individuals throughout Southern California and will schedule meetings for organizations upon request.

At these meetings, a University representative presents information on programs offered, admission requirements, curriculum, degree completion requirements, cost, and financial aid. Individual pre-admission counseling is encouraged.

## UNDERGRADUATE ADMISSION REQUIREMENTS

The School of Business offers undergraduate programs in business and management, and information systems.

1. All applicants must complete a formal application.
2. Official transcripts from every college or university attended (in any country) since high school must be submitted. Only transcripts sent to the Office of Student Records from the registrar of each institution attended will be accepted as official. No portion of a college record may be omitted from consideration of eligibility for transfer.
3. Forty (40) semester credits of accepted transfer credit. Neither portfolio credit nor courses taken in the University of Redlands School of Business core program can be applied to the 40-credit minimum.
4. A minimum grade point average of 2.00 (C) on a 4.0 scale in all college courses acceptable to the University of Redlands.
5. Five (5) years of full-time work experience since high school graduation, which may be cumulative and may include time spent at home as a family care-giver.
6. International students whose primary language is not English must present a TOEFL score of 500 (or 173 for the computer-based test) or higher.

Final Determination of acceptability and distribution of general education and professional work toward admission to an undergraduate program is made by the registrar.

## GRADUATE ADMISSION REQUIREMENTS

The School of Business offers master's degrees in information technology and business and management. Admissions policies and procedures are program-specific.

### Admission Requirements for Graduate Programs in Management and Business

Evaluation of applicants to the M.B.A., M.A. in Management, and M.S. in Information Technology programs is based on the following criteria:

1. Bachelor's or higher-level degree from an accredited college or university and submission of official transcripts of all previous college coursework.
2. At least 20 credits of general education coursework at the undergraduate level.
3. An undergraduate grade point average of 3.00 out of a possible 4.0 during the junior and senior years. Applicants with a grade point average of less than 3.00 on a 4.0 scale must show promise based on other criteria.
4. Five (5) years of full-time work experience at supervisory, middle management, or professional staff level.
5. Recommendations from two individuals qualified to evaluate applicant's capacity for graduate study.
6. A typewritten essay reflecting both a strong motivation and a recent successful professional or educational experience.
7. A TOEFL score of 550 (or 213 for the computer-based test) or higher for international students whose primary language is not English.

Admissions decisions are based on a comprehensive consideration of each application. Elective choices, major, and difficulty of undergraduate work are also considered.

### APPEAL PROCEDURE TO THE ADMISSIONS REVIEW COMMITTEE FOR BUSINESS AND MANAGEMENT STUDENTS

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

# School of Business Admissions

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flexibility, the School of Business has formed the Admissions Review Committee to consider petitions from students who do not meet admissions requirements but believe they have compelling reasons for being granted an exception.

Petitions are to be addressed to the admissions officer, Office of Student Records.

After reviewing each petition, the Academic Review Committee will make one of three recommendations:

1. The student will be admitted without qualification;
2. The student will be admitted on provisional status for the first four courses;\*
3. The student will be denied admission.

**The decision of the admissions review committee is final.**

*\*This status requires that the student earn a cumulative GPA of 3.00 or better in the first four courses. After this requirement is met, the student is transferred automatically to regular admission status.*

# School of Business Financial Aid

## GENERAL INFORMATION

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

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

## Financial Aid Vocabulary

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

<b>COA</b>	Cost of Attendance
<b>EFC</b>	Expected Family Contribution
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>FFELP</b>	Federal Family Education Loans Program
<b>PLUS</b>	Parent Loan for Undergraduate Students
<b>GPA</b>	Grade Point Average
<b>IRS</b>	Internal Revenue Service
<b>SEOG</b>	Supplemental Educational Opportunity Grant
<b>SAR</b>	Student Aid Report

## ELIGIBILITY

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

1. The applicant must be a United States citizen, a citizen of the Trust Territories, or someone who is in the United States on other than a temporary basis.
2. The applicant must have demonstrated financial need according to the current need-analysis procedure.
3. The applicant must be registered with the Selective Service if the applicant is a male, at least 18 years old, and not a

current member of the active armed forces.

4. The applicant must be accepted for admission to the University of Redlands.
5. The applicant must certify non-participation in the unlawful manufacturing, dispensation, possession, or use of a controlled substance.

## OUTSIDE FUNDING SOURCES

### Veterans Assistance

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

- Chapter 30, Montgomery G.I. Bill—Active Duty
- Chapter 31, Veterans and Vocational Training and Rehabilitation Act (Public Laws 894 and 97-815)
- Chapter 32, VEAP
- Chapter 35, War Orphans Educational Assistance Act
- Chapter 1606, Montgomery GI Bill—Select Reserve

Veterans and widows and children of deceased veterans who wish to inquire about their eligibility for benefits should contact the regional office of the Veterans Administration by calling 1-800-827-1000, or contact the Registrar's office, Pam Verosik, at (909) 335-4055.

## LOANS

### Federal Perkins Loan

This federal loan carries an interest rate of 5 percent repayable starting nine months after graduation, upon termination of an academic program, or enrolling in fewer than 6 credits during a semester. Repayment extends over a maximum of 10 years at a minimum monthly payment of \$40. An additional 10 years may be requested for low-income individuals based upon criteria developed by the U.S. Secretary of Education.

**Eligibility.** Students with extreme financial need, which is demonstrated by a maximum Pell Grant and Supplemental Educational

# School of Business Financial Aid

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Opportunity Grant, will be eligible for the Perkins Loan Program.

## Federal College Work Study Program

Work may be included as part of the financial aid award package. Such jobs are usually located on campus or at one of the regional offices. Students can earn a maximum of \$750 per academic year.

**Eligibility.** Federal Work Study will be awarded to undergraduate students with an extreme financial need, demonstrated by an adjusted gross income of \$10,000 or less.

Students should understand that they are paid for hours worked and that funds earned from this program will not be credited to their student Student Account.

## Federal Subsidized Stafford Student Loan

This long-term student loan is available from banks, savings and loan associations, and credit unions. No interest is charged nor is repayment required while the borrower is enrolled at least half time. The interest rate is variable and is capped at 8.25 percent. Students will be eligible for this loan if they demonstrate a financial need using standards established by the U.S. Secretary of Education.

**Eligibility.** Full-time and half-time students are eligible to apply. Eligibility is determined through needs analysis, documented via the FAFSA form. Eligibility is limited to U.S. citizens and qualified non-citizens. Also, the student must be officially admitted and registered in a degree-seeking program before the loan can be certified.

**Loan Limits.** Full-time and half-time undergraduate students may borrow up to \$5,500 per academic year. Graduate students may borrow up to \$8,500 per academic year. Maximum aggregate loan amounts are: for a dependent undergraduate student, \$23,000; for an independent undergraduate student, \$23,000; for a graduate or professional student, \$65,500. Repayment of principal and interest begins six months after leaving

school or if enrollment is less than half time, with up to 10 years for repayment. All loans are assessed a loan origination fee on the amount of the loan. Some guarantors also charge a guarantee fee. Stafford applications are mailed from the Financial Aid office when eligibility is determined.

## Unsubsidized Federal Stafford Student Loan

This long-term loan is available from banks, savings and loan associations, and credit unions. The same terms and conditions apply as to Federal Subsidized Stafford Loans, except that the borrower is responsible for the interest that accrues during deferment periods (including time in-school) and during the six-month grace period. The student's options in handling the interest on the loan are:

1. Pay the interest and principal;
2. Pay the interest quarterly and defer the principal; or
3. Defer the interest and principal until the student goes into repayment. (Interest will accrue while the student is enrolled and in the grace period. Interest will be capitalized to the loan when the student goes into repayment.)

**Eligibility.** Eligibility requirements are the same as for the Federal Subsidized Stafford Loan. This loan is available to students who do not qualify for Federal Subsidized Stafford Loans. The combined total of subsidized and unsubsidized loans cannot exceed Stafford limits. The maximum combined total per academic year is \$18,500 for graduate students and \$10,500 for undergraduates.

**Loan Limits.** Full time and half time graduate students may borrow up to \$10,000 per academic year. Undergraduate students may borrow up to \$5,000 per academic year.

## NEED-BASED GRANTS

### Federal Pell Grants (Undergraduate only)

This federal grant ranges from \$400 to \$4,050 for a full-time undergraduate student. The

award is determined by the amount of the calculated student contribution in relation to the cost of attending the University of Redlands. Eligibility may extend to the period required to complete the first baccalaureate degree. Grants do not have to be repaid.

**Eligibility.** Full-time and half-time undergraduate students with financial need are eligible. Those eligible generally have a low income and limited assets. Eligibility is determined through needs analysis, documented via the FAFSA form, and is limited to U.S. citizens and qualified non-citizens.

## Cal Grant A (Undergraduate only)

California resident students must apply directly to the California Student Aid Commission for the Cal Grant A by filling out a GPA verification form by March 2. The GPA Verification Form for Cal Grants and the FAFSA must be submitted by March 2 each year. Forms are available at all high school and community college guidance offices, and college financial aid offices.

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

This federal grant is intended to assist students who demonstrate an extreme financial need; it is administered by the Office of Financial Aid. Grants can be awarded up to \$1,500 per academic year. A student must have a full Pell Grant to receive an SEOG.

## SATISFACTORY ACADEMIC PROGRESS

As required by federal regulations, 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 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 based on a twelve-month calendar year.

- All students must complete at least 80% of their attempted units each academic

year. For example, a student whose program is 22 units for the year must complete at least 18 units to be in compliance with the University's policy.

- GPA
  - Undergraduate students—minimum cumulative GPA of 2.0
  - Graduate students—minimum GPA of 3.0
- Students who do not meet the above requirements by the end of their first year of study will be placed on financial aid probation. A student will lose eligibility in their third year of study (i.e., third year refers to any additional units necessary and/or required to complete the program) if the units are not made up or the GPA requirement is not met during their second year of study.
- The maximum timeframe for completion of the two-year, undergraduate degree-completion programs and graduate programs is no more than three years and six months (150% of the actual time). For students who attend less than full time, the maximum timeframe will be prorated accordingly, based on their attendance.

## STUDENT RIGHTS AND RESPONSIBILITIES

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

### 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.

# School of Business Financial Aid

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

## **Responsibilities of students:**

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

concerning name change, address change, withdrawal, or graduation as they occur. Notify the Office of Financial Aid or any agency that has awarded you funds.

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

## **APPLICATION PROCEDURES AND DEADLINES**

- Complete the Free Application for Federal Student Aid (FAFSA)\* by March 2 prior to the academic year of anticipated entrance
- All California residents who also wish to



apply for a Cal Grant A must submit a GPA verification by March 2, prior to the academic year of anticipated entrance

- Apply for a Pell Grant by completing the FAFSA.

*\*May be submitted on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or mailed by paper format*

## UNIFORM CRIME REPORTING

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

## DRUG-RELATED CONVICTIONS AND STUDENT INELIGIBILITY

Title IV financial aid eligibility is suspended for students convicted of violating State or Federal drug possession or sale laws.

For drug possession convictions, eligibility is suspended:

- one year for the first offense,
- two years for the second offense, and
- indefinitely for the third offense.

For drug sale convictions, eligibility is suspended:

- two years for the first offense, and
- indefinitely for the second offense.

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

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

## APPEAL PROCESS

Any student wishing to appeal a financial aid decision must do so in writing to the University of Redlands, Office of Financial Aid.

## INFORMATION AND ASSISTANCE

For further information about financial aid or for assistance in completing any of the application forms, write: Office of Financial Aid, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999; or call Monday through Friday, 8 a.m. to 5:00 p.m., at (909) 335-4037 or (909) 335-4049; or contact them at [financialaid@redlands.edu](mailto:financialaid@redlands.edu).

# School of Business Tuition and Fees

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The following schedules list the principal expenses and regulations concerning the payment of fees for the 2003-2004 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 2004-2005 academic year will be published during summer 2004.

## TUITION, FEES, AND EXPENSES

Numbers in columns indicate dollar amounts.

### Tuition, per credit

B.S., Business and Management . . . . .	461
B.S., Information Systems . . . . .	461
M.A., Management . . . . .	488
M.B.A. . . . .	488
M.S., Interactive Telecommunications . .	488

### Audit or Independent Study, per credit

Audit and independent Study courses are billed at the current per-credit rate for the degree program in which the course resides.

### Repeat Courses, per credit

Repeated courses are billed at the student's per-credit program rate, provided he or she is currently enrolled in his or her core program. All other courses will be billed at the current per-credit rate for the degree program in which the course resides.

### Extended Studies, per credit. . . . .

461

## Other Fees

### Textbooks

Students purchase textbooks through MBS Direct at market price at the time of purchase.

### Student Services Fee,

per course . . . . . 20

## Cross-registration with Arts & Sciences

Full-time School of Business students may cross-register for one Arts and Sciences course per term as part of their degree program with the approval of their academic advisor, provided the course does not duplicate a School of Business offering. Classes must be at the intermediate or advanced level (courses numbered 50 through 199). Arts and Sciences registration cards must be signed by the student's academic advisor and the registrar. Part-time students are subject to the same regulations applicable to full-time students.

## Other Special Costs

**Duplicate Diploma Fee . . . . .** 50

### Examination for Credit in Lieu of

**Coursework**, per course . . . . . 280  
Available only to full-time students who have not previously audited or attended the course.

**Late Registration Fee . . . . .** 90

### Matriculation Fee

(not refundable) . . . . . 150  
Encompasses costs incurred by the University for maintenance of students' permanent records.

### Degree Completion

**Extension Fee . . . . .** 350  
When an extension is granted to a student for degree completion, all options for gaining earned and certified credit will remain open to the student during the time of the extension. The extension for degree completion will begin on the date of the student's originally scheduled deadline.

### Placement File Fee

Fee includes the establishment of the placement file plus 10 files to be sent in the academic year of establishment (July 1 through June 30).

Students . . . . . 20  
Alumni . . . . . 40

For fees relating to maintenance or modification of files, contact the Student Services Center.

<b>Re-enrollment Fee</b> . . . . .	40
<b>Thesis Fee</b> . . . . .	50
<b>Transcripts of Records,</b> each copy. . . . .	5

## Tuition Prepayment

All students must pay a minimum \$140 prepayment at the time of registration, tuition which will be applied to the student's account. Tuition and fees are billed course-by-course with payment due 45 days from the invoice date.

## Payment of Account

Students with past due balances 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 enroll in subsequent courses until the past due balance is paid in full. The University may contact credit bureaus, creditors, or personal references to obtain information concerning a debtors current address, phone number, or place of business. For information regarding loan programs, please refer to Financial Aid in the School of Business section of this *Catalog*.

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

## Policy on Refunds

Refund policies at the University of Redlands are established in compliance with the 1992 amendments to the Higher Education Act of 1965. The University has adopted the Federal refund policy guidelines as its institutional policy. Refund policies are subject to change at any time, according to Federal and State regulations. When such changes are made, notice will be given as far in advance as possible. To obtain a refund or a separate publication outlining examples of refund policy requirements and calculations, please contact the Student Accounts office. Refunds are based on the date of **official** withdrawal.

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

## Official Withdrawal

A withdrawal is considered official when written notice has been provided to the Office of the Registrar stating the intention of the student to discontinue the course(s) or program in which he or she is registered or the University administratively withdraws students from courses or programs for non-attendance, financial non-payment, or academic actions. Written withdrawal notification must include the last date of attendance. The withdrawal will be considered effective as of the last date of attendance.

If a student fails to attend the first two sessions of any course, the student will 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 will automatically be administratively withdrawn from the program and will be charged in accordance with the University's Refund Policy.

## Returning Students

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

## Noncompliance with Admission Deadlines

Students who begin coursework and then are denied admission because of failure to complete their admissions files by the end of the first course will be charged in accordance with the University's Refund Policy.

## Denial of Admission

Students who are denied admission to a program after beginning their coursework may immediately withdraw, or continue, the

# School of Business Tuition and Fees

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current course. Students will be liable for 100% of the course costs for all courses completed. Course costs include per-credit tuition, matriculation fees, and related course fees. Academic credit will be received for all completed courses. A withdrawal is considered official when written notice is provided to the Office of the Registrar stating the student's intention to withdraw.

## Tuition Liability and Refund Schedule

A Change of Status form from the Student Handbook, or a letter of withdrawal must be sent to the Office of the Registrar, to withdraw officially from the program.

The matriculation fee is non-refundable.

## Allocation of Federal Portion of Refunds

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

The federal portion of the refund will be allocated in the following order:

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

## Repayment Policy

Some students receiving financial aid will receive cash for living expenses in addition to having their tuition and registration charges paid by their financial aid. If a student withdraws completely or is disqualified, a portion of the cash disbursement may need to be repaid. Based upon the amount of aid received offset by the prorated cost of attendance up to the point of withdrawal, a repayment calculation is performed to determine the amount of aid the student must repay.

# School of Business Graduation Requirements

## UNDERGRADUATE

### Catalog Requirement

Students must complete the graduation requirements as stated in the catalog for the year of admission. If a student is readmitted, the requirements prevailing at the time of readmission must be met. A student is not free to select graduation requirements from more than one catalog.

### Quantity and Quality of Work

To graduate, students must complete all of the requirements of their degree programs and earn at least 120 units of academic credit.

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

### Graduation Requirements

Students must fulfill five basic requirements before receiving a baccalaureate degree:

1. Completion of 120 semester credits of study, of which at least 32 credits must be earned or certified at the University of Redlands.
2. Completion of the major program to which the student was admitted. The specific requirements are outlined in this *Catalog*.
3. Satisfaction of General Education requirements consisting of a minimum of 42 semester credits, as listed under general education requirements.
4. A minimum cumulative GPA of 2.00 earned for all college-level work taken at the University of Redlands.
5. Students in degree-completion programs must complete all requirements within four years from the date of the first class meeting. Students who do not complete their degrees within the four-year completion limit may apply for a single three-year extension, which begins on the date of the student's originally scheduled deadline. The extension

application should be submitted to the student's academic advisor for consideration. If the extension is approved, the student is required to pay a fee. Please refer to the School of Business Tuition and Fees section of this *Catalog* for more details. Should a student fail to complete their degree within the extension period, he or she must apply for readmission to the University and complete the degree requirements in place at the time of re-enrollment.

### General Education Requirements

While the School of Business major programs focus primarily on advanced work in business-related courses, the School believes that well-educated students also need experience in arts and humanities, behavioral and social sciences, mathematics and science, and writing and communication. General education requirements, therefore, constitute a significant portion of the degree and are intended to acquaint students with the variety of theoretical concepts and the diversity of methodologies employed in the pursuit of knowledge.

The degree comprises 120 credits divided roughly into three areas: general education, the major, and electives. Each student must earn 42 semester credits of general education, distributed among four categories: Arts and Humanities (AH), Mathematics/Science (MS), Behavioral/Social Science (SS), and Writing and Communication (WC). Among the four categories, each has its own required number of credits, as noted below. Six of these credits are the student's individual choice and may be taken from any of the categories. A minimum of 9 of these credits must be earned in upper-division courses. No individual course can fulfill more than one category requirement.

Students, with the assistance of their academic advisors, are responsible for monitoring their progress toward fulfillment of the General Education requirements. The students bear the ultimate responsibility for monitoring academic progress and ensuring fulfillment of all degree requirements.

**Art and Humanities (AH).** A minimum of 12 semester credits is required.

# School of Business Graduation Requirements

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**Behavioral/Social Science (SS).** A minimum of 9 semester credits is required.

**Mathematics/Science (MS).** A minimum of 9 semester credits is required. Students are required to take at least one college-level mathematics course. At least one natural science course (biology, chemistry, physics, geology, physical geography, astronomy, oceanography) is required. Students may take one course in computer science.

**Writing/Communications (WC).** A minimum of 6 semester credits is required. Students must take at least one course in English composition.

General Education requirements may be fulfilled by:

- transfer of appropriate and acceptable credit from other colleges or universities; or
- successful completion of the appropriate Extended Studies courses; or
- successful petitioning of the appropriate courses through the School of Business Prior Learning Assessment Center, DANTES, or certificated learning, either that certified by the American Council on Education or the University of Redlands; or
- successful completion of CLEP.

The following courses in undergraduate schedules of instruction qualify as General Education courses and partially fulfill General Education graduation requirements.

## **B.S. in Business and Management**

### **Writing/Communication (WC)**

ENGW 301 Advanced Writing and Critical Analysis (3)

### **Social Science (SS)**

BUAD 335 Introduction to Macroeconomics (3)

BUAD 336 Introduction to Microeconomics (3)

MGMT 491 Management Ethics in a Global Environment (3)

### **Natural Science and Mathematics (MS)**

MTHW 305 Mathematical Applications for Business and Economics (3)

## **B.S. in Information Systems**

### **Writing/Communication (WC)**

ENGW 301 Advanced Writing and Critical Analysis (3)

### **Social Science (SS)**

BUAD 337 Political and Business

Economics (3)

MGTW 491 Management Ethics in a Global

Environment (3)

### **Natural Science and Mathematics (NS)**

MTHW 305 Mathematical Applications for Information Systems (3)

## **Application for Graduation**

Students complete a formal application for diploma thirty days prior to completion of all degree requirements. Applications may be obtained from the student's academic advisor.

## **Commencement**

The School of Business enrolls students throughout the year and has students completing at various points during the year. Students may commence in the academic year in which they complete their degree requirements if their degree requirements are completed by March 1. An application to participate in commencement must be completed and postmarked by February 15.

Students enrolled in a degree program with a Schedule of Instruction (SOI) that is completed by August 31 may apply to participate in commencement that year provided there are 3 (or fewer) credits to be completed in addition to the remaining courses in the SOI. Students whose SOIs were completed prior to March 1 and with as many as 6 credits still needed may also apply to participate in commencement. An application must include a reasonable plan for completing the remaining credits by August 31 and should be sent to one's academic advisor, postmarked by February 15.

## **High Distinction**

Undergraduate honors is identified as High Distinction on the transcripts and diplomas of students who have maintained a GPA of 3.96 or higher. Those students earning this High Distinction appreciate the recognition of honors at commencement. For undergraduate

# School of Business Graduation Requirements

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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.

## **GRADUATE PROGRAMS**

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

### **Credit Obsolescence**

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

### **Minimum Credit and Curriculum Requirements**

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

Curricula for School of Business graduate degree programs may be subject to change each year. School of Business students should consult the annual supplementary publication.

# School of Business Awards and Honors

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## **Gordon C. Atkins Memorial Scholarship Award**

This award recognizes School of Business graduates for their academic achievement and program participation. It is given annually in memory of Dr. Atkins, who helped create the Alfred North Whitehead College.

## **WHITEHEAD LEADERSHIP SOCIETY**

The purpose of the Whitehead Leadership Society (WLS) is to recognize academic leadership achievement or potential and to provide an enriching environment of collaborative learning between students and faculty of the Schools of Education and Business.

Whitehead Leadership Society members participate in programs designed to enrich their experience at the University of Redlands. As proponents of professional education and lifelong learning, individual members provide active service to the University community, foster an academic climate to enhance student achievement, and honor the traditions of liberal education.

Selection to the WLS is achieved through a student's application, accompanied by a

500-word essay, articulating his or her commitment to strengthen the mission and ideals of the Society, as well as a completed and signed questionnaire from three School of Business or School of Education faculty members, or two School of Business or School of Education faculty members and one current WLS student member. A minimum cumulative GPA of 3.50 and at least 12 credits completed at the University of Redlands are requisites for selection. All full-time faculty are invited to join the society. Adjunct faculty may join the organization by completing a brief questionnaire.

## **High Distinction**

Undergraduate honors is identified as High Distinction on the transcripts and diplomas of students who have maintained a GPA of 3.96 or higher. Those students earning this High Distinction appreciate the recognition of honors at commencement. For undergraduate students to have their honors recognized in the printed program at commencement, all of their degree requirements must be met by March 1. There are no exceptions to this honors policy.



# School of Business Programs of Study

## INTRODUCTION

The School of Business is dedicated to providing high-quality educational programs designed for working adults who wish to pursue undergraduate and graduate study in business administration, management, or information systems within the framework of a liberal arts institution. Our mission is evolving along with our programs, our students, and the global environment in which we work and learn.

The University of Redlands School of Business enriches our society with graduates who manage well, solve business problems creatively, communicate effectively, learn continually, think globally, and act ethically.

We are a community of learners that provides high quality teaching, fosters leadership, opens doors of opportunity, and creates knowledge.

## Program Locations

In addition to the University of Redlands campus, the School of Business operates regional centers in Burbank, Ontario, Torrance, Riverside, Santa Ana, and San Diego. Learning Centers are located in Rancho Mirage and Temecula. Classes are also held at other locations throughout Southern California.

## THE DEAN

Stuart Noble-Goodman, Interim

## THE FACULTY

William Anderson  
Sangeeta Arora  
Rasool Azari  
Lee S. Bertrand  
Rochelle Casolaro  
Kimberly Cass  
Hamid Falatoon  
Allison Fraiberg  
Gerald M. Groshek  
Kristin F. Houser

Robert C. Howlett  
Mahmoud Kaboudan  
Qingfeng Liu  
Denise MacNeil  
Donald W. McCormick  
Wali I. Mondal  
Edilberto Montemayor  
Monica L. Perry  
James B. Pick  
Hindupur V. Ramakrishna  
G. Keith Roberts  
Jeffrey Schieberl  
W. Hubbard Segur  
Jeffery D. Smith  
James C. Spee  
Judith A. White  
Dwight A. Zinn

## UNDERGRADUATE PROGRAMS

The School of Business faculty is committed to improving its undergraduate degree programs based upon feedback and assessment from stakeholders and consultants concerning the current subject needs for high quality, useful business education. Features of programs can and do change over time. Consult with enrollment staff for the most up-to-date versions of programs.

## The Bachelor of Science in Business and Management

The Bachelor of Science in Business Management program is designed to enhance the knowledge and understanding of business professionals by linking their life-long learning experiences with theories found in the modern classroom. In this educational setting, the students are exposed to theories, tools, and methodologies that enable them to demonstrate what they have learned in the classroom that can later be taken to the workplace and applied in this new and different environment.

The program concentrates on four themes: ethics, communication, critical thinking, and information management. These themes

# School of Business Programs of Study

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constitute the foci of the students' educational experiences and enable the students to integrate knowledge and skills acquired during the program and apply them to an organizational analysis, presented as a capstone paper in the final course of the program. To create the capstone paper, students select a topic of personal interest and value to research. Students then utilize artifacts created in earlier courses, synthesize principles and theories from a broad arena of learning, and demonstrate effective skills of critical inquiry, communication, and secondary research. This approach results in verifiable student performance that supports the learning outcomes of the program.

## Learning Objectives of the B.S. in Business and Management Program

The B.S. in Business and Management program produces graduates who:

- Learn business concepts and apply them in solving problems.
- Synthesize information by diagnosing situations and prescribing solutions as a reflective practitioner of business.
- Integrate the knowledge that they have acquired inside and outside of the classroom into a broad understanding of business systems.
- Think critically, act ethically, and communicate effectively as individuals, in team settings, and as part of an organization.
- Apply an integrated disciplinary analysis to practical decision-making and leadership practices.
- Understand the relationship between theory and practice and can successfully apply that knowledge in the workplace.

## Program Requirements

The major program consists of sixteen required courses totaling 48 semester credits. Course descriptions are found in the section of this Catalog titled School of Business Course Descriptions.

- MGMT 330 Managing and Leading Organization (3)
- MGMT 491 Management Ethics in a Global Environment (3)

- ENGW 301 Advanced Writing and Critical Analysis (3)
- MGMT 356 Human Resources Management (3)
- MTHW 305 Mathematical Applications for Business and Economics (3)
- BUAD 335 Macroeconomics (3)
- BUAD 332 Business Statistics (3)
- BUAD 336 Microeconomics (3)
- BUAD 364 Accounting I—Financial (3)
- BUAD 365 Accounting II—Managerial (3)
- BUAD 461 Financial Management (3)
- BUAD 342 International Business\* (3)
- BUAD 340 Principles of Marketing (3)
- BUAD 470 Managing Quality and Operations (3)
- BUAD 455 Business Law (3)
- MGMT 485 Analysis and Integration in Business and Management (3)

\*This course may be substituted with one of the "Study Abroad Programs" in Cambridge (INTB 476) or Asia (INTB 477).

## Degree Requirement

Students enrolling in the B.S. in Business and Management program after 1 April 2003 must also pass BUAD 430 or its equivalent as a degree completion requirement.

## The Bachelor of Science in Information Systems

The Bachelor of Science in Information Systems was instituted to meet the growing demand for individuals skilled in the development of information systems and the management of information. This forward-looking program, with underpinnings in the liberal arts and sciences, provides students with a foundation in information systems and business sciences necessary to develop the skills and knowledge needed to create value through the design, development, and management of modern information systems.

The comprehensive course of study integrates the practical and conceptual, providing students with a solid foundation to imagine, analyze, and shape the future of the digital professions. Students enter a collaborative and dynamic atmosphere where technology, craftsmanship, design aesthetics,

creativity, and cultural understanding are the guideposts. Special emphasis is placed on the analysis, configuration, programming, and database aspects of the design and implementation of a computer-based business information system.

At the conclusion of the program, students, in our advanced labs, demonstrate their knowledge of the systems development life cycle through the hands-on creation of an applied project to solve an identified business challenge.

A B.S. in Information Systems degree will not only enhance students' opportunities within their current area of employment, but also will open new opportunities in consulting, industry, government, and not-for-profit organizations. There are many opportunities to function as an IS manager, systems analyst, programmer, network engineer, database administrator, decision support specialist, systems integrator, or consultant.

## Learning Objectives of the B.S. in Information Systems Program

The learning objectives of the B.S. in Information Systems are to produce information technology professionals who:

- Possess an in-depth understanding of professional information systems practices and principles.
- Know how to translate business information requirements into a technology solution that creates value.
- Can apply the creative process of intellectual discovery to solve business challenges through the design, development, and deployment of advanced technology.

## Program Requirements

The major program consists of sixteen required courses totaling 48 semester credits. Course descriptions are found in the section of this Catalog titled School of Business Course Descriptions.

- MGMT 330 Managing and Leading Organizations (3)
- MGMT 491 Management Ethics in a Global Environment (3)
- ENGW 301 Advanced Writing and Critical Analysis (3)

- ISYS 327 Telecommunications, Information, and New Media (3)
- ISYS 333 Web Development Software (3)
- BUAD 337 Political and Business Economics (3)
- MTHW 305 Math Applications for Business and Economics (3)
- ISYS 318 Database Concepts (3)
- ISYS 484 Systems Analysis and Design (3)
- ISYS 365 Geographical Information Systems: Managing Environmental Problems (3)
- ISYS 485 Project I: Design (3)
- BUAD 469 Financial Planning and Control (3)
- ISYS 425 Management and Decision Systems (3)
- ISYS 347 Introduction to Programming in Visual Basic (3)
- ISYS 348 Advanced Programming in Visual Basic (3)
- ISYS 486 Project II: Implementation (3)

## Applied Software Development Project for the B.S. in Information Systems

Students pursuing the B.S. in Information Systems degree must complete an applied development project in accordance with professional information systems practices and principles.

## Extended Studies Program

The Extended Studies program in the School of Business is designed to assist undergraduate students accomplish their academic goals. This is done by providing a program of elective courses in general education and management and business that enhances and complements the core programs, offers academic depth and breadth in areas of interest, and enables students to earn academic credit toward degree completion.

Extended Studies weekend and evening courses are conveniently scheduled at Regional Center locations throughout Southern California and on the main campus in Redlands. Further program information and the Extended Studies Schedule of Classes can be obtained by calling (909) 335-4036 or

# School of Business Programs of Study

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by visiting the University's website at <http://my.redlands.edu/>.

## The Assessment of Prior and Experiential Learning

School of Business undergraduate students have the opportunity to earn certified credit toward meeting graduation requirements through the evaluation of experiential learning acquired outside an institution of higher learning. Students develop Experiential Learning Portfolios that are evaluated by faculty through the Assessment Center at the School of Business. Credit may also be certified for significant experiential learning, demonstrated in writing, that meets the learning outcomes for selected University courses.

A complete Experiential Learning Portfolio is developed in an Extended Studies course, LSHU 310: Interpreting Experience, in which students examine and interpret personal and professional learning experiences and then relate those experiences to specific college-level learning outcomes. This portfolio also includes sections devoted to the assessment of ACE-evaluated courses—military or business—and other professional and certificated training. Students wishing to submit only their professional and military training for assessment may do so without taking the “Interpreting Experience” course.

Credits earned through the assessment process may be used to meet General Education requirements and other graduation requirements. A maximum of 30 credits may be certified through faculty assessment of experiential learning, including assessed experiential learning units from other institutions. The services of the Assessment Center are available only to students enrolled in the School of Business undergraduate degree programs. Faculty policy requires that experiential learning credits be posted to student transcripts only upon completion of all other degree requirements, and at the time of degree certification.

## GRADUATE PROGRAMS

The School of Business faculty is committed to improving its graduate degree programs

based upon ongoing feedback from stakeholders, consultants, and advisory groups concerning the current subject needs for high quality, useful business education. Features of programs can and do change over time in order to ensure that the programs are relevant to business and offer innovative features that make them more valuable to students. Consult with enrollment staff for the most current versions of programs.

## The Master of Arts in Management

Managers and future managers need critical knowledge and skills to launch and sustain successful careers. The M.A. in Management emphasizes the qualitative skills of management. This program is especially valuable for professionals who have been promoted from a technical position and need to learn how to manage, as well as for experienced managers who wish to deepen their knowledge of the human side of management.

Students examine and develop their managerial and leadership skills through coursework and a self-directed learning plan. They use nationally recognized assessment tools to evaluate their knowledge and skills at the beginning of the program. In addition, students select an organization (usually their workplace) in which to apply their new knowledge and receive feedback from University of Redlands faculty.

The curriculum design of the M.A. in Management program is based upon extensive research on the capabilities and knowledge needed for management success. The approach used in the M.A. Management program to develop students' skills is a rigorous one. Students must demonstrate their ability to comprehend and analyze management challenges. Based on their analyses, students create possible solutions and evaluate the appropriateness of their recommendations.

At the conclusion of the program, students reassess their managerial strengths and weaknesses and compare these results to the same assessments done when they entered the program. They reflect on their evolution as managers and develop new plans for

continued personal growth and development. Additionally, students analyze their learning from each course and integrate those insights into a comprehensive final presentation or paper.

## Learning Objectives of the M.A. in Management Program

Graduates of the Master of Arts in Management Program will be able to:

- Think analytically
- Write effectively for business
- Develop a business strategy
- Work in and lead teams
- Communicate and manage change effectively
- Identify their emotions, strengths, limitations, and values
- Maintain their personal standards of honesty and integrity
- Be more aware of the feelings and needs of others
- Manage conflict
- Make effective presentations

## Program Requirements

The major program consists of twelve required courses totaling 35 semester credits. Course descriptions are found in the section of this Catalog titled School of Business Course Descriptions.

- MGMT 604 Managerial Assessment and Development (3)
- MGMT 621 Contemporary Ethical Issues in Management (3)
- MGMT 622 Leadership and Motivation (3)
- MGMT 623 Team and Group Dynamics (3)
- MGMT 624 Communication and Conflict in Organizations (3)
- MGMT 632 Management of Self (3)
- MGMT 661 Decision Making: Managing Risks, Serving the Customer, Examining the Numbers (3)
- MGMT 674 Human Resources Management (3)
- MGMT 686 Organization and Management Thinking (3)
- MGMT 689 Managing Change and Organizational Learning (3)

- MGMT 690 Strategy (3)
- MGMT 699 The Reflective Manager (2)

## The Master of Business Administration

The Master of Business Administration (M.B.A.) has been developed with extensive input regarding the needs of the students and the California business community from stakeholders, students, and business leaders. In addition to providing a foundation in the core functions of business, the development of leadership and integrity among M.B.A. candidates is enhanced through a firm grounding in the University of Redlands' rich tradition of liberal arts. Research shows that successful leaders need attributes drawn from liberal education, especially the ability to think critically and communicate effectively. The Master of Business Administration program also provides an academic balance through a rigorous combination of conceptual knowledge, critical thinking, and practical application in the fundamental disciplines of business and management.

Class sessions include seminars, lectures, simulations, case analyses, and small group activities. Student interaction inside and outside of the classroom is key to a successful experience. The emphasis courses are delivered in a web-enhanced format.

## Program Learning Objectives and Themes

The learning objective of the Master of Business Administration Program is to produce business professionals who possess advanced managerial abilities and leadership skills that create value.

- Each course reveals how it contributes to the overall functional/knowledge foundations required of an M.B.A. graduate and how it promotes the student's development as a highly effective manager.
- Each course comprises part of an overall program that links theory with practice and integrates knowledge across the disciplines.

Incorporated into the M.B.A. program are the School of Business themes of

# School of Business Programs of Study

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entrepreneurship and innovation, working leadership, and liberal arts.

## Program Requirements

The major program consists of sixteen required courses totaling 46 semester credits. Course descriptions are found in the section of this Catalog titled School of Business Course Descriptions.

- BUAD 600 Preface to Leadership (1)
- BUAD 683 Information and Knowledge Management (3)
- BUAD 610 Contexts for Contemporary Business (3)
- BUAD 648 Applied Business Statistics (3)
- BUAD 641 Managerial Economics (3)
- BUAD 687 Legal Issues for Business and Management (3)
- BUAD 652 Public Policy and the Firm (3) **or** INTB 691W Global Political Economy (3) **or** ISYS 680W IT Infrastructure, Security, Law, and Policy (3)
- MGMT 667 Ethics in Management (3)
- BUAD 659 Managerial Accounting (3)
- MGMT 680 Marketing Management (3) **or** INTB 694W Global Marketing (3) **or** ISYS 681W Customer Information Strategies (3)
- BUAD 660 Managerial Finance (3)
- MGMT 670 Human Resources Management (3)
- BUAD 655 Global Business (3) **or** INTB 693W Global Finance (3) **or** ISYS 682W Managing Information Systems Development and Process Change (3)
- MGMT 631 Management and Organization Theory (3)
- MGMT 650 Management Science and Decision Analysis (3)
- MGMT 697 Strategy Capstone (3) **or** INTB 692W Global Business Strategies (3) **or** ISYS 683W Information Systems Strategy Capstone (3)

## M.B.A. Emphases

Students may add an optional emphasis to their M.B.A. degree. An emphasis generally consists of four courses in a focused area. These specialized courses are substituted for

the usual courses in the M.B.A. program and do not add to the overall length of the program. Two areas of specialization are available: Global Business or Information Systems.

## Global Business Emphasis

Students who opt for this area of specialization will learn to view business issues from an international perspective and develop capabilities required when confronting global business challenges. The Global Business Emphasis requires the completion of four 3-credit courses:

- INTB 691W Global Political Economy
- INTB 694W Global Marketing
- INTB 693W Global Finance
- INTB 692W Global Business Strategies

## Information Systems Emphasis

Students who choose this area of specialization will develop capabilities to meet the challenges of evolving trends in information technology and systems management. The Information Systems Emphasis requires the completion of four 3-credit courses:

- ISYS 680W IT Infrastructure, Security, Law, and Policy
- ISYS 681W Customer Information Strategies
- ISYS 682W Managing Information Systems Development and Process Change
- ISYS 683W Information Systems Strategy Capstone

## The Master of Science in Information Technology

The Master of Science in Information Technology curriculum develops a broad technology background with a special emphasis on telecommunications and the Internet. The Internet has opened vast new opportunities for both businesses and individuals, yet business leaders frequently fail to understand the potential of this new technology and its influence on how business is conducted today and will be conducted in the future. This program is for students who seek to further their careers through a sound knowledge of technology's impact on business and for those

who welcome the opportunities and challenges presented by telecommunications and the Internet.

The comprehensive course of study blends the conceptual with the practical. At the conclusion of the program, students are challenged to demonstrate their knowledge through the hands-on development of an applied web application project to solve an identified business challenge. This final project will showcase the students' creativity, craftsmanship, and design aesthetics while demonstrating their knowledge of the systems development life cycle, business applications, user interface design, and web development.

A Master of Science in Information Technology degree not only enhances students' opportunities within their current area of employment, but also opens new opportunities in management, consulting, and technology.

## Learning Objectives of the M.S. in Information Technology Program

Students who successfully complete this program will be able to:

- Understand, assess, and analyze professional information systems practices and principles
- Display an in-depth knowledge of telecommunications and the Internet, evaluate how this knowledge is shaping business, and identify the opportunities this creates
- Use the creative process of intellectual discovery to synthesize these opportunities into business solutions that create value
- Apply their knowledge and talent to the analysis, design, development, and deployment of advanced technology

## Program Requirements

The major program consists of sixteen required courses totaling 48 semester credits. Course descriptions are found in the section of this Catalog titled School of Business Course Descriptions.

- TCOM 611 Telecommunications Policy, Law and Ethics (4)

- TCOM 614 Introduction to Telecommunications (4)
- TCOM 660 Knowledge Management (4)
- TCOM 612 Information Technology (3)
- TCOM 633 Telecommunications Infrastructure (3)
- TCOM 651 Development of Information Servers (3)
- TCOM 663 Emerging Technologies (3)
- TCOM 616 Introduction to Object-Oriented Programming (4)
- ISYS 630 Systems Analysis & Design (4)
- TCOM 621 Programming Languages for Telecommunications (4)
- TCOM 640 Electronic Commerce (4)
- TCOM 622 User Interface Design (4)
- TCOM 664 Project Practicum (4)

## Applied Software Development Project for the M.S. in Information Technology

Students pursuing the M.S. in Information Technology must complete an applied web development project in accordance with professional information systems practices and principles.

## Computing System Requirements

Entering students are required to own a computer that can run the software packages in the program, or have access to such a system in the workplace (with permission to use the system for School of Business homework assignments). Specific information on the system configurations suitable to this requirement may be obtained from the School of Business Admissions Office or the Jones Computer Center at the University's main campus.

# School of Business Programs of Study

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## NUMBERING SYSTEM

<b>0–99</b>	Freshman level (not counted toward degree credit)
<b>100–199</b>	Freshman level (included in degree grade point ratio)
<b>200–299</b>	Sophomore level
<b>300–399</b>	Junior level
<b>400–499</b>	Senior level
<b>500–599</b>	Continuing education courses not otherwise offered at undergraduate or graduate levels
<b>600–699</b>	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 the duration of each cluster at the beginning of the program. The SOI is subject to change with written notification.

## Definition of Academic Credit

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

## Explanation of Course Markings

Courses that continue over a series of semesters in learning groups, such as the practicum or thesis, are described together. Course numbers

- separated by a comma can be scheduled in any sequence;
- separated by a hyphen must be taken in sequence as the first is a prerequisite for the one following; and
- separated by a slash indicate that undergraduate and graduate courses are offered together. Undergraduates register for the courses numbered 001–499, while graduates register for the 500– or 600–level courses.



# School of Business Course Descriptions

## ART (ARTW)

### 101 Society and the Visual Arts. (3).

Examination of the most significant developments in the history of Western art, their historical and social contexts, and their interrelations. Students also study the formal characteristics of the visual arts and develop aesthetic appreciation. Corequisite: ARTW 181.

### 110 Art through Museums. (3).

On-site introduction to the language of art, the study of materials, and the techniques of artists.

### 181 Field Studies in the Visual Arts. (2).

Students receive classroom guidance to explore the visual arts on their own. Students reflect upon and write about various art forms available in their community and workplace. Corequisite: ARTW 101.

### 212 Film as an Art Form. (3).

Introduction to film analysis, criticism, and history. Key elements of film are treated and used to analyze films. A range of critical systems and evaluative criteria are studied and employed. Films viewed in class are organized chronologically to represent the major phases of film history.

### 304 Topics in Art History. (3).

Specialized study of a topic in art history. Organized around any aspect of the study of art history (e.g., theme, period or artistic movement) while framing the subject matter in its social and historical context.

### 320 The Built Environment of the American Southwest: Reflections of the Good Life (3).

Examination of the architecture and other artifacts of the American Southwest. Historical, social, and physical determinants of the built environment studied.

## BUSINESS ADMINISTRATION (BUAD)

### 130 Effective Communication in a Work Environment. (3).

Practical approach to understanding the nature of effective communication in a business context with emphasis on the oral and visual techniques for the delivery of messages. Provides students with the communication skills to accomplish specific objectives.

### 301 Small Business Management. (3).

Considerations for those involved in small business. Location, legal problems, staffing, financing, marketing, and other topics are analyzed.

### 332 Business Statistics. (3).

Application of statistics to business: frequency distributions, tables, charts, probability distributions, sampling, and estimation. Also statistical inference, confidence intervals, hypothesis testing, chi-square, analysis of variance, correlation, regression, and decision theory. Prerequisite: MTHW 305.

### 335 Macroeconomics. (3).

Study of the national and global economy, the impact of economic aggregates and government action. Emphasis on macroeconomic concepts including national income accounting, employment, inflation, monetary and fiscal policy, business cycles, international trade and finance, and social change from economic growth in an increasingly industrialized world. Not open to students who have successfully completed BUAD 337.

### 336 Microeconomics. (3).

Study of decision-making by individual firms and consumers in regard to the allocation of scarce resources. Emphasis on basics of supply and demand, price-output determination, industrial organization and profit maximization, labor market analysis, and economics of developing countries.

### 337 Political and Business Economics. (3).

Principles of economics in the societal setting. Effects of economic forces on the individual, communities, business enterprises, and

# School of Business Course Descriptions

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international trade. Study of aggregate economic behavior. Prerequisite: MTHW 305.

## **339 International Business and Economics. (3).**

Examination of global markets, trade agreements, international monetary and fiscal policies, and major financial institutions. Students study various trade theories and the underlying impact of geopolitical and sociocultural influences on global trade. Prerequisites: BUAD 337 and MTHW 305.

## **340 Principles of Marketing. (3).**

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.

## **342 International Business. (3).**

Examination of developments within international markets and their effect on the activities of business enterprises. Students study the importance of increasing international linkages on the role and conduct of domestic and international business functions. This course may be substituted by either of the study abroad programs in Cambridge (INTB 476) or Asia (INTB 477). Not open to students who have successfully completed BUAD 339.

## **345 Consumer Behavior. (2).**

Models of consumer behavior and research in consumer behavior for marketing decisions about segmentation, advertising, and product management. Issues of public policy concerning consumption behavior are also explored. Major areas of study include attitudes and behavior, social influences, information processing, and personality and lifestyle.

## **346 Advertising and Promotional Strategy. (2).**

Introduction to the field of marketing communication. While advertising is covered in detail, other areas of marketing communication such as sales promotion, public relations, and personal selling are also explored. Major topic areas include the communication process, advertising and promotional objectives, creative strategy, media planning, and direct marketing. Not open to students who have received credit for BUAD 392.

## **347 Marketing Research. (2).**

An introduction to the field of marketing research. The marketing research process, and the relationship of marketing research to marketing decisions are discussed. Major topics include exploratory research, sampling, factor analysis, cluster analysis, conjoint analysis, regression, analysis of variance, and the application of those techniques to aid marketing decision-making.

## **348 Electronic Commerce and Internet Marketing. (2).**

Discussion of electronic commerce including its components, structure, and technology as well as the application of marketing concepts to e-commerce. Prerequisite: BUAD 340.

## **364 Accounting I—Financial. (3).**

Introduction to the theory of the financial record keeping system of the business enterprise in our modern economy. Emphasis placed on the accounting principles and application including double-entry, book-keeping, income determination, merchandise accounting, accounting cycles, and financial statements. Not open to students who have successfully completed BUAD 368.

## **365 Accounting II—Managerial. (3).**

Analytical tools necessary for day-to-day financial management of the business enterprise. Emphasis on terms and concepts utilizing mathematical models to reinforce accounting theory.

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## **368 Survey of Accounting for Managers. (3).**

Survey of accounting terms and concepts, sometimes called the “language of business.” Introduction to accounting principles and the financial and managerial accounting database provides a foundation for financial analysis and managerial decision-making. A prerequisite for courses in finance and managerial accounting. Prerequisite: MTHW 305.

## **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.

## **396A Special Studies: Accounting. (1–3).**

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

## **396B Special Studies: Business Law. (1–3).**

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

## **396C Special Studies: Statistics. (1–3).**

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

## **396D Special Studies: Marketing. (1–3).**

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

## **396E Special Studies: Economics. (3).**

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

## **396F Special Studies: Finance. (3).**

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of planned activities, results expected and how they are to be reported and evaluated.

## **430 Business Information Systems. (3).**

Business information systems for management decision-making. Use of computers in business systems.

## **455 Business Law. (3).**

Topics in business law including contracts, liability, and torts related to business and government regulation. Intensive study and analysis of the Uniform Commercial Code.

## **461 Financial Management. (3).**

Principles of financial planning, control, and analysis of the firm. Role of the financial manager within the firm. Prerequisites: BUAD 368 and MTHW 305.

## **462 Money and Banking. (3).**

Designed to provide students with the theories and applications of money, banking, and financial markets including the development and analysis of Internet Banking, E-Cash, Electronic Money, the Fed, Macroeconomic Environment, and the Global Economy.

## **469 Financial Planning and Control (3).**

Introduction to accounting principles and the financial and managerial information database which provides a foundation for financial analysis and managerial decision-making. Shows how database accounting systems record, classify, and aggregate economic events. Prerequisite: ISYS 318.

## **470 Managing Quality and Operations. (3).**

The study of management issues and qualitative and quantitative techniques used to

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analyze problems for organizations involved in providing services and manufacturing products. Topics include productivity, competitiveness, supply chain management, decision making, quality management, process selection, linear programming, forecasting, inventory management, project management, and simulation. Prerequisite: BUAD 332.

## **600 Preface to Leadership. (1).**

Introduction to the unique learning community, curriculum, and approach to academics at the University of Redlands School of Business. Develops student capacity for the study of business at an advanced level while initiating student-to-student and student-to-faculty interaction and encouraging students to be active participants in creating a robust learning environment. CN only.

## **610 Contexts for Contemporary Business. (3).**

Writing-intensive introduction to the fundamental political and economic thinking that shapes contemporary business thought and practices. Emphasis on the critical evaluation of classical and contemporary texts in the field of political economy through analytical and argumentative writing. Prerequisite: BUAD 600.

## **641 Managerial Economics. (3).**

Application of economic principles to managerial decision-making. Emphasis on markets, consumer demand theory, production and costs, industrial organization, economics of strategy, game theory, decision rights, and the level of empowerment.

## **648 Applied Business Statistics. (3).**

Emphasis on the application of statistical methods for managerial decision-making using spreadsheet-based business cases.

## **649 Research and Statistics. (4).**

Emphasis on the application of statistics as a research and decision-making tool; designed to introduce elementary business statistics and proceed with more advanced topics on statistics such as small sample inference, regression and correlation, index

number, time series analysis, and non-parametric. Application and understanding of statistical computer programs appropriate to business environment. May not be taken by students who have successfully completed BUAD 649.

## **651 International Economic Environment. (3).**

Development of the theoretical and practical concepts of international economic relations to provide a framework for understanding the process of globalization in the world economy. Topics include the rationale for and limits to international trade; regional economic integration; balance of payments; foreign exchange rate determination and markets; international financial organizations; developing and transition economies. Prerequisite: BUAD 641. May not be taken by students who have successfully completed BUAD 650. May be substituted by the Cambridge INSTEP program.

## **652 Public Policy and the Firm. (3).**

Evaluation of the source, role, and effect of government policy on business activities. Emphasis on analyzing how political institutions affect decision making and outcomes in specific businesses and markets at both the national and international levels. May not be taken by students who have successfully completed INTB 691. May be substituted by the Cambridge Study Abroad program's INTB 676 or URSB's INTB 691.

## **655 Global Business. (3).**

Emphasis on the application of the core business functions in an international context and the implications of global issues for business decision makers.

## **659 Managerial Accounting. (3).**

Presents analytical tools necessary for day-to-day financial management of the business enterprise. Emphasis on terms and concepts utilizing mathematical models to reinforce accounting theory.

## **660 Managerial Finance. (3).**

Overview of financial management tools used in analyzing and developing strategies for

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making business decisions. Topics include analysis of financial statements, forms of organization, financial and risk analysis, capital structure, working capital management, capital investment decisions, mergers and acquisitions, and business failures. Prerequisite: BUAD 659.

## **683 Information and Knowledge Management. (3).**

Survey of information systems principles including the role of information systems in business, computing technology, software, telecommunications, systems analysis and design, managing information systems resources, international and global aspects of information systems, and the strategic role of information systems. May not be taken by students who have successfully completed MGMT 691.

## **687 Legal Issues for Business and Management. (3).**

Students learn how to deal effectively with legal issues in the business environment, domestic as well as global. When managing organizations, managers confront a number of legal dilemmas. Assists learners in identifying legal dilemmas before they become legal problems. May not be taken by students who have successfully completed MGMT 686.

## **692 Managing Conflict in Organizations. (2).**

Focus on processes and dynamics of conflict. Draws from literature in the social and behavioral sciences and from the recent research on organization, community, labor, and international conflict.

## **699 Thesis. (4).**

Selecting, planning, designing, and completing an organizational management consultant study, and writing an academic thesis. Independent research, which constitutes the integrative capstone experience of the program, is required. CN only.

## **ENGLISH (ENGW)**

### **101 English Composition. (3).**

College-level composition course designed to enable students to improve their revision skills. Students complete writing projects on specific problems addressed to pre-determined audiences.

### **200 Approaches to Literary Studies. (3–4).**

Introduction to the analysis of literature, including the examination of the main literary genres: fiction, poetry, and drama, and their historical contexts. Various critical approaches to literature.

### **201 Intermediate Writing and 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.

### **205 Literature for Children and Adolescents. (2–3).**

Examination of the wide variety of genres and divergent ways of using literature. A thorough examination of examples of ageless literature for school-aged children.

### **210 American Character through Literature. (3).**

Exploration of important aspects of the American character and encouragement of appreciation and understanding of literature. Developing oral and written communication skills is central to the course.

### **301 Advanced Writing and Critical Analysis. (3).**

Introduction to strategies for successful and convincing writing. Students analyze texts and produce writing that is clear, organized, and sophisticated. Crucial issues in the process of effective writing are covered: collaboration, argumentation, and revision. Prerequisite to all other courses in the B.S. in Business and Management (BSBAM) and B.S. in Information Systems (BSIS) courses

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except MGMT 330 and MGMT 491. Must be passed with a grade of 1.7 or higher.

## **302 Persuasive Writing. (2-3).**

Designed to help students write persuasive essays from a range of practical contexts. Focus on analyzing issues, identifying arguments, and evaluating and proposing solutions.

## **303 The Persuasive Pen: A Workshop in Writing and Reasoning with Power. (3).**

Designed to help students become more effective problem-solvers through better reasoning and writing, this course develops special tools and skills pertaining to analysis of issues, identification and articulation of arguments, and evaluation of solutions.

## **325 Regional Writers: Literary Approaches to the American Southwest. (3).**

Examination of ways in which literature articulates the human relationships to the natural worlds of the American Southwest.

## **340 Mystery Novels. (3).**

Introduction to detective fiction from Edgar Allen Poe to the present, with emphasis on literary analysis and an awareness of historical and social context.

## **373 Literature by Women. (2-3).**

Examination of novels, short stories, and poetry by representative female authors of the last 150 years. Goals are to familiarize students with the contributions of women to our literary heritage and to test the theory that female writers perceive and delineate reality differently than males.

## **501/501W Graduate Writing Workshop: Argument and Analysis. (0).**

Focuses on argumentative and analytical writing practices. Emphasis on complexity of ideas, analysis of perspectives, and use of evidence and sources. Prepares students to enter URSB graduate programs. CN only.

## **ENVIRONMENTAL STUDIES (EVSU)**

### **350 Introduction to Environmental Design. (3).**

First of a two-course sequence. Introduction to a multidisciplinary whole-systems approach to solving environmental problems, while providing students with the knowledge to become environmental designers.

### **440 Environmental Economics. (3).**

Survey of the critical economic issues involved in our relationship with nature: the reduction of pollution, the conservation of resources, and the preservation of threatened species and habitats. Role of market forces and public policy for resource allocation in urban, suburban, and regional growth are studied.

### **450 Advanced Environmental Design. (3).**

Continuation of the project-based strategy for a multidisciplinary whole-systems approach to solving environmental problems. Emphasis on spatial thinking and the use of Geographic Information Systems software for defining, formatting, and analyzing environmental problems. Applies problem-solving strategies and tools to a project selected by the student in consultation with the instructor. Prerequisite: EVSU 350.

### **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 exploration 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.

### **470 Managing Global Environmental Systems. (3).**

Management of global environmental systems and the role of science. Topics include approaches to global warming, ozone depletion, acid precipitation, removal of tropical rain forests, water pollution, and desertification. Management technologies used to deal with these problems are studied.

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## **600 Environmental Decision-Making. (2).**

Systems approach to environmental decision-making, including Geographic Information Systems (GIS) as a component in the process. Decision support models are developed through collaborative, interdisciplinary teams.

## **FINANCE (FINC)**

### **661 Financial Markets and Institutions. (3).**

Analysis of the role of money and capital markets, and financial institutions in capital allocation of the economy. Depository, as well as non-depository financial institutions such as mutual funds, pension funds, insurance firms, and finance companies will be discussed with special attention to the evolution and regulation of such institutions. Prerequisite: BUAD 660, or completed bachelor's degree in any field with either an undergraduate or graduate level core/foundation course in finance.

### **662 Investment Theory and Analysis. (3).**

Presentation of a theoretical framework for investments and portfolio analysis. Focus on development of investment objectives and evaluation of risk-return trade-off leading up to optimal portfolio selection and management. Basic coverage of investing, including, but not limited to, the most appropriate investment vehicles based on individual risk tolerance(s). Prerequisite: BUAD 660, or completed bachelor's degree in any field with either an undergraduate or graduate level core/foundation course in finance.

### **663 Advanced Financial Management. (3).**

Builds upon the the framework set forth in the core MBA finance course by in depth exploration of some of the more advanced topics in corporate finance. Topics include financial statement analysis, mergers and acquisitions, bankruptcy and reorganizations, dividend policy, capital structure, and bankruptcy. Prerequisite: BUAD 660, or completed bachelor's degree in any field with either an undergraduate or graduate level core/foundation course in finance.

## **GEOGRAPHY (GGRW)**

### **310 World Cultural Geography. (3).**

Investigation of human adaptability in regional ecological settings. Examines themes including culture region, cultural diffusion, and space. Also includes Global Positioning Systems (GPS) and Geographic Information Systems (GIS) components.

## **HEALTH SCIENCE (HLSC)**

### **116 The Stress of Living. (3).**

Considers individual lifestyles and stress styles and teaches stress management techniques, including relaxation response, imagery, and self-hypnosis. Appropriate stress management intervention for the individual, group, and organization. Includes experiential and didactic learning experiences.

### **396 Special Studies in Health Science. (1–3).**

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how each are to be reported and evaluated.

## **HISTORY (HSTW)**

### **100 United States History. (3).**

Breadth and scope of United States history, from the first peoples in North America to the present. Close attention paid to issues of ethnicity, class and gender; these themes from American history are related to issues affecting the lives of contemporary students.

## **HUMAN RESOURCES MANAGEMENT (HRM)**

### **656A The World of Work. (2).**

The world of work through the lens of sociology using a case-study approach. Issues central to human resources management include the effect on employees of occupational choices, work groups, family life, and social trends and developments. Also considered are the commonalities of worklife experiences among employees.

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**656B Human Resources Development. (2).** Human resources development programs that seek to strengthen employee and organizational performance through orientation, training, development, motivation, coaching, counseling, career development, management development, and organizational development activities.

**656C Managing Performance. (2).** Examination of the instruments, processes, and consequences of employee performance appraisal programs in organizations—including reward systems, counseling programs, disciplinary policies, and grievance procedures.

## **INFORMATION SYSTEMS (ISYS)**

**100 Computers in Business and Society. (2).** Examines computing problems in business and society. Presents the fundamentals of computing technology, software and programming, telecommunications, managing information, and the problems of ethics, privacy, and security. Includes a study of aspects of computing in the student's firm, as well as short articles and case studies.

**219 Fundamentals of Structured Programming with C. (3).** Introduction to the C language. Covers programming analysis, algorithm design, data structure, input/output, control structure, functions and procedures, arrays, pointers, and stacks. Prerequisite to all other courses in the Bachelor of Science in Information Systems program.

**230 Introduction to Microsoft Office. (3).** Introduction to Microsoft Office software. Includes Word, Excel, Access, PowerPoint, and Outlook. In addition, integration between these applications is covered as well as integration with the World Wide Web (WWW).

**312 Productivity with Information Technology. (3).** Includes "wiring up," learning how to use the Internet, and IT tools as an integrative project.

Includes word processing, spreadsheets, database, and presentation applications.

**317 Introduction to Programming Techniques. (3).** Introduction to object-oriented programming with a focus on solving business problems. Emphasis on the conceptual foundations of object-oriented programming including use of the graphical user interface, event-driven programming, objects, properties, methods, and structured program design. Includes programming development exercises in a laboratory setting. Prerequisite: ISYS 219

**318 Database Concepts. (3).** Overview of database concepts including database management systems, database design, data modeling, physical design, relational and other models, the Codasyl model, and distributed databases. Lab exercises are included.

**327 Telecommunications, Information, and New Media. (3).** Considers the Internet, World Wide Web, HTML programming, intranets, local area networks, wide area networks, communications hardware and configuration, distributed applications, security and management, and telecommunications policy and regulations.

**333 Web Development Software. (3).** Introduction to basic website development and HTML. Focusing on using HTML and other tools to create web pages and sites to support e-commerce. Other discussion will include how and where to host a website. World Wide Web (WWW), URLs, web browsers, and the future of dynamic HTML will be discussed.

**347 Introduction to Programming in Visual Basic. (3).** Introduction to programming with an emphasis on MS Windows environment programming using the Visual Basic (VB) language. Focus on the conceptual problem solving approach using modern methods such as visual and object-oriented. As a programming tool, it will make use of the



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fundamental capabilities of VB, including use of the graphical program design, event-driven programming, properties, methods invocation, structural and modular program design, and object-oriented approach to programming.

## **348 Advanced Programming in Visual Basic. (3).**

Advanced concepts of object-oriented programming (OOP) using the Visual Basic (VB) programming language. Focus on advanced topics to include the development and utilization of ActiveX Controls, ActiveX Documents, Component Creation, Class Modules, ActiveX Data Objects (ADO) and the Data Environment, Multilayer Database Applications, Windows API, and Internet Development. Other portions will cover Optimizing applications, Creating Help Files, and Distributing Applications and Components. Prerequisite: ISYS 347 or equivalent course in Visual Basic.

## **365 Geographical Information Systems: Managing Environmental Problems. (3).**

Students, managers, and business professionals are introduced to the use and practical importance of Geographic Information Systems (GIS). Covers the design and functioning of GIS, applications to business and environmental problems, and management of GIS. Includes hands-on experience. Prerequisite: ISYS 312.

## **415 Computer Ethics. (3).**

Consideration of the theories and issues of ethical behavior as they relate to the demands of an information society. Topics include ethical theory, computers and privacy, legal aspects, ethical issues in business, and computers and power. Concepts of computer ethics are applied to specific ethical dilemmas and problems.

## **425 Management and Decision Systems. (3).**

Capstone course focusing on management's need and uses for decision and expert systems, management support system tools, and implementing management support systems. Provides hands-on experience and

includes contemporary topics in decision support systems, executive information systems, and expert systems.

## **484 Systems Analysis. (3).**

Concepts and methodologies of systems analysis in the development of business information systems. Topics include the systems development life cycle, structured and object-oriented methodologies, and project management. Interpersonal communications is emphasized.

## **485 Project I: Design. (3).**

Students will complete the planning, analysis, and some of the design phases for their project and create a prototype that demonstrates their system. Prerequisite: ISYS 484.

## **486 Project II: Implementation. (3).**

Students will complete the design and construction phases of their project, produce project documentation, and formally demonstrate their working system.

## **600 Geographical Information Systems: Managing Environmental Problems. (2).**

Introduction for managers and business professionals to the use and practical importance of Geographic Information Systems (GIS). Design and functioning of GIS, applications to environmental problems, and management of GIS. Includes hands-on experience.

## **603 Database Management and Design. (3).**

Introduction for students to the essential principles and pitfalls of both the design and management of data and databases. Study of readings and active participation are used to explore the opportunities and implications of databases in today's organizations.

## **604 Systems Analysis and Design for Management. (3).**

Introduction to systems analysis and design from a management perspective. Includes topics of systems development methodologies, planning, developing and implementing systems, documenting systems, designing secure systems, managing systems

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development projects, and future directions. Includes discussion of real-world examples of systems development and the important managerial issues involved.

## **605 Telecommunications and Electronic Commerce. (3).**

Covers telecommunications technologies and internet technologies and services, and then turns to electronic commerce including its components, structure, and technology as well as products and services, market structures, payment methods, and security considerations. Focus on the fit between technology and strategy.

## **610 Information Systems Topics and Current Issues for Management. (3).**

Overview of important management issues in strategic information technology through theory and real-world case studies. Emphasis on student analyses and discussions of current topics in strategic information systems, the impact of information technology on businesses, and technology tools in today's business environments.

## **630 Systems Analysis and Design. (4).**

Examination of the principles of systems analysis and design. A study of traditional and object-oriented perspectives, methodologies, tools, and strategies for selection. Selection, planning, analysis, and initial design of MSIT project.

## **680W IT Infrastructure, Security, Law, and Policy. (3).**

Analyzes information technologies (IT) and infrastructure. Evaluates the relationship between IT and telecommunications regulations, laws, and policies at the state, national, and international levels. Emphasizes security and policy issues such as emerging technologies, Internet, privacy, and wireless. Not open to students who have received credit for TCOM 611 or 614.

## **681W Customer Information Strategies. (3).**

Examines e-Commerce marketing relative to the development and implementation of a comprehensive and integrated marketing

strategy. Addresses the Internet as a platform for global interaction with customers and as a means to implement customer information strategies.

## **682W Managing Information Systems Development and Process Change. (3).**

Examines management, environment, and planning of information systems development projects; the systems development life cycle; selecting the best design concepts; and the concepts, methods, and cases of business process change and its relationship to systems.

## **683W Information Systems Strategy Capstone. (3).**

Capstone seminar that employs Information Systems (IS) perspectives in a synthesis core M.B.A. and emphasis coursework. Focus is on the implications of IS issues for business decision makers and the analysis of IS case studies to implement effective responses to challenges using knowledge and methods in information systems and technology. Prerequisite: completion of ISYS 680W, 681W, and 682W; or permission of M.B.A. Program Director.

## **INTERDISCIPLINARY STUDIES— SOCIAL SCIENCES (ISSS)**

### **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.

### **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

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about death; and social attitudes concerning death and dying.

## **305 Occupations and Professions. (3).**

Complexity of the American labor force both historically and in the contemporary situation. Central issues include the difference between a job and a profession, occupational socialization, unions, effects of work settings, gender issues, and the history of occupational change.

## **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 examine issues such as power, tokenism, support, networking, socialization, and change. Special attention to the interplay of gender and other social factors such as race, sexual orientation, and physical and mental disabilities.

## **310 Women: Historical, Legal, and Contemporary Issues. (3).**

Reading, discussion, and analysis of feminist issues with consideration of the roots of modern perceptions of women, and emphasis on an evaluation of the diverse social, political, and legal choices available to the contemporary woman. Analysis at upper-division level.

## **311 America in the Sixties. (2-3).**

Examination of the historical, sociological, economic, and cultural issues and trends that characterized an important period in U.S. history.

## **330 Systems Thinking. (3).**

Systems as a way of seeing. Clues for understanding relatedness and connection in organizational settings. Historical overview of the development of paradigms and thought systems: ancient, classic, dynamic, communications, field, and evolutionary.

## **351 Business: Historical and Sociological Trends. (3).**

Interdisciplinary course studying historical and sociological trends influencing the business

culture of 20th-century America. Topics include industrialism, the Great Depression, the New Deal, World Wars I and II, urbanization, high technology, change in the American family, the military-industrial complex, and future directions in American business.

## **INTERNATIONAL BUSINESS (INTB)**

### **410 International Trade. (2).**

Examination of the conceptual foundations that explain international trade and the limits of the flow of goods and services across countries. Important in the discussion is the development of international and regional trade agreements. Prerequisite: BUAD 335 or 336.

### **412 International Finance. (2).**

Examination of international monetary relations, the functioning of foreign exchange markets, and the behavior of multinational corporations in the international financial system. The manner in which payments imbalances are corrected and the role of international financial institutions are also explored. Prerequisite: BUAD 335 or 336.

### **414 International Marketing. (2).**

Study of marketing principles and strategy as used in the global environment.

### **416 International Strategic Management. (2).**

Covers the role of strategic analysis and planning: formulating plans, organizational goals, and objectives in the context of a global environment and technology.

### **418 International Human Resources Management. (2).**

Examination of the application of the human resource management function in an international context. Attention given to the staffing, development, and compensation practices that are compatible with a firm's international strategy, structure, and operational environment.

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## **476 Cambridge Study:**

### **Trends in Global Business. (3).**

Combination of study and travel aimed at exploring the evolution of business functions in the context of political, social, and economic considerations at the global level. Application of the European Union to illustrate the rationale and challenges posed by global business. Offered in conjunction with the Institute of Political and Economic Studies, Cambridge. May substitute for BUAD 342.

## **477 International Business:**

### **Perspectives from Asia. (3).**

Combining preparatory instruction at the University of Redlands with two weeks of overseas seminars and travel, this course explores the global business environment from an Asian perspective. Offered in conjunction with partner universities in Tokyo and Hong Kong. May substitute for BUAD 342.

## **676 Cambridge Study:**

### **Challenge of Global Business. (3).**

Examination of the relation between political and economic structures and business activity at the regional and global levels. Focus on the development of regional institutions in the European Union in response to and motivator of the increasing global nature of business. Offered in conjunction with the Institute of Political and Economic Studies, Cambridge. May substitute for BUAD 651.

## **677 International Marketplace:**

### **Perspectives from Asia. (3).**

Combining preparatory instruction at the University of Redlands with two weeks of overseas seminars and travel, this course evaluates the characteristics of Asian business activities and their impact on the international marketplace. Offered in conjunction with partner universities in Tokyo and Hong Kong. May substitute for BUAD 651 or 655.

## **691/691W Global Political Economy. (3).**

Focus on identifying and analyzing national differences in state-economy relations and their effect on business and resource allocation decisions. The transition of economic systems, the manner in which states attempt

to manage interdependencies through the use of international organizations, and the challenges posed by MNCs are also covered.

## **692/692W Global Business Strategies. (3).**

Examination of how national and international competition, government interaction, product and technological development, and intra-firm coordination affect the formation and implementation of business objectives, strategy, and structure.

## **693/693W Global Finance. (3).**

Study and application of finance in the global arena. Focus of critical attention on how financial strategies, risk, tools, investments, theories, and institutions work in a global context.

## **694/694W Global Marketing. (3).**

Exploration of and application of marketing concepts to the demands and conditions of the global marketplace. Critical evaluation of the marketing challenges presented by the increased exposure of individuals, businesses, and governments to international market forces.

## **LIBERAL STUDIES—HUMANITIES (LSHU)**

### **110 Search for the Self:**

#### **Models of Human Nature. (3).**

Examination of seven classical theories of human nature (associated with Plato, Christianity, Marx, Freud, Sartre, Skinner, Lorenz) as these relate to the student's ideas about his or her identity. Emphasis on integrating individual values and theoretical perspectives in thinking about human identity. Not open to students who have received credit for MGTW 310.

### **310 Interpreting Experience. (3).**

Students interpret their experience and that of others to develop written, oral, and critical thinking skills. Integral to the process is creation of a portfolio of experiential learning that can be evaluated for additional college-level credit. Attention paid to interpretation of experience through biography,

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autobiography, and literature. Not open to students who have received credit for MGTW 310 or LSIS 310.

**334 Life Themes and Reconciliations A. (3).** Examination of oppositional themes and the literature that embodies them. Students reflect upon the good/evil and utopia/dystopia conflicts and apply some of the theories they have learned to conflicts in their businesses/lives. Not open to students who have received credit for LSHU 331, 332, or 333.

**335 Life Themes and Reconciliations B. (3).** Examination of oppositional themes and the literature that embodies them. Students reflect upon youth/age and woman/man conflicts and apply some of the theories they have learned to conflicts in their business lives. Not open to students who have received credit for LSHU 331, 332, or 333.

## LIBERAL STUDIES— NATURAL SCIENCES (LSNS)

**100 Environmental Science. (3).** Students explore the scope, limits, and methods of science and particularly environmental science through readings, discussion, debate, analysis, and laboratory and field study. Consideration of local environmental concerns and their global context. Corequisite: LSNS 181.

**111 Ethics and the Environment. (3).** Examination of the ways in which people make ethical decisions. Analysis of everyday environmental issues in order to make informed ethical decisions.

**150 Current Issues in Science and Technology. (3).** Examination of some of the most important technological developments of this century and their impact upon human lives. Examination of the complex relationship between humans, the environment, and technology.

**181 Field Study in Environmental Science. (2).** Students are provided the opportunity to gather data, complete analysis, and report findings in a laboratory and field study experience that complements their study in LSNS 100. These experiences take students out of the classroom. Corequisite: LSNS 100.

**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.

## LIBERAL STUDIES— SOCIAL SCIENCES (LSSS)

**311 Historical Aspects of Social and Organizational Theory. (3).** Study of the historical sources of modern management theories, as well as the sources for modern theories of organizations. Provides students with tools for the analysis and critique of management practice and organizational structure by familiarizing them with classical theories on the nature, origin, and control of complex human organizations.

**320 Organization Studies in Multicultural Issues. (3).** Multicultural issues are surveyed through the lenses of intercultural communication, cross-cultural psychology, and organizational behavior. Cultural relativity is presented. Diversity of ethnicity, culture, gender, age, sexual orientation, and disability within the work force is examined. Work of relevant theorists is applied. Prerequisite: prior coursework in the behavioral or social sciences. Not open to students who have received credit for LSSS 120.

**323 Multicultural Issues Seminar: Community. (2).** Exploration and communication in writing/reading and speaking/listening an understanding and appreciation for multicultural

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diversity. Attention given to the larger concern of developing a community while appreciating difference and seeing it as an advantage. Prerequisite: LSSS 320.

## **324 Multicultural Issues Seminar:**

### **Ethnicity. (2).**

Exploration and communication in writing/reading and speaking/listening an understanding and appreciation for multicultural diversity. Attention given to culture and ethnicity. Focus on the organizational aspect of diversity as it connects to ethnicity, and as it is valued as an advantage to the workplace. Prerequisite: LSSS 320.

## **325 Multicultural Issues Seminar:**

### **Gender. (2).**

Exploration and communication in writing/reading and speaking/listening an understanding and appreciation for multicultural diversity. Attention given to gender issues in the workplace. Focus on diversity resulting from issues of gender as they strengthen the organization and create change in the workplace. Prerequisite: LSSS 320.

## **MANAGEMENT (MGMT)**

### **302 The Emerging Paradigm. (2).**

Exploratory or experimental investigation of the emerging (sometimes called “new age” or “holistic”) paradigm and its application to work, learning, and other aspects of our everyday lives. Can humans trust what they think they know? What is the transformational workplace?

### **304 Leadership of Management Teams. (2).**

Issues of leadership as exercised in management teams explored through a combination of class work, readings, and a high adventure ropes course or a similar wilderness experience. The high adventure segment includes team challenges as well as individual challenges.

### **305 Space Shuttle Simulation: Teamwork under Pressure. (2).**

In a simulated space mission at the Challenger Learning Center, participants form

teams to conduct experiments crucial to a successful moon landing, and operate mission control. They learn to function as a team, work under pressure, make team decisions, and celebrate their success as a team.

### **306 Modern Organizations. (3).**

Interdisciplinary social science course focusing on the historical, sociological, political, structural, and psychological aspects of complex organizations. Classical and neoclassical organization theories, “modern” structural organization theory, systems and contingency theories of organizations, and the organizational culture school.

### **320 Leadership in Organizations. (2).**

Focus on leadership in organizational settings. Leadership functions across hierarchical levels and the application of leadership styles and principles in different organizational contexts are addressed.

### **330 Managing and Leading Organizations. (3).**

Synthesis of principles of management and organizational behavior. Focus on the management process of planning, organizing, leading, and controlling organizational behavior. Organizational behavior topics include teams, individual behavior, managing change, motivation, communication, and leadership. Cross-functional topics of diversity, ethics, quality, and leadership are woven throughout. Not open to students who have received credit for MGMT 325 and 345.

### **331 Organizational Change: Strategies. (3).**

Processes of change with primary focus on strategies to achieve change. Topics include problem formation and resolution, contemporary approaches to systems assessment and change intervention, future trends, and ethical problems facing change agents.

### **332 Conflict Management. (2).**

Focus on understanding the process and dynamics of conflict and on new approaches to resolve conflict. Draws from literature from all the social sciences and from experience in organization, community, labor, and

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international conflict. Negotiation roles, processes, and strategies are reviewed and practiced.

**333 Organizational Communications. (1–3).** Exploration of the role and dynamics of communication in organizations. Individuals within groups communicate to strengthen or maintain relationships. Examination of the communication process: elements of communication, individual differences and styles, patterns of miscommunication, non-verbal communication, communication styles, perception, interactional models, and the impact of technology.

**334 Management Simulation. (1–3).** Advanced applications approach to the study of management. Survey and application of the main aspects of management: communicating, motivating, planning, organizing, leading, controlling, change, and conflict.

**335 Diagnosing Organizational Effectiveness. (1–3).** Examination of organizations through research, review, experiential methods, and analysis to understand how and why organizations function.

**347 Supervision. (3).** Study of the worker with emphasis on motivating, communicating, counseling, training, managing time, and evaluating performance. Emphasis on small groups and individuals rather than the organization and its environment.

**350 Managing Quality: The Quality System. (3).** Introduction to state-of-the-art Total Quality Leadership (TQL) and Total Quality Management (TQM), by reviewing literature. Theories of leading TQM advocates are discussed and analyzed for the implementation and development of quality systems in public and private sectors. The ISO-9000 quality system standards and the benefit and cost of implementation of the system are discussed.

**356 Human Resources Management. (3).** Study of the theory and practice of the human resource/personnel function in organizations, including labor relations. Current issues in human resources management are addressed.

**357 Labor Relations. (3).** Overview of the history, law, and practice in America of collective bargaining, including the reasons workers unionize, contract negotiations, impasse resolution, contract administration, grievance arbitration, and labor-management cooperation.

**384 Evaluating Personnel, Positions, and Performance. (2).** Task-analysis approach to the development and evaluation of personnel, positions, and employee performance in a variety of organizational settings.

**385 Safety for Managers. (2).** Industrial safety management and administration including history and economic factors such as worker's compensation, disability, and direct and indirect costs. Both federal and state occupational safety and health administration practices are emphasized along with management responsibility and trends. Student use of a case study regarding safety and hygiene in the industrial environment.

**386 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. Students also construct models and plans for intervention to enhance humor and creative intelligence in organizations.

**393 Training: Needs Analysis, Design and Presentation. (2).** Examination of the role of training and how it differs from education; a study of needs analyses, types of training, and methods of measuring effectiveness. Not open to

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students who have received credit for EDUC 350.

## **395 Public Sector Management. (3).**

Basic theories and practices in public management. Interaction of theory and practice in the daily management of a public agency.

## **396A Special Studies: Business Ethics. (3).**

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

## **396B Special Studies: Information Management. (3).**

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

## **396C Special Studies: Management. (3).**

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

## **397 The Japanese Style: Lessons for Managers. (2).**

Designed to provide students with a basis for global perspectives in business through examination of the Japanese style of management.

## **438 Health Care Management and Administration. (2).**

Addresses the management and administration of health care organizations such as hospitals, group medical practices, clinics, health maintenance organizations and other institutional and community settings involved in the delivery of health services. Emphasizes the administrator's role in facilitating and managing the delivery of quality health care. Prerequisite: MGMT 330 and MGMT 356.

## **483 Strategic Management. (3).**

Integrative approach to understanding the nature and context of strategic management. Focus on assessing and diagnosing an organization's internal and external environments; analyzing its strengths, weaknesses, opportunities, and threats; and then formulating, implementing, and evaluating strategy at the corporate and business levels.

## **485 Analysis and Integration in Business and Management. (3).**

Focus on integrating knowledge and skills acquired during the program and applying them to an organizational analysis, presented as 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, communication, and secondary research.

## **487A Project I: Research Methods. (3).**

Introduction to experimental and correlational methods of research in business. Includes design of questionnaires, surveys, and other research procedures. Prerequisite: one course in descriptive and inferential statistics. Not open to students who have received credit for BUAD 351.

## **487B Project II: The Practicum. (4).**

Introduction to applied research. The project is designed to focus on certain topics within the area of administrative and behavioral sciences. The individual project encompasses organization, design, survey, proposed or actual implementation, and formal presentation to the student's organization and the University of Redlands. Not open to students who have received credit for MGMT 484, 488 or 489. NU only.

## **491 Management Ethics in a Global Environment. (3).**

Devoted to the study of ethics and the social responsibility of organizations. Topics include competition, employment, environmental protection, consumer protection, and community relations. Global issues, including cultural differences in ethical practices, are



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also addressed. Not open to students who have successfully completed MGMT 490.

## **600 Organizational Learning and System Thinking. (2).**

Presentation of a systems approach to problem identification, problem-solving, and organizational learning. Practices of system thinking—identifying archetypes and mental models, inquiring, advocating, conducting dialogues, and reflecting—are developed.

## **604 Managerial Assessment and Development. (3).**

First course in the Master of Arts in Management program. Students complete an assessment of critical managerial competencies including: (1) personal skills; (2) people management skills, (3) analytic skills, and (4) management knowledge. Students develop a self-directed learning plan to address competencies in the four areas and competencies related to the student's career. Not open to students who have successfully completed MGMT 601.

## **605 Space Shuttle Simulation: Teamwork under Pressure. (2).**

In a simulated space mission at a Challenger Learning Center, participants form teams to conduct experiments crucial to a successful moon landing and operate mission control. They learn to function as a team, work under pressure, make team decisions, and celebrate their success as a team.

## **610 Management Theory. (2).**

Focus on organizational issues of structure and process, goal-setting, decision-making, power, and authority.

## **611 Decision Making: Economics. (2).**

Analytical techniques of microeconomics applied to management. Macroeconomic impact on commerce and trade.

## **615 Managerial Accounting and Finance. (2).**

Financial tools used in analyzing and developing strategies for making business decisions.

## **620 Contemporary Issues of Management. (3).**

History of management—especially in business, commerce, and trade—is analyzed to provide a perspective on contemporary and anticipated issues. Ethical and moral questions related to these issues are explored in case studies.

## **621 Contemporary Ethical Issues in Management. (3).**

Analysis of the history of management to provide a perspective on contemporary and anticipated issues of corporate social responsibility. Ethical and moral questions related to these issues are explored. Examination of ways in which businesses are an open system interacting with local, national, and global communities. Not open to students who have received credit for MGMT 620.

## **622 Leadership and Motivation. (3).**

Examination of effective leadership, leadership traits, and motivation and reward of employees in a diverse environment. Topics include merging leadership concepts such as transformational and visionary leadership, stewardship, and leadership integrity.

## **623 Team and Group Dynamics. (3).**

Examination of the benefits of organizational teams and methods for using the skills, experiences, insights, and ideas of team members to enhance organizational performance. Topics include where and how teams work best, and how to enhance team effectiveness.

## **624 Communication and Conflict in Organizations. (3).**

Topics include active listening, assertive communication, the dynamics of conflict, interventions used to manage conflict, costs and benefits of conflict, and styles of conflict management. Focus in improving student communication and conflict management skills, as well as their ability to analyze interpersonal communication and conflict. Not open to students who have received credit for BUAD 692.

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## **630 Organizational Behavior. (2).**

Topics include motivation, leadership, communication, and influence. Focus on understanding, predicting, and influencing individual and group behavior.

## **631 Management and Organization Theory. (3).**

Study of management and organization theory and its application. Topics include organizational structure, ethical leadership, change management, organizational politics, cross-cultural perspectives, multicultural skills, and organizational culture.

## **632 Management of Self. (3).**

Students will study theories of managerial competence, emotional intelligence (self-awareness, self-regulation, and self-motivation) and career values. They will then assess themselves in terms of these and their own values. From this study and reflection, they will synthesize a personal vision of their future careers and life.

## **650 Management Science and Decision Analysis. (3).**

Demonstration of various quantitative methods developed over the years. Provides students with an understanding of the role management science plays in the decision-making process. Topics include linear and integer programming, project management, forecasting, decision theory, inventory control, Markov processes, queuing theory, and simulation.

## **656A TQL/TQM: Statistical Process Control I. (2).**

Introduction to statistical methods emphasizing quality control processes applicable to business and management. Includes basic descriptive statistical techniques used as tools for Total Quality Leadership (TQL). Explores application of statistical methodology required to implement total quality principles. Equips managers to implement and develop quality systems in the public and private sectors. Not open to students who have received credit for MGMT 696A Statistical Process Control I.

## **656B TQL/TQM: Statistical Process Control II. (2).**

Students research and report on state-of-the-art Total Quality Leadership (TQL) and Total Quality Management (TQM) from literature review. Inferential statistical techniques are used as a tool for developing information needed to implement total quality principles in the workplace. Equips managers to implement and develop quality systems in the public and private sectors. Prerequisite: MGMT 656A. Not open to students who have received credit for MGMT 696A Statistical Process Control II.

## **656C TQL/TQM: Implementation. (2).**

Application and implementation of strategies and techniques for continuous improvement of processes and systems in public and private organizations are studied through group projects, case studies, and presentations. Project teams gain experience in how to perform responsibilities effectively through commitment of management and employee involvement in planning and decision-making. Prerequisite: MGMT 656A, MGMT 656B.

## **661 Decision Making: Managing Risks, Serving the Customer, Examining the Numbers. (3).**

Investigation of decision making in the context of three frameworks: how complying with the law, serving the customer, and understanding basic finance influence performance. Exploration of decision making in the context of these frameworks.

## **667 Ethics in Management. (3).**

Examination of the ethical responsibilities of business managers and their organizations. Students become familiar with ethics principles and theories.

## **670 Human Resources Management. (3).**

Study and critical analysis, using case studies, of both theory and practice of the human resource/personnel function in modern complex organizations.

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## **674 Human Resources Management. (3).**

Study and critical analysis of theory and practice of the human resource/personnel function in modern, complex, organizations. Includes topics such as personnel policies, workforce diversity, HR practices, employee discipline, health and safety, and collective bargaining. Address of goals of equity, efficiency, and effectiveness in a diverse environment. Not open to students who have received credit for MGMT 670.

## **680 Marketing Management. (3).**

Exploration of basic aspects of marketing with emphasis on the customer and the marketing mix. Development of analytical and critical thinking skills through case study. Design and assessment of a basic marketing plan. This course may be substituted for INTB 694. Not open to students who have received credit for INTB 694.

## **681 Public Relations and Marketing. (2).**

Emphasis on the importance of public relations in the maintenance of integrity and credibility of the corporate mission and image. Application of marketing theory in the work environment with special attention to the middle manager's corporate responsibility to the marketing function.

## **682 Marketing Principles and Applications. (2).**

Review of basic aspects of marketing and the customer and the marketing mix (product, price, promotion, and place/distribution). Emphasis on the practical application of principles through case analysis and review of current literature. Not open to students who have received credit for MGMT 680 or MGMT 681.

## **685 The Legal Environment of Management. (2).**

Analysis of the legal dimensions of management decisions within the context of both the historical and contemporary development of government regulations. Lectures and case discussions emphasize current issues.

## **686 Organization Theory. (3).**

Examination of organizations from multiple perspectives. Investigation of four organizational frames: (1) structural, (2) political, (3) symbolic, and (4) systems. Exploration, comparison, and integration of the four frames to bring new perspectives to difficult problems and build high-performing, responsive organizations.

## **687 Ethics in Organizations. (2).**

Examination of major ethical theories and the principles of moral reasoning as these bear on the clarification and solution of ethical problems in business, non-profit, and governmental organizations.

## **689 Managing Change and Organizational Learning. (3).**

Examination of components of organizational change and the design of learning organizations that are capable of continuous improvement. Students build the capability for creating and assessing knowledge.

## **690 Strategy. (3).**

Strategy sets a critical direction and guides the allocation of resources to achieve long-term organizational objectives. Examination of the formulation of strategy based on internal strengths and weaknesses as well as external opportunities and threats in the context of changing technology and environment. Not open to students who have completed MGMT 693.

## **691 Information Technology. (3).**

Survey of information system principles, including the role of information systems in business, computing technology, software, telecommunications, systems analysis and design, managing information systems resources, international and global aspects of information systems, and the strategic role of information systems. Includes two non-credit workshops held on Saturdays to help students develop computer skills.

## **693 Strategic Formulation. (2).**

Exploration of the role and purpose of strategic planning in organizations, plan

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formulation and establishing organizational goals and objectives in the context of changing technology and environment. Techniques of policy formulation that integrate the financial, marketing, production, and personnel functions with the firm's overall strategic plan.

## **694 Strategy Implementation: Managing Change in Organizations. (2).**

Investigation of the technical competencies and behavioral skills required for recommending and managing change.

## **696A–696B–696C Special Topics: Corporate Elective I, II, III. (2, 2, 2).**

Special study designed to meet the organizational need of a particular work environment.

## **697 Strategy Capstone. (3).**

Capstone seminar integrating prior coursework within the context of strategy formulation and implementation. Student teams compete in an online business simulation that incorporates and builds analytical and competitive analysis skills. Not open to students who have completed MGMT 690. NU only.

## **698A–698B Management Practicum Seminar I, II. (2, 2).**

Selecting, planning, designing, and completing an organizational business or management study using independent research. The practicum constitutes the integrative capstone experience of the master's program. 698A is CN only.

## **699 The Reflective Manager. (2).**

Last course in the Master of Arts in Management program. Students complete a post-assessment of critical managerial competencies including: (1) personal skills, (2) people management skills, (3) analytic skills, and (4) management knowledge. Students evaluate the level of integration from coursework and self-directed study. Examination of how well the competencies were learned. Prerequisite: taken after the tenth course in the program.

## **MANAGEMENT (MGTW)**

### **310 Philosophical Foundations of Management. (5).**

Liberal arts analysis of selected theories of human nature that underlie management theories. Students explore their own understanding of humanity, personal application of learning theory, and portfolio development. Not open to students who have received credit for LSIS 310 or LSHU 310.

## **MATHEMATICS (MTHW)**

### **095 Basic Mathematics. (0).**

Provides students with necessary basic skills to undertake the sequence MTHW 100, 105, and 106. These include skills in addition, subtraction, multiplication, and division of integers, fractions and decimals, percent ratio and proportion, and signed numbers. Covers expressions, linear and quadratic equations, and inequalities. Emphasis on active student problem-solving using calculators or software. Graphing calculator may be required. CN only.

### **105 Business Mathematics I. (3).**

Topics include equations and graphing of straight lines and linear inequalities, matrix algebra and linear programming by both graphing and simplex techniques.

### **106 Business Mathematics II. (3).**

Introduction to probability and problems of a combinatorial nature, including permutations and combinations. Addresses set theory to permit students to investigate a wide range of combinatorial and probability problems that apply to business, economics, and the social sciences as well as their careers and personal lives. Prerequisite: MTHW 105.

### **140 Business Mathematics. (3).**

Selected topics in mathematics not otherwise covered in the curriculum. Topics include equations and inequalities, functions and their graphs, systems of equations and inequalities, matrices and their applications, sequences and series, and probability.

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## **305 Mathematical Applications for Business and Economics. (3).**

Introduction to the basic principles and general concepts of mathematics with applications to business, economics, finance, business statistics, and social science. Focus on major college level mathematical concepts: functions and their graphs, equations and inequalities, linear programming, sets, trees and diagrams, combinatorics and probability.

## **MUSIC (MUSW)**

### **210 Romance in Music. (3).**

Examination of the themes of love and romance in the development of Western music. Students listen to, discuss, and perform many forms of vocal and instrumental music and attend live performances as arranged on Saturday nights. Students are expected to pay for tickets.

### **215 Musical Storytelling. (3).**

A look at storytelling through musical narration since the beginning of history and the development of all the different forms of musical plays from liturgical drama to opera to Broadway. Students listen to, watch, and discuss video presentations as well as live performances and are expected to purchase tickets when necessary.

### **381 Travel Study in Music. (2-3).**

Residence in Salzburg, Austria, for the Summer Music Festival.

## **POLITICAL SCIENCE (PSCW)**

### **150 Comparative Political Behavior. (3).**

Introduction to comparative understanding of diverse political systems and political cultures. Provides a framework for analysis of political cultures in various European, Asian, Latin American, African, and Middle Eastern countries and an overview of problems facing these countries and regions.

### **301 American Constitution: Theory and Practice. (3).**

Critical analysis of selected original texts and commentary from the generation of our

constitutional framers, enlivened by an exploration of landmark decisions of the U.S. Supreme Court.

### **350 Environmental Politics and Regulation. (3).**

Historical review of the economic, legal, and social foundations of the law of administrative agencies and environmental law and policy. Explores the development of relations between government and business and more recent commentary by noted economists, social theorists, and politicians.

## **PSYCHOLOGY (PSYW)**

### **100 Introduction to Psychology. (4).**

Survey of the research and theory investigating the nature of human behavior, interpersonal dynamics, and psychological experience. Students study the biological, social, and environmental factors that influence women and men.

### **375 Child Growth and Development. (3).**

Students study the growth and development of children from the prenatal period through adolescence, including the individual needs of children in the modern world. Not open to students who have received credit for EDUG 331 or EDUC 331.

## **SOCIOLOGY (SOC)**

### **100 Introduction to Sociology. (4).**

Examination of the relationship between the individual and society; the study of social relationships and social institutions; the impact of cultural, structural, and social-historical forces on individuals, groups, and society. Exploration of current social issues with a goal of making informed ethical decisions.

### **240 Sociology of Television. (2).**

Examination of television as a sociological phenomenon, exploring its influence on attitude formation, buying behavior, and voting patterns. Television's portrayal of gender, racial, class, and economic distinctions is considered, as well as social, economic, and

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political implications of television itself as a multi-billion-dollar industry.

## **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.

## **312 A Social History of California: Tangled Roots. (2–3).**

Examination of social life in the context of place—Southern California. Exploration of the ecosystem of ethnicity. An understanding of demographic and immigration patterns shaping multicultural communities. Examination of the historical-cultural-sociological framework. Theories of cultural clash and change. How climate, geography, and ecology have created a distinct California culture

## **320 Race Relations in Industrial Society. (3).**

Analysis of race relations to reflect conditions and processes in the United States. Analysis of changes over the last several decades effected by political movements that challenged and radically transformed notions of racial identity, the nature of social life, and the role of the state.

## **330 Socialization and Childhood. (2).**

Theories of human socialization from both a sociological and psychological perspective. Historical and cross-cultural views on childhood. Deals with children developing within such modern institutions as the school, media, peer groups, kiddy culture, and adolescence. Various strategies for parenting are also included. An introductory course in sociology or psychology is recommended but not required.

## **340 Film and Society. (3).**

Critical and historical examination of how cinema portrays various aspects of self, society, and culture. Students learn about the California film industry and the ways that popular films raise societal issues by reflecting American society and culture—especially political, sexual, psychological, and ideological attitudes and values.

## **352 Invisible Minorities. (2–3).**

References to minorities generally include such visible groups as blacks and the physically handicapped. Invisible minorities (those whose minority status is not readily apparent) examined.

## **TELECOMMUNICATIONS (TCOM)**

### **611 Telecommunications Policy, Law, and Ethics. (4).**

Reviews regulations, laws, and policies at the local, state, national, and international levels. Addresses current and future telecommunications and information technology issues. Emphasizes post-deregulation of telephone and broadcast industries. Analyzes intellectual property and ethical issues as they relate to the demands of a rapidly changing information-oriented society.

### **612 Information Technology. (3).**

Survey of information systems principles, including the role of information systems in business, computing technology, systems analysis and design, managing information systems resources, databases, and introduction to the strategic role of information systems.

### **614 Introduction to Telecommunications. (4).**

Overview of the fields of computing, information technology, and telecommunications. Includes the economic, social, cultural, and personal consequences of the increasing use of technologies.

### **616 Introduction to Object-Oriented Programming. (4).**

Introduction to programming with an emphasis on Windows-based programming. Focuses on the conceptual problem-solving approach using visual and object-oriented programming. This course will cover the fundamental capabilities of VB.NET, such as graphical program design, event-driven programming, properties, methods, structural and modular program design, classes, web forms, and XML web services. Prerequisite: TCOM 612.

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## **621 Programming Languages for Telecommunications. (4).**

Examination of the student's programming skills for interactive media. It includes programming the computer to control graphics, text, audio, and video images. Examines three types of programming languages—scripting languages, Web sites, and the production of applications on servers. Prerequisites: TCOM 614.

## **622 User Interface Design. (4).**

Examination of information and communication technologies from the user's perspective. Investigates a spectrum of interface design issues which include visual design, images, layout, readability, the use of color, structural design, the organization and linking of information, and the use of navigation and spatial cues. Emphasis on multimedia in the arts, education, and business. Prerequisites: TCOM 621.

## **633 Telecommunications Infrastructure. (3).**

Investigation of base- and broad-band transmission systems as a means to investigation diverse computer and telecommunications equipment within an organization. Discusses specific techniques to manage intra- and inter-organizational telecommunications systems. Considers the integration of such systems in terms of class, bandwidth, standards, availability, interfaces, traffic patterns, network installation, performance criteria, and hardware. Prerequisites: TCOM 612.

## **640 Electronic Commerce. (4).**

Discusses electronic commerce including its components, structure, and technology as well as products and services, market structures, payment methods, and security considerations. Also covers the development of a prototype e-commerce site using ColdFusion and the macromedia tools (Dreamweaver, Flash, Fireworks, etc...) used in the prerequisite MSIT courses. Prerequisites: TCOM 621.

## **651 Development of Information Servers. (3).**

Investigation of the production, management, and facilitation of hardware, software,

applications, and content used to provide and obtain information over communication networks. Examination of identifying optimal resources and arranging those resources as an information system fit for use over communications networks. Prerequisites: TCOM 614, 633.

## **654 Business Planning. (4).**

Problems, trends, and responsibilities of management in the telecommunications industry. Includes analysis of the design, implementation, operations, and management of communications networks, facilities, hardware and software, the management of technology change, management of personnel, and the possible types of organizational structures dealing with various user needs.

## **660 Knowledge Management. (4).**

Discusses principles of knowledge acquisition, classification, dissemination, and management, particularly as they apply to telecommunications systems. Examines the strategic benefits of implementing telecommunications in organizations. Prerequisite: TCOM 614.

## **663 Emerging Technologies. (3).**

Investigation of the effects of future technological innovations. Studies a number of new and promising technologies in transmission, switching, mass storage, processing, and other areas, such as system integration strategies, software reusability, and object oriented design methodologies. Covers applications and effects of new communication and information technologies. Prerequisite: TCOM 614.

## **664 Project Practicum. (4).**

Having achieved proficiency through the successful completion of other courses in the program, with the tools and concepts of interactive media and interfaces, students undertake individual projects that require them to apply their skills. Students will perform needs analysis, create specifications, and design, implement, and evaluate interactive projects. Prerequisites: TCOM 621, 622, 640, 654.

# School of Education Financial Aid

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## GENERAL INFORMATION

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

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

## Financial Aid Vocabulary

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

<b>COA</b>	Cost of Attendance
<b>EFC</b>	Expected Family Contribution
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>FFELP</b>	Federal Family Education Loans Program
<b>PLUS</b>	Parent Loan for Undergraduate Students
<b>GPA</b>	Grade Point Average
<b>IRS</b>	Internal Revenue Service
<b>SEOG</b>	Supplemental Educational Opportunity Grant
<b>SAR</b>	Student Aid Report

## ELIGIBILITY

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

1. The applicant must be a United States citizen, a citizen of the Trust Territories, or someone who is in the United States on other than a temporary basis.
2. The applicant must have demonstrated financial need according to the current need-analysis procedure.
3. The applicant must be registered with the Selective Service if the applicant is a male, at least 18 years old, and not a current member of the active armed forces.

4. The applicant must be accepted for admission to the University of Redlands.
5. The applicant must certify non-participation in the unlawful manufacturing, dispensation, possession, or use of a controlled substance.

## OUTSIDE FUNDING SOURCES

### Veterans Assistance

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

- Chapter 30, Montgomery G.I. Bill—Active Duty
- Chapter 31, Veterans and Vocational Training and Rehabilitation Act (Public Laws 894 and 97-815)
- Chapter 32, VEAP
- Chapter 35, War Orphans Educational Assistance Act
- Chapter 1606, Montgomery GI Bill—Select Reserve

Veterans and widows and children of deceased veterans who wish to inquire about their eligibility for benefits should contact the regional office of the Veterans Administration by calling 1-800-827-1000, or contact the Registrar's office, Pam Verosik, at (909) 335-4055.

## LOANS

### Federal Subsidized Stafford Student Loan

This long-term student loan is available from banks, savings and loan associations, and credit unions. No interest is charged nor is repayment required while the borrower is enrolled at least half time. The interest rate is variable and is capped at 8.25 percent. Students are eligible for this loan if they demonstrate a financial need using standards established by the U.S. Secretary of Education.

**Eligibility.** Full-time and half-time students are eligible to apply. Eligibility is determined through needs analysis, documented via the



FAFSA form. Eligibility is limited to U.S. citizens and qualified non-citizens. Also, the student must be officially admitted and registered in a degree-seeking program before the loan can be certified.

**Loan Limits.** Full-time and half-time graduate students may borrow up to \$8,500 per academic year. Post-baccalaureate students may borrow up to \$5,500 per academic year. Maximum aggregate loan amounts for a graduate or professional student are \$65,500. Repayment of principal and interest begins six months after leaving school or if enrollment is less than half time, with up to 10 years for repayment. All loans are assessed a loan origination fee on the amount of the loan. Some guarantors also charge a guarantee fee. Stafford applications are mailed from the Financial Aid office when eligibility is determined.

## Unsubsidized Federal Stafford Student Loan

This long-term loan is available from banks, savings and loan associations, and credit unions. The same terms and conditions apply as to Federal Subsidized Stafford Loans, except that the borrower is responsible for the interest that accrues during deferment periods (including time in-school) and during the six-month grace period. The student's options in handling the interest on the loan are:

1. Pay the interest and principal;
2. Pay the interest quarterly and defer the principal; or
3. Defer the interest and principal until the student goes into repayment. (Interest will accrue while the student is enrolled and in the grace period. Interest will be capitalized to the loan when the student goes into repayment.)

**Eligibility.** Eligibility requirements are the same as for the Federal Subsidized Stafford Loan. This loan is available to students who do not qualify for Federal Subsidized Stafford Loans. The combined total of subsidized and unsubsidized loans cannot exceed Stafford limits. The maximum combined total per

academic year is \$18,500 for graduate students and \$10,500 for post-baccalaureate students.

**Loan Limits.** Full-time and half time graduate students may borrow up to \$10,000 per academic year. Post-baccalaureate students may borrow up to \$5,000 per academic year.

## NEED-BASED GRANTS

### Cal Grant T

California residents must apply directly to the California Student Aid Commission for the Cal Grant T. The GPA verification for the Cal Grant T and the FAFSA must be submitted by June 1 each year. Forms are available at all college financial aid offices.

## SATISFACTORY ACADEMIC PROGRESS

As required by federal regulations, 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 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 based on a twelve-month calendar year.

- All students must complete at least 80% of their attempted units each academic year. For example, a student whose program is 22 units for the year must complete at least 18 units to be in compliance with the University's policy.
- GPA
  - Undergraduate students—minimum cumulative GPA of 2.0
  - Graduate students—minimum GPA of 3.0
- Students who do not meet the above requirements by the end of their first year of study will be placed on financial aid probation. A student will lose eligibility in their third year of study (i.e., third year refers to any additional units necessary and/or required to complete the program) if the units are not made up or

# School of Education Financial Aid

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the GPA requirement is not met during their second year of study.

- The maximum timeframe for completion of the two-year, undergraduate degree-completion programs and graduate programs is no more than three years and six months (150% of the actual time). For students who attend less than full time, the maximum timeframe will be prorated accordingly, based on their attendance.

## STUDENT RIGHTS AND RESPONSIBILITIES

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

### What students have the right to know:

- The deadlines for submitting an application for each of the available programs.
- How your financial need was determined.
- How much of your financial need has been met.
- What resources were considered in the calculation of your need.
- What financial aid programs are available and their exact requirements.
- How eligibility for financial aid programs is determined, how decisions on eligibility are made, the basis for these decisions, and the procedures for appealing decisions if you believe you have been treated unfairly.
- What portion of your financial aid is a loan, and what portion is a grant. If the aid is a loan, you have the right to know the total amount that must be repaid, the amount of each payment, the interest rate, the length of time you have to repay the loan, and when repayment is to begin.
- What it costs to attend the University of Redlands, and what the University's refund policy requires of the University and of you.
- How the University determines whether you are making satisfactory progress, and what happens if you are not.
- What happens if you withdraw or drop out during the year.

### Responsibilities of students:

- You should carefully read all information regarding programs at the University of Redlands.
- You must complete all forms accurately and submit them on time to the correct agency or office.
- You should be careful and accurate in completing your application for student financial aid. Errors can result in long delays in your receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- You must be aware of and comply with the deadlines for application and reapplication for aid.
- You need to maintain good academic standing and make satisfactory progress.
- You are required to report to the Office of Financial Aid if you drop below full-time status.
- You must provide all additional documentation, verification, corrections, and/or new information requested by either the Office of Financial Aid or by any agency to which you submitted an application.
- You have to update information concerning name change, address change, withdrawal, or graduation as they occur. Notify the Office of Financial Aid or any agency that has awarded you funds.
- You must accept responsibility for reading, understanding, and keeping copies of all forms that you are asked to sign.
- You must comply with all applicable policies and regulations when you accept financial aid from any source.
- You should keep track of the total amount of your loans as you go through school so that you have accurate knowledge of the total amount you owe when it is time to begin repayment.
- If you have received a federal Perkins Student Loan or a Federal Stafford Loan from the Office of Financial Aid, you must complete an exit interview as required by federal law before graduating,

transferring, or withdrawing from the University of Redlands.

- If you receive additional funds from any source, such as outside scholarships, before or after you receive financial aid from the University, you must report the source and value of the award to the Office of Financial Aid. Receipt of additional funds frequently requires an adjustment to the existing financial aid award to avoid an “overaward” as defined by federal and state regulations.

## APPLICATION PROCEDURES AND DEADLINES

- Complete the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) by March 2 prior to the academic year of anticipated entrance.
- All California residents who also wish to apply for a Cal Grant A must submit a GPA verification form by March 2, and for Cal Grant T by June 1, prior to the academic year of anticipated entrance.

## UNIFORM CRIME REPORTING

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

## DRUG-RELATED CONVICTIONS AND STUDENT INELIGIBILITY

Title IV financial aid eligibility is suspended for students convicted of violating State or Federal drug possession or sale laws.

For drug possession convictions, eligibility is suspended:

- one year for the first offense,
- two years for the second offense, and
- indefinitely for the third offense.

For drug sale convictions, eligibility is suspended:

- two years for the first offense, and
- indefinitely for the second offense.

A student's Title IV financial aid eligibility may be resumed before the end of the ineligibility period if: the student satisfactorily completes a drug rehabilitation program which complies with criteria established by the Secretary and such a program includes two unannounced drug tests; or the conviction is reversed, set aside, or otherwise removed from the student's record.

## APPEAL PROCESS

Any student wishing to appeal a financial aid decision must do so in writing to the University of Redlands, Office of Financial Aid in Redlands, California.

## INFORMATION AND ASSISTANCE

For further information about financial aid or for assistance in completing any of the application forms, write: Office of Financial Aid, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999; or call Monday through Friday, 8 a.m. to 5:00 p.m., at (909) 335-4037 or (909) 335-4049; or contact them at [financialaid@redlands.edu](mailto:financialaid@redlands.edu).

# School of Education Tuition and Fees

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2003-2004 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 2004-2005 academic year will be published during summer 2004.

## TUITION, FEES, AND EXPENSES

Numbers in columns indicate dollar amounts.

### Tuition, per credit

#### Education

Preliminary Teaching Credential . . . . .	364
M.A., Education/Credential	
Administration . . . . .	444
Counseling . . . . .	444
Curriculum and Instruction . . . . .	444
Teacher . . . . .	444
Service Credential Program	
Pupil Personnel Services . . . . .	444
Preliminary Administrative Services .	444
Professional Administrative Services .	444
Professional Development, Induction	
Programs	
Master's Level . . . . .	444
Non-Master's Level, per course . . . . .	360

#### Audit or Independent Study, per credit

Audit and Independent Study courses are billed at the current per-credit rate for the degree program in which the course resides.

#### Repeat Courses, per credit

Repeated courses are billed at the student's per-credit program rate, provided he or she is currently enrolled in his or her core program. All other courses will be billed at the current per-credit rate for the degree program in which the course resides.

### Other Fees

<b>Student Services Fee,</b> per course . . . . .	20
<b>Professional Administrative Credential</b> <b>Assessment fee . . . . .</b>	50

### Cross-registration with Arts & Sciences

Full-time School of Education students may cross-register for one Arts and Sciences course per term as part of their degree program with the approval of their academic advisor, provided the course does not duplicate a School of Education offering. Classes must be at the intermediate or advanced level (courses numbered 50 through 199). Arts and Sciences registration cards must be signed by the student's academic advisor and the registrar. Part-time students are subject to the same regulations applicable to full-time students.

### Other Special Costs

<b>Duplicate Diploma Fee . . . . .</b>	50
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#### Examination for Credit in Lieu of

**Coursework,** per course . . . . . 280  
Available only to full-time students who have not previously audited or attended the course.

<b>Late Registration Fee . . . . .</b>	90
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**Matriculation Fee**  
(not refundable) . . . . . 150  
Encompasses costs incurred by the University for maintenance of students' permanent records.

#### Degree Completion

**Extension Fee . . . . .** 350  
When an extension is granted to a student for degree completion, all options for gaining earned and certified credit will remain open to the student during the time of the extension. The extension for degree completion will begin on the date of the student's originally scheduled deadline.

**Placement File Fee**  
Fee includes the establishment of the placement file plus 10 files to be sent in the academic year of establishment (July 1 through June 30).  
Students . . . . . 20  
Alumni . . . . . 40

# School of Education Tuition and Fees

For fees relating to maintenance or modification of files, contact the Student Services Center.

<b>Re-enrollment Fee</b> . . . . .	40
<b>Thesis Fee</b> . . . . .	50
<b>Transcripts of Records,</b> each copy. . . . .	5

## Tuition Prepayment

All students must pay a minimum \$140 prepayment at the time of registration, tuition which will be applied to the student's account. Tuition and fees are billed course-by-course with payment due 45 days from the invoice date.

## Payment of Account

Students with past due balances 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 enroll in subsequent courses until the past due balance is paid in full. The University may contact credit bureaus, creditors, or personal references to obtain information concerning a debtors current address, phone number, or place of business. For information regarding loan programs, please refer to Financial Aid in the School of Education section of this *Catalog*.

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

## Policy on Refunds

Refund policies at the University of Redlands are established in compliance with the 1992 amendments to the Higher Education Act of 1965. The University has adopted the Federal refund policy guidelines as its institutional policy. Refund policies are subject to change at any time, according to Federal and State regulations. When such changes are made, notice will be given as far in advance as possible. To obtain a refund or a separate publication outlining examples of refund policy requirements and calculations, please contact the Student Accounts office. Refunds are based on the date of **official** withdrawal.

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

## Official Withdrawal

A withdrawal is considered official when written notice has been provided to the Office of the Registrar stating the intention of the student to discontinue the course(s) or program in which he or she is registered or the University administratively withdraws students from courses or programs for non-attendance, financial non-payment, or academic actions. Written withdrawal notification must include the last date of attendance. The withdrawal will be considered effective as of the last date of attendance.

If a student fails to attend the first two sessions of any course, the student will 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 will automatically be administratively withdrawn from the program and will be charged in accordance with the University's Refund Policy.

## Returning Students

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

## Noncompliance with Admission Deadlines

Students who begin coursework and then are denied admission because of failure to complete their admissions files by the end of the first course will be charged in accordance with the University's Refund Policy.

## 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

# School of Education Tuition and Fees

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100% of the course costs for all courses completed. Course costs include per-credit tuition, matriculation fees, and related course fees. Academic credit will be received for all completed courses. A withdrawal is considered official when written notice is provided to the Office of the Registrar stating the student's intention to withdraw.

## Tuition Liability and Refund Schedule

A Change of Status form, or a letter of withdrawal must be sent to the Office of the Registrar, to withdraw officially from the program.

The matriculation fee is non-refundable.

## Allocation of Federal Portion of Refunds

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

The federal portion of the refund will be allocated in the following order:

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

## Repayment Policy

Some students receiving financial aid will receive cash for living expenses in addition to having their tuition and registration charges paid by their financial aid. If a student withdraws completely or is disqualified, a portion of the cash disbursement may need to be repaid. Based upon the amount of aid received offset by the prorated cost of attendance up to the point of withdrawal, a repayment calculation is performed to determine the amount of aid the student must repay.

# School of Education Graduation Requirements

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## GRADUATE PROGRAMS

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

### Credit Obsolescence

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

### Application for Graduation

Students complete a formal application for diploma thirty days prior to completion of all degree requirements. Applications may be obtained from the student's academic advisor.

### Commencement

The School of Education enrolls students throughout the year and has students completing at various points during the year. Students may commence in the academic year in which they complete their degree requirements if their degree requirements

are completed by March 1. An application to participate in commencement must be completed and postmarked by February 15.

Students enrolled in a degree program with a Schedule of Instruction (SOI) that is completed by August 31 may apply to participate in commencement that year provided there are 3 (or fewer) credits to be completed in addition to the remaining courses in the SOI. Students whose SOIs were completed prior to March 1 and with as many as 6 credits still needed may also apply to participate in commencement. An application must include a reasonable plan for completing the remaining credits by August 31 and should be sent to one's academic advisor, postmarked by February 15.

### Minimum Credit and Curriculum Requirements

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

Curricula for School of Education graduate degree programs may be subject to change each year. School of Education students should consult the annual supplementary publication.

# School of Education Awards

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

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

## **Burdett Endowed Scholarship Award**

Presented annually to a post-Baccalaureate Teacher Credential candidate who demonstrates a strong commitment to education and the potential to become an outstanding educator.

## **Educator of the Year**

Presented by the University of Redlands Alumni Association to a University graduate whose career exemplifies excellence in service and commitment to education through teaching, counseling, or administration.

## **Gordon Atkins Award**

Presented to the Master's candidate with highest Grade Point Average at the completion of his or her program.

## **Iola Threatt Elementary Teaching Award**

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

## **Stanley Combs Secondary Teaching Award**

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

## **WHITEHEAD LEADERSHIP SOCIETY**

The purpose of the Whitehead Leadership Society (WLS) is to recognize academic leadership achievement or potential and to provide an enriching environment of collaborative learning between students and faculty of the Schools of Education and Business.

Whitehead Leadership Society members participate in programs designed to enrich their experience at the University of Redlands. As proponents of professional education and lifelong learning, individual members provide active service to the University community, foster an academic climate to enhance student achievement, and honor the traditions of liberal education.

Selection to the WLS is achieved through a student's application, accompanied by a 500-word essay, articulating his or her commitment to strengthen the mission and ideals of the Society, as well as a completed and signed questionnaire from three School of Business or School of Education faculty members, or two School of Business or School of Education faculty members and one current WLS student member. A minimum cumulative GPA of 3.5 and at least 12 credits completed at the University of Redlands are requisites for selection. All full-time faculty are invited to join the society. Adjunct faculty may join the organization by completing a brief questionnaire.



# School of Education Programs of Study

## THE DEAN

Robert Denham, Interim

## THE FACULTY

Joe Castino

Margo Drallos

William Dwyer

Carol Ann Franklin

Preston Hampton

Jose Lalas

Barbara McEwan Landau

VernaLynn McDonald

Marjo Mitsutomi

Ronald Morgan

Keith Osajima

Lucretia Peebles

Justin Saldana

Margaret Solomon

*\*Adjunct faculty are listed in the back of this Catalog.*

## INTRODUCTION

Founded in 1924, the School of Education has prepared many leaders in California public and private education. Teachers, counselors, and administrators have selected Redlands for its long tradition of academic excellence, individual attention, innovative programs for employed adults and its focus on urban education. In all programs in the School of Education, students receive personal attention from outstanding full-time faculty, seasoned adjunct practitioners and experienced field supervisors. The curriculum purposefully blends theory and application, integrating professional development and personal reflection into each of its programs of study. An increased use of technology and the integration of cross-cultural sensitive methods are woven into all programs, to better serve the needs of the school districts, higher education institutions and community agencies.

## MISSION

The School of Education fosters a student-centered approach to learning in which candidates for teaching, counseling, and administrative credentials and graduate degrees experience both rigorous academic preparation and professionally supervised field experiences that bridge theory and practice. As a consequence of their work with us, our students will embrace learning as a central value in their lives and continuously acquire new knowledge and skills necessary for them to be effective educators throughout their careers. Effectiveness will be demonstrated through our graduates' success in teaching the diverse population of students in their schools and providing visionary educational leadership in accordance with the core values that define our understanding of education as a transformative process.

## PROGRAMS

Each teacher and service credential is accredited by the California Commission on Teacher Credentialing (CCTC). Recently, the teacher credentials were aligned with the newly legislated SB 2042 standards. The pupil personnel services and the administrative services credentials were also revised to meet new state mandates. Master's programs are accredited through the Western Association of Schools and Colleges (WASC).

### Teacher Credential Programs (SB 2042)

- Preliminary Multiple Subject, elementary
- Preliminary Single Subject, secondary
- Preliminary Internship Option
- Professional Teacher Credential, Teacher Induction
- Professional Clear Credential (Ryan)

### Master of Arts in Education Degrees

#### Curriculum and Instruction

- with Teacher Induction
- with interest emphasis

# School of Education Programs of Study

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## Educational Administration

- with California Services Credential
- with Internship

## School Counseling

- with California Services Credential
- without credential

## Service Credential Programs

- Pupil Personnel Services Credential
- Preliminary Administrative Services Credential
- Professional Administrative Services Credential

## Professional Development Programs

- Teacher Induction Courses
- Professional Development Courses
- Teacher Credential Prerequisite Courses
- State Exam Preparation Courses

## 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) 335-4064 or visit our Web site at [www.redlands.edu](http://www.redlands.edu). Prospective applicants receive information describing the school's degree and credential programs, course curriculum, admissions requirements, cost, and financial aid. Admissions counselors and program directors are also available to meet with interested groups hosted by school districts, organizations, businesses, and community agencies.

After meeting application requirements, applicants may begin the first course of a program while additional materials are collected and processed. Official admission status must be attained before continuing into the second term of courses.

Students will need access to e-mail and Internet resources for all programs. Access to word processing and other education applications is strongly recommended. Enrolled students have access to campus-based computing resources.

## ADVISING

Upon acceptance into a program, each student is assigned a faculty advisor who assists the student in developing a program designed to meet both State and University requirements and tailored to the student's interests. The faculty director of the program approves each student's course of study. Competencies in the various fields, as specified by professional requirements or state credential laws, must be attested to by faculty as the student progresses in the program.

## PRELIMINARY TEACHER CREDENTIAL SB 2042

The School of Education offers both the Multiple Subject (elementary) and Single Subject (secondary) Teacher Credential Programs. The programs are accredited by the California Commission on Teacher Credentialing and are aligned with SB 2042 standards. The teacher credential programs are designed for individuals who have earned their Baccalaureate degrees. For undergraduate credential programs, see the Education segment in the CAS section of this *Catalog*.

Credential courses are offered in the evenings to accommodate working adults. The program's early field experience will require a few daytime hours to complete. Student teaching is a 14 week, full-time work commitment that occurs at the end of the program.

## Program Application and Admission Requirements for Preliminary Teacher Credential

### Application Requirements

- Completed application form
- Verification of passing CBEST
- Evidence of a Baccalaureate Degree
- Evidence of a 2.75 undergraduate GPA, or approved petition
- Completion of Child Development course or equivalent
- Evidence of 50 hours of observation or work with children
- Initiation of Certificate of Clearance

# School of Education Programs of Study

- Evidence of basic computer skills (see below)
- Evidence of subject matter competency by passing state CSET examination or completion of State approved waiver program—may show evidence of registering for examination for application purposes, but will need to pass examination before student teaching.
- For international students, minimum TOEFL score of 550 on the written exam, minimum TOEFL score of 213 on computer version of exam

## Admission Requirements

- Completed all application requirements (see above)
- Two official transcripts issued by the Registrar of each institution attended, sent directly to the School of Education
- Two letters of recommendations from professionals
- Evidence of negative TB test results, within the last two years
- Certificate of Clearance
- Evidence of required technology competence (see below)
- Admission approved by the School of Education faculty

## Educational Technology Competency

The State has a technology competency requirement (Level I) that needs to be met before a credential can be obtained. The Director of Educational Technology in the School of Education reviews the competency level of each applicant to the Teacher Credential Programs and either determines that the proficiency level is met or develops a plan to address the areas not met. CCTC Level I competencies may be met by one of the four options identified below.

### Integration

Applicants may begin the teacher credential program with basic computer skills. Before the first course begins, applicants and the Director of Educational Technology or designee develop individual plans identifying the skills and competencies that need to

be addressed. These plans describe what workshops need to be attended and what items need to be produced to show competency. Applicants have the first term, which is the duration of their first course, to complete the necessary workshops and evidence competency in order to continue with their second course and to be officially admitted to the program. Weekly workshop topics include PowerPoint, Inspiration, Hyperstudio, Excel, data-base utilization, web page development, and word processing. From the first course on, the Preliminary Teacher Credential Program curriculum provides the technology integration activities which are required by the CCTC. Therefore, upon completion of the program, Level I Computer Proficiency is attained.

### Coursework

Applicants can successfully complete a course taught at an accredited institution of higher education and approved by the CCTC as addressing the Level I technology standards. Redlands offers EDUC 589. A comparable course offered at other schools may be used, although this needs to be approved by the Director of Educational Technology.

### Examination

Applicants can take and pass the Preliminary Educational Technology Test offered by SSAT. Content specifications for the test are available on the CCTC's website at [www.ctc.ca.gov/aboutctc/agendas/may\\_2001/perf/perfl.html](http://www.ctc.ca.gov/aboutctc/agendas/may_2001/perf/perfl.html).

### Portfolio

Applicants can interview with and submit an acceptable portfolio to the Director of Educational Technology, providing evidence of knowledge and skills in technology competencies required to meet CCTC Level I standards.

### 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.

# School of Education Programs of Study

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Multiple Subject (teaching in elementary schools) or Single Subject (teaching single-content areas in middle or high schools) candidates must either:

- 1) Pass state-approved examinations (CSET) in their specific subject matter area, or
- 2) Complete a state-approved university major that meets subject matter competency and waives the state examination requirement. The University of Redlands, College of Arts and Sciences offers three waiver programs: a Liberal Studies Program for elementary teachers, a Social Studies Program for secondary teachers, and a Music Program for teaching in both elementary and secondary schools.

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.

## Teacher Credential Coursework and Field Experience

The coursework and the field experience segments of the Preliminary Teacher Credential are delivered in a prescribed sequence. An educational foundation course is followed by four methods-related courses. These methods courses are accompanied by two early field experiences in the public school system and the first two task-segments of the Teaching Performance Assessment (TPA)\*, a state-mandated interactive examination that must be passed prior to recommendation for a credential. When candidates demonstrate the required program competencies including all prerequisites, content and pedagogy coursework with a 3.0 or higher grade point average, and successful completion of the first two TPA tasks, they may begin their student teaching placements and the culminating seminar

course. Throughout this portion of the program's sequence, the final two task-segments of the TPA are completed and evaluated. The use of educational technology is incorporated in all courses, field experiences and TPA segments, as are the theory and skills needed to effectively teach English Learners and diverse student populations enrolled in today's classroom.

\*TPA to be implemented in 2004-05.

## Course Sequence for Multiple Subject Teacher Credential

- EDUC 501, Educational Foundations
- EDUC 503, Multiple Subject Curriculum and Methods I (Math and Science)
- EDUC 500A, Multiple Subject Fieldwork Clinic I
- EDUC 505, Multiple Subject Literacy and Language I
- EDUC 507, Multiple Subject Curriculum and Methods II
- EDUC 500B, Multiple Subject Fieldwork Clinic II
- EDUC 509, Multiple Subject Literacy and Language II

### **and Student Teaching**

- EDUC 553A, Student Teaching I
  - EDUC 553B, Student Teaching II
  - EDUC 552, Teaching Seminar
- ### **or Internship**
- EDUC 554, Internship
  - EDUC 552, Teaching Seminar

## Course Sequence for Single Subject Teacher Credential

- EDUC 501, Educational Foundations
- EDUC 502, Teaching and Learning in Secondary Schools
- EDUC 500C, Single Subject Fieldwork Clinic I
- EDUC 504, Single Subject Literacy and Language
- EDUC 506, Single Subject Content Teaching
- EDUG 500D, Single Subject Fieldwork Clinic II

# School of Education Programs of Study

- EDUC 508, Single Subject Content Area Literacy
    - and Student Teaching**
  - EDUC 553A, Student Teaching I
  - EDUC 553B, Student Teaching II
  - EDUC 552, Teaching Seminar
    - or Internship**
  - EDUC 554, Internship
  - EDUC 552, Teaching Seminar
- EDUC 588X/688 Integrating Technology and Learning in K-12 Classrooms
  - EDUC 528X/628 Teaching Curriculum to All Students in California Schools (optional)

## PROFESSIONAL TEACHER CREDENTIAL

Within five years of receiving a Preliminary Teacher Credential SB 2042, the State requires teachers to complete the requirements for a Professional Teacher Credential. This is usually accomplished in the first two years of teaching through the school district's Teacher Induction Program. The State of California has outlined the necessary components and standards of Teacher Induction, and each district has their program approved by the California Commission on Teacher Credentialing (CCTC). The School of Education partners with several school districts and the county consortium to offer the required components of the Teacher Induction Standards. University-sponsored induction courses may be offered in a Professional Development format where the CCTC requirements are met, or offered in a Master's degree format where the credits earned may be applied to a Master of Arts in Education: Curriculum and Instruction degree program.

### Admission Requirements for Professional Teacher Credential or Professional Clear Credential

#### Admission Requirements

- Completed application form
- Preliminary Teacher Credential
- For 2042 credential holders, involvement in a school district's Teacher Induction Program

#### Course Requirements

- EDUC 520X/620 Experiences with Exceptional Children and Youth
- EDUC 527X/627 Health Education

## MASTER OF ARTS DEGREES AND SERVICE CREDENTIALS

The School of Education offers three main areas of study for a Master of Arts in Education degree: Curriculum and Instruction, Educational Administration, and Counseling. The requirements of a California teacher or service credential may be incorporated into student degree programs. In addition, degrees may be earned without credentials, as in the Educational Administration Master's or a Master's in Counseling. For those already holding Master's degrees, a pupil personnel services or both preliminary and professional levels of the administrative service credential may be earned in credential-only programs. All degree programs are accredited by the Western Association Schools and Colleges (WASC), and all credential programs are accredited by the California Commission on Teacher Credentialing (CCTC).

There are three program starts each year: September, January, and May. Classes are scheduled in the evening to accommodate working adults. Courses are taught by full-time faculty and adjunct practitioners. Students also have Internet access to course content, classmates and faculty through Blackboard, a software program that facilitates on-line discussions and information exchange.

Each Master's program is based on a foundation of four common graduate courses. These "core courses" provide the basic knowledge and skills to perform graduate level research, assessment, evaluation, and writing; curriculum and program development; and personal and professional reflection, as well as pluralism. In addition to these core courses, each program has requirements specific to its discipline and tailored to meet student needs and interests.

# School of Education Programs of Study

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## Graduate Application and Admissions Requirements

### Application Requirements

- Completed application form
- Evidence of Baccalaureate degree
- Evidence of a 3.0 undergraduate GPA

### For international applicants:

- TOEFL scores of 550 or higher on the written examination or 213 or higher on the computer-based examination

### For credential applicants only:

- Evidence of passing CBEST
- Initiation of Certificate of Clearance

### Admissions Requirements

- Two official transcripts issued by the Registrar of each institution attended and sent directly to the School of Education
- Essay of 500 words describing personal experience and interests in relationship to the degree program
- Two recommendations from professionals who know the applicant's work
- Faculty review of file and admission approval

### For credential applicants only:

- California teacher credential or basic service credential may be required
- If earning credential only, the essay requirement is waived

## Advising

Upon acceptance into a program, each student is assigned a faculty advisor who assists the student in developing a schedule of courses designed to meet both State and University requirements and tailored to the student's interests. The faculty director of the program approves each student's course of study. Competencies in the various fields, as specified by professional requirements or state credential laws, must be attested to by faculty as the student progresses in the program.

## MASTER OF ARTS: CURRICULUM AND INSTRUCTION

The Curriculum and Instruction program is designed for classroom teachers and education professionals who desire to enhance their teaching effectiveness and knowledge of curriculum development. There are two program formats. The first format, the Study Emphasis Option, consists of the four core graduate courses, four required program courses, and then, to complete the degree students select four courses in an area of emphasis. In the second format, the Induction Option, students may structure their degree programs by combining the four core graduate courses with credits earned in their Preliminary Teacher Credential and Teacher Induction (Clear) courses. Each degree option consists of a total of 36 credits.

### Study Emphasis Option

In this option, students take core and required graduate courses and select an area of emphasis in which they want to study.

### Core Graduate Courses

- EDUC 600 Reflective Education (3)
- EDUC 602 Pluralism in Education (3)
- EDUC 603 Research and Evaluation (3)
- EDUC 637 Master's Seminar (3)

### Required Program Courses

- EDUC 601 Interpersonal Relationships (3)
- EDUC 670 Program Administration and Management (3)
- EDUC 671 Leadership (3)
- EDUC 675 Curriculum and Program Development (3)

### Selected Area of Emphasis

Four courses, 12 credits, from a selected area of study are needed to complete the degree. The Director of Curriculum and Instruction advises students of the various areas of study.

## Induction Option

Another option offered in the Curriculum and Instruction Master's degree program is Induction. In addition to four required core graduate courses, students combine 12 transfer and/or elective credits as well as coursework to complete the Teacher Induction (Clear) courses and the degree.

This program option folds the graduate level research and writing into the coursework and experiences of the Preliminary Teacher Credential and the Professional Teacher Credential (Clear or Induction program).

## Core Graduate Courses

- EDUC 600 Reflective Educator (3)
- EDUC 602 Pluralism in Education (3)
- EDUC 603 Research and Evaluation (3)
- EDUC 637 Master's Seminar (3)

## Transfer or Elective Credits

Each Curriculum and Instruction Master's candidate plans her or his program with the program director. While each program may differ slightly based on individual needs and requirements, there are basic University and School of Education requirements that must be satisfied. In addition to the 12 credits of core courses, candidates may opt to take 12 credits of coursework to satisfy their Induction or Clear Credential requirements. The final 12 credits to complete the 36 credit-hour degree can be satisfied one of three ways.

1. Candidates who completed their teaching credentials at the University of Redlands may transfer in 12 credits from that program, provided that their credentials were completed within five years of beginning their Master's degree.
2. Candidates who completed their teaching credentials elsewhere may transfer up to 6 credits. The Program Director will review the candidate's transcripts and catalog descriptions of courses taken to determine if the credits can be applied to the Master's degree. The remaining six credits will be taken as program electives.
3. Candidates who cannot transfer in any

coursework or who may wish to individualize a program of study, can meet with the Program Director to determine electives that would satisfy program requirements for completion of the degree.

## Teacher Induction (Clear) Courses

The courses required for this section satisfy the state standards for Teacher Induction and the requirements for the Professional Teacher or Clear Credential.

- EDUC 620 Experiences with Exceptional Children and Youth (3)
- EDUC 627 Health Education (3)
- EDUC 628 Integrating Technology and Learning in K-12 Classrooms (3)
- EDUC 628 Teaching Curriculum to All Students in California Schools

## MASTER OF ARTS: EDUCATIONAL ADMINISTRATION

The Educational Administration program provides theoretical and practical coursework in school leadership. It is designed to develop school administration leaders in both the public and private sectors of education. The Higher Education emphasis prepares leaders in community college and university management and college student affairs.

Students may combine the Master's degree and the Preliminary Administrative Services Credential, earn a Master's degree only with a Higher Education emphasis, or complete an Administrative Services Credential at either the preliminary or professional level. Credential candidates who have been recommended for an administrative appointment in a district may be eligible for an administrative internship.

Credential candidates must possess a basic teacher or service credential and have passed the California Basic Educational Skills Test. Candidates must apply for a Certificate of Clearance when they initially enroll in the program. Prior coursework will be evaluated for equivalency.

The Master's degree consists of 36 credits: 12 credits of the core graduate courses and 24 credits of courses relating to the program, credential requirements, and student interests.

# School of Education Programs of Study

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## Master of Arts with Preliminary Administrative Services Credential

To receive the Master of Arts degree along with the Preliminary Administrative Services Credential, candidates must complete the four core graduate courses and all of the courses and requirements of the Preliminary Administrative Services Credential.

### Core Graduate Courses

- EDUC 600 Reflective Education (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 603 Research and Evaluation (3)
- EDUC 637 Master's Seminar (3)

## Preliminary Administrative Services Credential

In order to become an administrator in California K-12 public schools, candidates need to gain the competencies and meet the standards required by the California Commission on Teacher Credentialing (CCTC). The following courses are approved by the CCTC to attain a Preliminary Administrative Services Credential or a Certificate of Eligibility.

- EDUC 601 Interpersonal Relationships (3)
- EDUC 602 Pluralism in Education (3)
- EDUC 670 Program Administration and Management (3)
- EDUC 671 Leadership (3)
- EDUC 673 School Finance (3)
- EDUC 674 School Politics and Law (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 676 School Personnel Management (3)
- EDUC 678 Practicum: Fieldwork in Administration (3). Candidates employed as administrative interns enroll in EDUC 679, Preliminary Administrative Internship Practicum (1-3).

Additionally, in order to receive the credential when coursework is completed, a candidate must have worked under the authority of a basic teacher or service credential for three years and must successfully complete an exit interview facilitated by faculty members.

## Professional Administrative Services Credential

The Professional Administrative Services Credential program assists current school administrators in developing their professional skills and competencies through several options of study approved and supported by a mentor, their employer, and the director of the Educational Administration program. Candidates currently employed as school administrators whose positions require the Preliminary Administrative Services Credential first enroll in an Academic Plan Development course where an individually designed program is written and approved. Each academic plan consists of 12 credits of required post-graduate coursework and 120 hours of approved professional development and coursework. The academic plan must address the principles of administrative practice in five thematic areas required by CCTC: organizational and cultural environment, dynamics of strategic issues management, ethical and reflective leadership, analysis and development of public policy, management of information systems, and human and fiscal resources. At the end of the program, the candidate must successfully complete an exit assessment course.

- EDUC 720 Professional Administrative Services Credential Assessment: Plan Development and Mentoring (2)
- EDUC 722 Learning and Leadership (3)
- EDUC 723 Communication in an Environment of Diversity (3)
- EDUC 724 Organizational Systems in Education (3)
- EDUC 725 Resource Management in Schools (3).
- 120 hours of approved professional development and coursework
- EDUC 726 Professional Administrative Services Credential Assessment: Exit (2)



## MASTER OF ARTS: COUNSELING

The Counseling program involves training in counseling, consultation, and helping relationships. The program provides general counseling preparation for public and private school service as well as other counseling positions outside the school setting. Coursework meets all standards required for a California Pupil Personnel Services (PPS) Credential.

In the School Counseling program, students may combine the degree and credential, earn a Master's degree only, or obtain a Pupil Personnel Services Credential, provided they already have a Master's degree. The Master's degree consists of 48 credits plus 600 documented fieldwork hours beyond the classroom. Twelve of the 48 credits are the core graduate courses and the remaining 36 credits are counseling-based and required for the PPS credential. Those with Master's degrees who are earning the PPS Credential only usually have a credit requirement which ranges from 15 to 24, depending on the type of Master's degree the student has 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, successful completion of the California Basic Educational Skills Test (CBEST) is a prerequisite to enter the program. Also, candidates for the PPS program must apply for a Certificate of Clearance and need evidence of a negative TB test dated within the past two years when they initially enroll in the program.

## Master of Arts: Counseling with Pupil Personnel Services Credential

To obtain the Master's degree along with the Pupil Personnel Services (PPS) Credential, candidates must take the four core graduate courses and all courses listed for the PPS credential.

## Core Graduate Courses

- EDUC 600 The Reflective Educator (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 603 Research and Evaluation (3)
- EDUC 637 Master's Seminar (3)

## Pupil Personnel Services Credential (PPS)

Applicants who already have a Master's degree in a counseling-related field and who wish to receive a PPS Credential, must complete the following CCTC approved courses. Some of these courses may be waived by the Director of School Counseling if already taken and transcribed in an approved Master's degree.

- EDUC 601 Interpersonal Relationships (3)
- EDUC 602 Pluralism in Education (3)
- EDUC 651 Group Counseling and Consultation (3)
- EDUC 653 Techniques of Counseling and Consultation (3)
- EDUC 654 Information Services and Career Counseling (3)
- EDUC 655 Counseling Systems (3)
- EDUC 657A Practicum: Fieldwork in Counseling (3)
- EDUC 657B Practicum: Fieldwork in Counseling (1)—must be taken three time for a total of 3 credits
- EDUC 659 Learning Theory and Student Assessment (3)
- EDUC 670 Program Administration and Management (3)
- EDUC 674 School Politics and Law (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 680 Human Development Across the Lifespan (3)

# School of Education Programs of Study

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## 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
700–799	Post-graduate credential courses not otherwise offered as graduate courses
500X-599X	Continuing education courses not otherwise offered at undergraduate or graduate levels, not applicable to a degree

## DEFINITION OF ACADEMIC CREDIT

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

## EXPLANATION OF COURSE MARKINGS

### Course numbers

- Separated by a comma can be scheduled in any sequence;
- Separated by a hyphen must be taken in sequence as the first is a prerequisite for the one following; and
- Separated by a slash indicate that undergraduate and graduate courses are offered together. Undergraduates register for the courses numbers 001-499, while graduates register for the 500- or 600-level courses.

# School of Education Course Descriptions

## EDUCATION (EDUC)

The courses listed here are credential or graduate-level courses for those holding a Baccalaureate degree. Undergraduate education courses are listed in the Education section under the College of Arts and Sciences in this *Catalog*.

### 500A Multiple Subject Fieldwork Clinic I. (1).

Candidates will observe elementary classrooms, focusing specifically on the teaching of math and science. Science and math content, standards, and strategies will be explored in students' assignments and reflective reports. Candidates will also familiarize themselves with elementary reading programs in multicultural schools and issues related to English Language Learners. Equivalent to EDUG 400A. Prerequisite: permission from the School of Education. Corequisite: EDUC 503. The second half of this course must be taken with EDUC 505. CN only.

### 500B Multiple Subject Fieldwork Clinic II. (1).

Candidates observe elementary classrooms, focusing specifically on the teaching of social studies, language arts, and physical education. Content area standards and teaching strategies are explored. Candidates will familiarize themselves with school-related activities and responsibilities of a professional educator. Special needs and struggling readers will be emphasized. Equivalent to EDUG 400B. Prerequisite: permission from the School of Education. Corequisite: EDUC 507. The second half of this course must be taken with EDUC 509. CN only.

### 500C Single Subject Fieldwork Clinic I. (1).

Candidates observe a wide range of courses as well as extra-curricular activities in middle school and/or high school classrooms, focusing specifically upon the scope of secondary teaching. Candidates familiarize themselves with content area resources and the duties of secondary teachers in California's multicultural schools, including the particular issues related to English Language Learners. Equivalent to EDUG

400C. Prerequisite: permission from the School of Education. Corequisite: EDUC 502. The second half of this course must be taken with EDUC 504. CN only.

### 500D Single Subject Fieldwork Clinic II. (1).

Candidates will observe courses in their own content area in middle school and/or high school classrooms. The focus will be on understanding content area standards and effective teaching strategies, including learning to adapt lessons for students with diverse needs. Candidates will familiarize themselves with the issues related to special needs children and the resources that are available for them. Equivalent to EDUG 400D. Prerequisite: permission from the School of Education. Corequisite: EDUC 506. The second half of this course must be taken with EDUC 508. CN only.

### 501 Educational Foundations. (3).

Introduction to the field of education; its history, philosophy, socio-cultural context, diversity, pedagogy, educational psychology, legal issues, and educational reform. Integrates traditional educational thinking with culturally relevant perspectives, and current research practices. Field experiences required with observations and reflections. Equivalent to EDUG 401. Prerequisite: permission to enroll in Teacher Credential courses from the School of Education.

### 502 Teaching and Learning in Secondary Schools. (3).

Introduction to adolescent development, curriculum instructional methods, assessment, and diagnostic strategies pertaining to secondary schools. Focus includes teaching and assessment methodology, including methodologies of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Field experience required. Equivalent to EDUG 402. Prerequisite: permission from the School of Education. Corequisite: EDUC 500C.

# School of Education Course Descriptions

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## **503 Multiple Subject Curriculum and Methods I. (3).**

Elementary math and science teaching strategies and curriculum. Integrates health, physical education, visual arts, and music. Teaching informed by California K-12 content standards and frameworks, with a focus on assessment and ELD/SDAIE strategies. Experiences with hands-on, computer-based inquiry lesson development. Field experience required. Equivalent to EDUG 403. Prerequisite: permission from the School of Education. Corequisite: EDUC 500A.

## **504 Single Subject Literacy and Language. (3).**

Develops understanding of the theoretical frameworks and processes involved in secondary literacy instruction. Fundamentals of language-acquisition theory, including basic concepts in linguistics, will be covered. Focuses on content-based literacy instruction. Provides an introduction to systematic, explicit, and meaningfully-applied instruction in reading, writing, and related language skills. Field experience required. Equivalent to EDUG 404. Prerequisite: permission from the School of Education. Corequisite: EDUC 500C.

## **505 Multiple Subject Literacy and Language I. (3).**

Develops understanding of theoretical frameworks and processes in elementary literacy instruction. Fundamentals of language-acquisition theory, including linguistic concepts, will be covered. Focuses on emerging literacy-instruction strategies for English learners and English speakers. Provides an introduction to systematic, explicit, and meaningfully-applied instruction in reading, writing, and related language skills. Field experience required. Equivalent to EDUG 405. Prerequisite: permission from the School of Education. Corequisite: EDUC 500A.

## **506 Single Subject Content Teaching. (3).**

Development of methodology and strategies related to curriculum and instructional methods, assessment, and diagnostic strategies, pertaining to the content areas in secondary

schools. Focus includes teaching and assessment methodology, including advanced teaching methodology Cognitive Academic Language Learning Approach (CALLA). Field experience required. Equivalent to EDUG 406. Prerequisite: permission from the School of Education. Corequisite: EDUC 500D.

## **507 Multiple Subject Curriculum and Methods II. (3).**

Elements of curriculum design, assessment, and classroom management. Emphasis on the integration of language arts, social studies, physical education, performing arts, and health with math and science. Includes content standards, frameworks, and ELD/SDAIE strategies. Field experience required. Equivalent to EDUG 407. Prerequisite: permission from the School of Education. Corequisite: EDUC 500B.

## **508 Single Subject Content Area Literacy. (3).**

Develops understanding of theoretical frameworks and processes in secondary-literacy instruction. Focuses on literacy development in the content areas. Candidates develop strategies to promote the reading-writing connection. Discussion focuses on explicit strategies and methods for guiding and developing the content-based reading and writing abilities of all students. Field experience required. Equivalent to EDUG 408. Prerequisite: permission from the School of Education. Corequisite: EDUC 500D.

## **509 Multiple Subject Literacy and Language II. (3).**

Enhances understanding of the theoretical framework and processes involved in elementary-literacy instruction. Focuses on effective practices to promote literacy skills among students of diverse cultures, languages, gender, ethnicity, and children with special needs. Introduces elementary curriculum, and addresses early diagnostic and intervention techniques. Field experience required. Equivalent to EDUG 409. Prerequisite: permission from the School of Education. Corequisite: EDUC 500B.

# School of Education Course Descriptions

## **511 Introduction to Second Language. (3).**

For teachers and prospective teachers seeking the teaching credential with CLAD emphasis. Theories and research on language learning, language structure, and factors in first- and second-language development are studied. Examination of effective teaching strategies that empower teachers while teaching second-language learners.

## **515 Teaching Diverse Student Populations in U.S. Schools. (3).**

Examination of issues of diversity and multiculturalism in public schools. Focus on how diverse backgrounds and experiences of students and teachers impact classroom relations. Theoretical perspectives on individual, cultural, and institutional bias in education are examined. Practical strategies to address issues of diversity are explored.

## **516 Spanish for Educators. (3).**

A continuing development of vocabulary, structures, and speaking/reading/writing strategies essential to basic language use. Situation-based practice in asking and answering questions; identifying, comparing, and describing people and things; expressing feelings, wants, and needs; and discussing plans. Some practice in narration of present, past, and future events, and also in expressing opinions. Prerequisite: transcribed one year of Spanish.

## **520X Experiences with Exceptional Children and Youth. (3).**

Experience with exceptional children and youth, emphasizing assessment, diagnosis, prescription, curriculum materials, and teaching strategies. Meets CCTC special education requirements for Clear Credential and Teacher Induction Standards.

## **527X Health Education. (3).**

Promotes understanding of the many topics of health and wellness in today's society and their importance in the development of curriculum and teaching methods for sound classroom practices. Meets CCTC health education requirements for Clear Credential and Teacher Induction Standards.

## **528X Teaching Curriculum to All Students in California Schools. (4).**

Improves teachers' ability to reflect and apply California Standards for the Teaching Profession. Requires demonstration of knowledge and ability to teach state-adopted academic content standards and addressing students' differing performance levels. Prerequisite: involvement in a school district Teacher Induction Program.

## **531 Child Development. (3).**

Cognitive, social, and linguistic development of children from birth through adolescence. Various learning theories and their implication for the timing of instruction. Developmental implications for teaching the whole child. Equivalent to EDUG 331.

## **534 The Teaching of Reading: K-12. (3).**

Field and related course experiences address all levels in the public school. Principles of reading, reading-readiness factors, developmental reading, phonemic awareness, phonics instruction, reading in content areas, and remedial reading are included. Prerequisite: permission from the School of Education.

## **552 Teaching Seminar. (3).**

Culmination of the Teacher Credential Program. Consists of a series of topics designed to further develop candidates' professional preparation. Serves also as a summary of course and field experience. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district. Equivalent to EDUG 452. Prerequisite: permission from the School of Education.

## **553A Student Teaching I. (5).**

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for seven weeks, constituting a full-time job. Student teaching placements are arranged prior to student teaching by the Director of Field Experiences. Equivalent to EDUG 453A. Prerequisite: Permission from the School of Education. Corequisite: EDUG 552 Teaching Seminar.

# School of Education Course Descriptions

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## **553B Student Teaching II. (5).**

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for seven weeks, constituting a full-time job. Credit for both EDUC 553A and 553B precedes recommendation for a multiple or single subject credential. Student teaching placements are arranged prior to student teaching by the Director of Field Experiences. Equivalent to EDUG 453B. Prerequisite: Permission from the School of Education. Corequisite: must be taken with the second half of EDUC 552 Teaching Seminar.

## **554 Internship. (13).**

The Internship Program is an eighteen-week placement, supervised weekly in a public school classroom. Open for application to those who have earned a Bachelor's degree and have passed both the CBEST and the applicable CSET, MSAT, PRAXIS, SSAT or an approved waiver program. Prerequisite: permission from the School of Education. Corequisite: EDUC 552.

## **562 Educator's Workshop. (1-4).**

Designed to reflect curriculum trends and issues in education, while current and topical.

## **564 Methods for Multilingual, Multicultural Students. (3).**

Theories and methodologies of English development in the content areas for K-12 schools. Topics include the role of primary language, theories of ELD and SDAIE strategies, assessment, and program models. Student teachers discuss personal experiences in classroom management, education law, and development of a professional portfolio.

## **565 Fieldwork in Evaluation of Multilingual, Multicultural Education. (3).**

Theory and practice of effective first and second language assessment. Emphasis on California mandated instruments and guidelines for language assessment of students who are acquiring English. Authentic and alternative assessment methods and recommendations incorporated. Twelve hours of fieldwork are part of the course contract

hours. Prerequisites: EDUC 511 and a California teaching credential.

## **588X Integrating Technology and Learning in K-12 Classrooms. (3).**

Designed for current K-12 teachers to enhance their technology integration skills when designing curriculum and instruction; to increase productivity, communication, research, and learning in response to the differing needs of their diverse student population. Meets the CCTC Level II requirements for Professional Clear Credential and Teacher Induction Standards. Prerequisite: EDUC 589 or equivalence.

## **589 Technology for Educators. (3).**

Prepares K-12 teacher candidates to become critical users of technology and media to evaluate information, improve communication, analyze and solve problems, and to enhance student learning with knowledge of their students' learning styles, socio-economic background, culture, ethnicity, or geographic location. Meets the CCTC Level I requirement.

## **600 Reflective Educator. (3).**

This course serves as the introductory course for all education master's programs. Topics include foundations of education, adult growth and development, reflective teaching, trends and issues, changes in education, and portfolio development.

## **601 Interpersonal Relationships. (3).**

Examination of the principles involved in helping relationships. Emphasis on implications and applications of such concepts for people who work in various helping professions.

## **602 Pluralism in Education. (3).**

Examination of the relationship of ethnicity, gender, class, and culture on student success in classrooms, schools, and educational systems. Cultural proficiency provides a model for study and practice.

# School of Education Course Descriptions

## **603 Research and Evaluation. (3).**

Proposal development of a qualitative or quantitative research study or evaluation project. Includes a review of the literature problem definition, methodology, data analysis, and timeline planning. The use of data analysis in current school practice is emphasized.

## **605 Community College Today. (3).**

Introduction to contemporary issues concerning community colleges today. Emphasis will be on the academic areas as well as those facing student support services. Faculty and professional staff issues will also be addressed.

## **606 Topics in Higher Education. (3).**

Topics courses address questions, theories, and practice related to a special topic or area in higher education.

## **607 Higher Education in the United States: Contexts and Populations. (3).**

This graduate survey course examines five themes in American higher education: (a) history of higher education, (b) educational access, (c) student populations, (d) roles of educators, and (e) current context.

## **608 Evaluation and Assessment: Enhancing Program Effectiveness and Student Learning. (3).**

Emphasis on the evaluation of program efficiency, effectiveness, and impact as well as the assessment of learning in and out of classroom settings in higher education. The course intends to build the skills of planning, development, implementation, analysis, and communication of findings in projects related to evaluation and assessment.

## **614 Organization Theory and Management in Higher Education. (3).**

Emphasis on theoretical perspectives of organization theory and management with a focus on colleges and universities. Introduction to organization theory, organizational structure, governance, and cultures of higher education.

## **620 Experiences with Exceptional Children and Youth. (3).**

Experience with exceptional children and youth, emphasizing assessment, diagnosis, prescription, curriculum materials, and teaching strategies. Incorporates graduate level research and writing requirements. Meets CCTC special education requirements for Clear Credential and Teacher Induction Standards.

## **621 Instructional Strategies for Adult Learners. (3).**

Designed for individuals who are engaged in adult education or training. Exploration of adult learning development with the intent to develop strategies for self-direction, reflection, and transformation. Students gain practice in effective teaching and learning strategies and accessing resources through technology.

## **622 Trends and Issues in Adult Education. (3).**

Designed for individuals engaged in adult education or training. Investigates adult learning development, life-span learning, and issues in current adult education. The class selects topics of interest, such as distance learning, training, continuing education, and adult literacy.

## **623 Designing Curriculum for Adult Learners. (3).**

Designed for individuals engaged in adult education or training. Studies various models of adult education and training with attention to the variety of delivery modes. Students learn to access resources through electronic sources.

## **625 Democratic Classroom Management. (3).**

Examination of various approaches to classroom management designed to model democracy, promote equity, and maintain safe school environments.

## **627 Health Education. (3).**

Promotes understanding of the many topics of health and wellness in today's society and

# School of Education Course Descriptions

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their importance in the development of curriculum and teaching methods for sound classroom practices. Incorporates graduate level research and writing requirements. Meets CCTC health education requirements for Clear Credential and Teacher Induction Standards.

## **628 Teaching Curriculum to All Students in California Schools. (4).**

Improves teachers' ability to reflect and apply *California Standards for the Teaching Profession*. Requires demonstration of knowledge and ability to teach state-adopted academic content standards and addressing students' differing performance levels. Incorporates graduate level research and writing requirements. Prerequisite: involvement in a school district Teacher Induction Program.

## **637 Master's Seminar. (3).**

Culminating experience of the program. Opportunity to identify, explore, and study a problem area in depth and to communicate findings to the professional community. Prerequisite: permission from the School of Education.

## **651 Group Counseling and Consultation. (3).**

Introduction to the theory and practice of small-group work. Emphasis on the development of leadership skills.

## **653 Techniques of Counseling and Consultation. (3).**

Consideration of the theoretical foundations of counseling and consultation. Applications of basic consulting and counseling techniques in individual and group processes.

## **654 Information Services and Career Counseling. (3).**

Philosophy of and methods for identifying and providing information regarding education and careers.

## **655 Counseling Systems. (3).**

Designed for those planning to work in school settings, where often the need to have a solid theoretical understanding of the systematic approach to counseling is essential. Students

will learn to apply basic concepts from family or relational therapy to issues most often encountered in school. Prerequisites: EDUC 651, 653, and 659.

## **657A Practicum: Fieldwork in Counseling. (3).**

Introduction and explanation of fieldwork requirements in school counseling. Interactive laboratory experience to prepare students for fieldwork in K-12 settings. Guest lecturers specializing in systemic approaches in school counseling. Basic Empowerment Skills Training (B.E.S.T. Program) to co-facilitate alcohol and drug group counseling sessions.

## **657B Practicum: Fieldwork in Counseling. (1).**

Review and critique of fieldwork experience from a public or equivalent setting, under the joint supervision of an on-site supervisor and university faculty member which includes 8 three-hour group case conference sessions and preparation for Exit Oral Interview. Prerequisite: EDUC 657A.

## **659 Learning Theory and Student Assessment. (3).**

Emphasis on individual learning styles, learning processes, meeting educational objectives, and the design of tools for student evaluation. Discussion of the state-mandated testing program and interpretation of scores.

## **662 Educator's Workshop. (1-4).**

Designed to reflect curriculum trends and issues in education, while current and topical.

## **670 Program Administration and Management. (3).**

Emphasis on the theoretical perspectives of management and program design. Introduction to organizational theory and management, team learning in school environment, and curriculum programming. Application of work required in a program proposal including design, implementation, and evaluation strategies.



# School of Education Course Descriptions

## **671 Leadership. (3).**

Features individual leadership assessments, administrative styles, employee motivation, and leadership theory. Emphasis on school improvement, decision-making and planning skills, and the sociology of organizations.

## **673 School Finance. (3).**

Sound fiscal procedures and budgeting are introduced, including an examination of federal, state, and local educational financing. Resource management and setting budgetary priorities at the school site are studied.

## **674 School Politics and Law. (3).**

Federal and state laws, as well as court decisions and legal opinions, are presented and analyzed as they relate to educational policies and procedures. Contract law and laws dealing with school operations are highlighted. Exploration of the field of school governance and politics in relation to positive school climate and improvement.

## **675 Curriculum and Program Development. (3).**

Consideration of the philosophical and historical elements of curriculum, as well as emerging issues. Specific attention given to planning, developing, implementing, and evaluating programs. Additional topics include current research in teaching practices, special programs, and the process of change within a school.

## **676 School Personnel Management. (3).**

Examination of techniques and styles for selecting, supervising, and evaluating school personnel. Includes opportunities to observe and monitor staff performance and offers various professional in-service approaches. Employee relations, motivation, and negotiations included as students develop skills in personnel management.

## **678 Practicum: Fieldwork in Administration. (3).**

Designed to fulfill major fieldwork requirements. Consists of a semester's work in educational settings to enable the student to apply administrative skills learned throughout the

program. Students work under the joint supervision of an on-site supervisor designated by the school district and an approved faculty member in education.

## **679 Preliminary Administrative Internship Practicum. (1-3).**

Designed to provide support and guidance for candidates who have been hired by school districts on administrative internship credentials. Expectations are the same as EDUC 678. Enrollment required every term except when enrolled in EDUC 678. CN only.

## **680 Human Development Across the Life Span (3)**

Designed for school counselors to explore historical and contemporary perspectives on typical and atypical human growth, development, and learning styles. Utilizing a systemic approach, the course examines physical, emotional, mental, cultural, sexual and moral development throughout the life span. Prerequisite: current enrollment in the Counseling Program.

## **681 Foundations of Technology and Learning. (3).**

First in a four-course series, this is an introduction to instructional technology/learning through the study of current research/data. Standards-based instruction, assessment, accountability, IIUSP, and data analysis will be discussed using student/school site data (STAR, API, District Multiple Measures, CBEDS, etc).

## **682 Technology and Learning: From Research to Practice (Part I). (3).**

Second in a four-course series. Focus on the impact of technology on instruction and student achievement. Key issues: brain-based learning, instructional delivery models, learning modalities/multiple intelligence, problem-based vs. "drill and kill," assessment tools, and Internet. Prerequisite: EDUC 681.

## **683 Technology and Learning: From Research to Practice (Part II). (3).**

Third in a four-course series. Participants apply their understanding of technology and

# School of Education Course Descriptions

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instruction to make informed decisions about instructional hardware, software, and management. Existing technology and emerging technology will be addressed. Prerequisites: EDUC 681, 682.

## **684 Technology, Learning, and Planning for the Future. (3).**

Final course in the series. Focus on application of learning from the previous three courses. Students will analyze data gathered in the previous courses to develop and present a plan for the future use of technology for their learning community. Prerequisites: EDUC 681, 682, 683.

## **688 Integrating Technology and Learning in K-12 Classrooms. (3).**

Enhances current K-12 teachers' technology integration skills when designing curriculum and instruction; to increase productivity, communication, research, and learning in response to differing needs of diverse student populations. Incorporates graduate level research and writing requirements. Meets CCTC Level II requirements for Clear Credential and Teacher Induction Standards. Prerequisite: EDUC 589 or equivalent.

## **720 Professional Administrative Services Credential Assessment: Plan Development and Mentoring. (2).**

Required of all Professional Administrative Services Credential candidates. Working with a mentor, students must complete all assessment activities and develop and obtain approval of an induction plan addressing organizational and cultural environments, dynamics of strategic issues management, ethical and reflective leadership analysis and development of public policy, management of information systems, and human and fiscal resources. CN only.

## **722 Learning and Leadership. (3).**

Topics include instructional leadership, learning, and instructional research and theory; evaluation of teaching effectiveness, staff performance, and pupil achievement; staff development; site-based decision-making; and current trends and issues. CN only.

## **723 Communication in an Environment of Diversity. (3).**

Topics include effective interpersonal communication skills, effective oral and written presentation, cultural values and language diversity, demographics of the local community, the politics of language, restructuring, and coalition building. CN only.

## **724 Organizational Systems in Education. (3).**

Topics include theory and function of human organizations, schools as systems (political, social, cultural, economic), management of organizations for change, and leadership in organizational settings. CN only.

## **725 Resource Management in Schools. (3).**

Topics include sound practices in the management of fiscal, material, and human resources within a legal framework; district-level funding and budgeting; current problems affecting school financing; short- and long-term planning; appropriate assignment of personnel; and developing and implementing effective personnel policies. CN only.

## **726 Professional Administrative Services Credential Assessment: Exit. (2).**

Required of all Professional Administrative Services Credential candidates. Students must complete all parts of the induction plan, a self-assessment of expectations, and an exit assessment interview. The student's mentor and the program director must verify that the student met the plan expectations. CN only.

## **780 Special Studies. (2).**

Individually designed activity that might include approved professional development, research or evaluation problems, directed readings or tutorial, or an internship consistent with an approved professional development plan. CN only.

# The Faculty 2003–2004

(Dates indicate first year of full-time service.)

- J. Henry Acquaye**, Associate 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
- Jeremy Anderson**, Visiting Instructor of Philosophy, 2001; B.A., University of Redlands; M.A., University of California, Irvine
- William Anderson**, Lecturer in Business, 2001; B.Sc., University of Missouri; M.S., West Coast University
- Nephelie Andonyadis**, Associate Professor of Theatre, 2001; B.S., Cornell University; M.F.A., Yale University
- Ralph M. Angel**, Edith R. White Distinguished Professor of English and Creative Writing, 1981; B.A., University of Washington; M.F.A., University of California, Irvine
- Benjamin Aronson**, Assistant Professor of Biology, 1998; B.A., Williams College; Ph.D., Purdue University
- Arturo Arias**, Professor of Latin American Studies, 2000; B.A., M.A., Boston University; Ph.D., Ecole de Hautes en Sciences Sociales, Paris
- Sangeeta Arora**, Instructor of Business, 1995; B.Com., Sydenham College of Commerce and Economics; M.B.A., Northeast Louisiana University
- Graeme Auton**, Professor of Government, 1987; B.A., M.A., Ph.D., University of California, Santa Barbara
- Rasool Azari**, Associate Professor of Business, 1997; B.S., California State University, Sacramento; M.S., University of California, Los Angeles; M.B.A., D.Sc., George Washington University
- Julius Bailey**, Assistant Professor of Religious Studies, 2001; B.A., Occidental College; M.A., University of North Carolina at Chapel Hill
- Chris Beach**, Associate Professor of Theatre, 1993; B.F.A., Virginia Commonwealth University; M.F.A., University of California, Los Angeles
- Sawa Kurotani Becker**, Assistant Professor of Anthropology, 2000; B.A., Linfield College; M.A., University of Illinois, Chicago; Ph.D., University of Colorado, Boulder
- Janet L. Beery**, Professor of Mathematics, 1989; B.S., University of Puget Sound; M.A., Ph.D., Dartmouth College
- James Bentley**, Associate Professor of Mathematics, 2001; B.A., Pomona College; M.S., University of Washington; Ph.D., University of California, Riverside
- Wesley Bernardini**, Assistant Professor of Anthropology, 2003; B.A., University of Virginia; M.A., Ph.D., University of Arizona
- Lee S. Bertrand**, Lecturer in Business, 1999; B.S., M.B.A., Western Michigan University
- Greg Bills**, Associate Professor of English and Creative Writing, 1998; B.A., University of Utah; M.F.A., University of California, Irvine
- James R. Blauth**, Associate Professor of Biology, 1999; B.A., Dartmouth College; Ph.D., Cornell University
- Susan L. Blauth**, Assistant Professor of Biology, 1999; B.S., Ph.D., Cornell University
- Michael J. Bloxham**, Professor of Mathematics, 1982; B.A., M.A., Ph.D., Cambridge University
- Hector Brasil-Laurenzo**, Assistant Professor of Spanish, 2000; B.A., Brigham Young University; M.A., California State University, Los Angeles; M.A., University of California, Santa Barbara; Ph.D., The Ohio State University
- Francis T. Bright**, Associate Professor of French, 1993; B.A., University of Notre Dame; M.A., Ph.D., Cornell University
- Piers Britton**, Assistant Professor of Art History, 2002; B.A., Ph.D., University of Manchester
- Leslie Brody**, Associate Professor of English and Creative Writing, 1998; B.A., San Francisco State University; M.A., Ph.D., University of Connecticut

## The Faculty 2003–2004

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- Rebecca Brown**, Assistant Professor of Art History, 2003; B.A., Pomona College; M.A., Ph.D., University of Minnesota, Minneapolis
- John Brownfield**, Professor of Art, 1965; B.F.A., Illinois Wesleyan University; M.F.A., Art Institute of Chicago
- Elaine S. Brubacher**, Professor of Biology, 1980; B.A., Mount Holyoke College; Ph.D., University of Michigan
- William C.G. Burns**, Assistant Professor of Environmental Studies, 2003; B.S., Bradley University; Ph.D., Cardiff Law School, University of Wales
- Leslie J. Canterbury**, Associate Librarian, 1990; B.A., M.L.S., University of Arizona
- Nancy E. Carrick**, Professor of English, 1980; B.A., M.A., Ph.D., University of Arizona
- Rochelle Casolaro**, Lecturer of Business, 2001; B.S., Wilmington College; M.H.A., Chapman University
- Kimberly Cass**, Associate Professor of Business, 2001; B.A., Colorado State University; M.S., Ph.D., University of Arizona
- Joe Castino**, Associate Professor of Education, 1992; B.A., Colorado State University; M.A., San Diego State University; Ph.D., University of Pittsburgh
- Anne Cavender**, Assistant Professor of English and Asian Studies, 2000; B.A., Middlebury College; M.A., Ph.D., University of Washington
- Pani Chakrapani**, Professor of Computer Science, 1985; B.S., M.S., University of Madras, India
- Samuel Chambers**, Visiting Assistant Professor of Government, 2003; B.A., Pomona College; M.A., Vanderbilt University; Ph.D., University of Minnesota, Minneapolis
- Mussaddequddin Chowdhury**, Associate Professor of Economics, 1994; B.S., M.S., University of Dhaka; M.A., Ph.D., University of Southern California
- Susan Clayton**, Associate Librarian, 2003; B.A., University of California, Davis; M.L.S., University of Michigan, Ann Arbor
- Kimberley Coles**, Visiting Assistant Professor of Government, 2003; B.A., University of California, San Diego; M.A., The American University
- Kirsti Copeland**, Woodrow Wilson Postdoctoral Fellow in the Humanities, 2001; A.B., Princeton University; M.T.S., Harvard Divinity School
- Portia Cornell**, Senior Lecturer in Mathematics, 1987; B.A., University of Redlands; M.A., Claremont Graduate University
- Patricia K. Cornez**, Lecturer in Computer Science, 1999; B.S., University of New Mexico; M.A., California State University, San Bernardino
- Richard N. Cornez**, Professor of Mathematics, 1988; B.S., Case Western Reserve University; M.S., Ph.D., University of New Mexico
- Laura Cowen**, Visiting Lecturer in Communicative Disorders, 2000; B.A., M.S., University of Redlands
- Aaron J. Cox**, Professor of Physics, 1970; B.S., M.S., University of New Mexico; Ph.D., University of Arizona
- Emily Culpepper**, Professor of Women's Studies and Religious Studies and Director of Women's Studies Program, 1989; B.A., Emory University; M.Div., Th.D., Harvard University
- Robert Denham**, Assistant Professor of Education, 2000; B.A., M.A.T., University of Redlands; Ph.D., Claremont Graduate University
- Karen Derris**, Assistant Professor of Religious Studies, 2003; A.B., Brown University; M.T.S., Harvard Divinity School; Ph.D., Harvard University
- Alan DeWeerd**, Assistant Professor of Physics, 1998; B.S., University of California, Irvine; M.S., Ph.D., University of Wisconsin, Madison
- Elizabeth Doolittle**, Lecturer in Mathematics and Computer Science, 2001; B.S., California Lutheran University; M.S., University of Arizona

## The Faculty 2003–2004

- James Ducey**, Associate Professor of Physical Education, Head Women's Basketball Coach, Director of Men's and Women's Tennis, 1991; B.S., University of Redlands; M.S., Claremont Graduate University
- William Dwyer**, Assistant Professor of Education, 2002; M.Ed., M.S., University of Illinois, Urbana-Champaign; Ed.D., University of Florida, Gainesville
- Hamid Ekbia**, Assistant Professor of Computer Science, 2003; B.Sc., Abadan Institute of Technology; M.Sc., University of California, Los Angeles; Ph.D., Indiana University
- Robert Y. Eng**, Professor of History, 1980; B.A., Pomona College; M.A., Ph.D., University of California, Berkeley
- Kim Leilani Evans**, Assistant Professor of English, 2002; B.A., Fairhaven College; Ph.D., State University of New York at Buffalo
- 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
- Pavel Farkas**, Artist Professor of Music, 1994; Bratislava Conservatory and Academy of Music
- Rafat Fazeli**, Associate Professor of Economics, 1989; B.S., Tehran University; M.A., Ph.D., New School for Social Research
- Lawrence Finsen**, Professor of Philosophy, 1979; B.A., Lake Forest College; Ph.D., State University of New York at Buffalo
- Margaret Foley**, Assistant Professor of History, 2002; B.A., University of Missouri, Columbia; M.A., Ph.D., University of Michigan, Ann Arbor
- Caryl A. Forristall**, Associate Professor of Biology, 1994; B.S., Newton College; Ph.D., University of California, Berkeley
- Allison Fraiberg**, Associate Professor of Business, 1996; B.A., McGill University; M.A., Tulane University; Ph.D., University of Washington
- Carol Ann Franklin**, Professor of Education, 1976; B.S., Indiana University; M.A., Western Michigan University; Ed.D., Indiana University
- Lorenzo Garbo**, Associate Professor of Economics, 1996; Laurea in Economics, University of Venice; M.A., M.Phil., Ph.D., Columbia University
- Deon Garcia**, Lecturer in Mathematics, 2003; B.S., M.S., University of California, Riverside
- Patricia Geary**, Associate Professor of English and Creative Writing, 1987; B.A., Vassar College; M.F.A., University of California, Irvine
- Zacharitsa Giannopoulou**, Assistant Professor of Philosophy, 2002; B.A., University of Athens; M.A., Ph.D., University of Illinois, Urbana-Champaign
- Eliza Rodriguez-Gibson**, Assistant Professor of English, 2002; B.A., University of California, Los Angeles; M.A., Ph.D., Cornell University
- Valerie Gilman**, Assistant Professor of Art, 1999; B.A., Earlham College; M.F.A., The School of the Art Institute of Chicago
- John Glover**, Assistant 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
- Olga González**, Professor of Spanish, 1969; D.L., University of Havana; M.A., Ph.D., University of California, Riverside
- Frances Grace**, Associate Professor of Religious Studies, 1999; B.A., B.S., Harding University; M.A., University of Texas, Austin; M.Div., Austin Presbyterian Theological Seminary; Th.M, Ph.D., Princeton Theological Seminary
- Gerald M. Groshek**, Associate Professor of Business, 1999; B.A., Valparaiso University; M.A, Ph.D., University of Denver
- Thomas F. Gross**, Professor of Psychology, 1980; B.A., University of California, Berkeley; M.A., California State University, Fresno; Ph.D., University of Maine

## The Faculty 2003–2004

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- Elizabeth Haley**, Assistant Professor of Business Administration and Accounting, 2002; B.S., Arizona State University; M.A., Ph.D., Rice University
- Preston Hampton**, Associate Professor of Education, 2003; B.A., University of California, Berkeley; M.A., Azusa Pacific University; Ed.D., University of Southern California
- Kelly Hankin**, Assistant Professor of Film, Johnston Center for Integrative Studies, 2002; B.A., San Diego State University; M.A., Ph.D., University of Rochester
- Lamont C. Hempel**, Professor of Environmental Studies, 1999; B.A., University of Minnesota, Minneapolis; M.A., Ph.D., Claremont Graduate University
- Veronica Herrera**, Lecturer in Spanish, 2000; Professor of State, Catholic University, Santiago, Chile
- Katherine Hickey**, Associate Professor of Music, 2003; B.A., California State University, Los Angeles; M.A., California State University, Long Beach; D.M.A., University of Southern California
- S. Eric Hill**, Assistant Professor of Physics, 2001; B.A., Carleton College
- Paula Horner**, Assistant Professor of Communicative Disorders, 2001; B.A., M.S., Minot State University; Ph.D. Ohio State University
- Kristin Houser**, Lecturer in Business, 2002; B.A., Indiana University; M.A., University of Florida, Gainesville; M.B.A., University of California, Berkeley
- Robert C. Howlett**, Lecturer in Business, 2000; B.A., Occidental College; M.B.A., Pepperdine University
- William B. Huntley**, Will C. and Effie M. Crawford Professor of Religion, 1974; B.A., Duke University; B.D., Yale University; Ph.D., Duke University
- Claudia Ingram**, Associate Professor of English and Director of Composition, 1997; B.A., St. John's College; J.D., University of California, Berkeley; M.A., Ph.D., University of Oregon
- Doreen Isenberg**, Professor of Economics, 2003; A.B., San Diego State University; M.A., Ph.D., University of California, Riverside
- Robert J. Jackson**, Fletcher Jones Professor of American Politics, 1997; B.A., M.A., University of Western Ontario; Ph.D., Oxford University
- Angela Jelliffe**, Assistant Professor of Music, 2001; B.A., University of Redlands; M.A., California State University, Los Angeles; Ph.D., University of California, Los Angeles
- Kathie Jenni**, Professor of Philosophy, 1988; B.A., University of Montana; M.A., Ph.D., University of California, Irvine
- Xinyan Jiang**, Assistant Professor of Philosophy, 2000; B.A., M.A., Peking University; M.A., Ph.D., University of Cincinnati
- Mahmoud A. Kaboudan**, Associate Professor of Business, 2001; B.S., Cairo University, M.A., Ph.D., West Virginia University; M.B.A., Marshall University
- Yukiko Kawahara**, Associate Professor of Asian Studies, 1999; B.A., Hiroshima Jogakuin College; M.A., Ph.D., University of Arizona
- James H. Keays**, Professor of Music, 1972; B.S., University of Redlands; B.M., M.M., D.M.A., University of Illinois
- Curtis Keedy**, Visiting Professor of Chemistry, 2002; B.A., Occidental College; Ph.D., University of Wisconsin
- Jennifer D. Keene**, Associate Professor of History, 1996; B.A., M.A., The George Washington University; Ph.D., Carnegie Mellon University
- Karen Kemp**, Associate Professor of Environmental Studies, 2000; B.Sc., University of Calgary; M.A., University of Victoria; Ph.D., University of California, Santa Barbara
- William Kennedy**, Associate Librarian, 1980; B.A., University of Redlands, M.S.L.S., University of Southern California
- Daniel Kiefer**, Associate Professor of English, 1991; B.A., Boston University; M.A., Ph.D., Yale University

## The Faculty 2003–2004

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- Allen Killpatrick**, Professor of Mathematics, 1969; A.B., Millikin University; Ph.D., Brigham Young University
- Angelynn King**, Associate Librarian, 1996; B.A., University of Virginia; M.L.S., Catholic University of America
- Heather King**, Assistant Professor of English, 2000; B.A., Boston University; M.A., Ph.D., University of Wisconsin-Madison
- Alexander Koonce**, Professor of Mathematics, 1993; B.A., Dartmouth College; Ph.D., Stanford University
- Timothy P. Krantz**, Associate Professor of Environmental Studies, 1997; B.A., University of Redlands; M.A., Stanford University; Ph.D., University of California, Berkeley
- Jose Lalas**, Professor of Education, 2003; B.S., University of the Philippines; M.Ed., Ed.S., Seattle Pacific University; Ph.D., University of Washington
- Barbara McEwan Landau**, Associate Professor of Education, 1999; B. of Ed., University of Toledo; Ed.D., Oregon State University
- Sharon D. Lang**, Associate Professor of Sociology and Anthropology, 1997; B.A., Boston University; M.A., Ph.D., Harvard University
- Victoria A. Lewis**, Assistant Professor of Theatre, 2000; B.A., Dunbarton College; M.A., Columbia University Teachers College; Ph.D., University of California, Los Angeles
- Qingfeng Liu**, Assistant Professor of Business, 2001; Bachelor of Economics, Shenzhen University; M.B.A., University of Kansas
- Amalia Llombart**, Assistant Professor of Spanish, 2003; B.A., University of Barcelona
- Louanne Fuchs Long**, Professor of Music, 1962; B.M., Oberlin College Conservatory of Music; M.M., Northwestern University
- Teresa Longin**, Assistant Professor of Chemistry, 1998; B.S., Ithaca College; Ph.D., California Institute of Technology
- Denise M. MacNeil**, Visiting Assistant Professor of Business, 2002; B.A., Evergreen State College; M.A., M.F.A., Chapman University; Ph.D., Claremont Graduate University
- Diane Macunovich**, Professor of Economics, 2003; B.Sc., Massachusetts Institute of Technology; M.A., Ph.D., University of Southern California
- Joseph Magedanz**, Assistant Professor of German, 2000; B.A., Yankton College; M.A., Ph.D., University of Nebraska-Lincoln
- James R. Malcolm**, Professor of Biology, 1981; B.A., Oxford University; Ph.D., Harvard University
- Joy Manesiotis**, Associate Professor of English and Creative Writing, 1989; B.F.A., Virginia Commonwealth University; M.F.A., Warren Wilson College
- Robert Marsel**, Professor of Business and Law, Business Administration and Accounting 2002; B.A., City College of New York; J.D., University of California, Berkeley
- Charmaine Martinez**, Assistant Professor of Art, 2003; B.F.A., University of Notre Dame
- Michael C. Maynard**, Professor of Physical Education and Head Football Coach, 1988; B.S., Illinois Wesleyan University; M.S., United States Sports Academy
- Donald W. McCormick**, Associate Professor of Business, 1999; B.A., University of California, Santa Cruz; Ph.D., Case Western Reserve University
- VernaLynn McDonald**, Assistant Professor of Education, 2003; B.A., University of Alberta; M.A., Ed.D., United States International University
- William E. McDonald**, Professor of English and Virginia C. Hunsaker Distinguished Teaching Chair, 1969; B.A., Colgate University; M.A., Ph.D., Claremont Graduate University
- Penny McElroy**, Professor of Art, 1986; B.A., Alma College; M.F.A., University of Wisconsin, Madison

## The Faculty 2003–2004

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- Blodwyn McIntyre**, Assistant Professor of Environmental Studies, 2001; B.A., Colorado College; M.F., Duke University; Ph.D., University of Virginia
- Paul McQuesten**, Assistant Professor of Computer Science, 2002; B.S., St. Edward's University; M.S., Ph.D., University of Texas, Austin
- Marjo Mitsutomi**, Assistant Professor of Education, 1998; B.A., Anderson University; Ph.D., Ball State University
- Sandra Moats**, Visiting Assistant Professor of History, 2002; B.A., M.A., Smith College; Ph.D., University of California, Los Angeles
- Wali I. Mondal**, Associate Professor of Business, 2000; B.A., M.A., Rajshahi University; M.A., Boston University; Ph.D., Ohio State University
- Edilberto Montemayor**, Associate Professor of Business, 2003 B.S., Monterrey Tech, Mexico; Ph.D., University of Minnesota
- Ronald D. Morgan**, Clinical Professor of Education, 1999; B.S., M.S., Loma Linda University; Ed.D., La Sierra University
- Steven Morics**, Associate Professor of Mathematics, 1995; B.A., St. Olaf College; M.S., Ph.D., University of Virginia
- Barbara J. Morris**, Associate Professor of Government, 1996; B.A., San Diego State University; M.A., C. Phil., Ph.D., University of California, Santa Barbara
- Judith A. Morrison**, Professor of Communicative Disorders, 1981; B.A., Washington State University; M.S., University of Washington
- Daniel Murphy**, Professor of Music, 1993; B.M., Hartt School of Music; M.M., University of Rhode Island; D.M., University of Colorado
- Barbara Murray**, Associate Professor of Chemistry, 1993; B.A., M.A., M.S., Stephen F. Austin State University; Ph.D., University of Illinois, Urbana
- Anna Marie Napoli**, Associate Professor of Psychology, 1969; B.A., Queens College; M.S., Ph.D., Tulane University
- Jeanne M. Neil**, Visiting Lecturer in Business Administration and Accounting, 1999; B.A., M.B.A., California State University, San Bernardino
- Michael Ng-Quinn**, Professor of Government, 1985; B.A., University of Chicago; Ph.D., Harvard University
- Christopher J. Niggle**, Professor of Economics, 1983; B.A., Arizona State University; M.A., New School for Social Research; Ph.D., University of California, Riverside
- Tyler E. Nordgren**, Assistant Professor of Physics, 2001; B.A., Reed College; M.S., Ph.D., Cornell University
- Kathy J. Ogren**, Professor of History and Director of Johnston Center for Integrative Studies, 1985; B.A., Scripps College; M.A., Ph.D., The Johns Hopkins University
- Lisa Olson**, Instructor in Biology, 2003; B.S., Baylor University
- Kevin O'Neill**, Professor of Philosophy, 1969; A.B., Georgetown University; M.A., Ph.D., Yale University
- Keith Osajima**, Associate Professor of Education and Director of Race and Ethnic Studies, 1995; B.A., M.A., Ph.D., University of California, Berkeley
- Jack Osborn**, Hunsaker Endowed Chair of Management, Professor of Business Administration and Accounting, 2001; LL.B., University of Edinburgh; LL.B., Christ's College of Cambridge University
- Roberto Pedace**, Assistant Professor of Economics, 2001; B.A., California State University, San Bernardino; Ph.D., University of California, Riverside
- Lucretia Peebles**, Associate Professor of Education, 2003; B.A., Pitzer College; M.A., Ph.D., Claremont Graduate University
- Monica Perry**, Associate Professor of Business, 2003; B.S., College of William & Mary; M.B.A., The Pennsylvania State University, University Park; Ph.D., University of Maryland, College Park



## The Faculty 2003–2004

**Barbara Pflanz**, Professor of German, 1964; B.A., University of Pennsylvania; M.A., University of Washington; Diploma, Staatliche Hochschule für Musik, Berlin; D.M.A., University of Southern California

**James B. Pick**, Professor of Business, 1991; B.A., Northwestern University; M.S.Ed., Northern Illinois University; Ph.D., University of California, Irvine

**Marcela Pierola**, Lecturer in Spanish, 2000; B.A., M.A., California State University, Los Angeles

**Rosalba Pimental**, Lecturer in Spanish, 2002; B.A., M.A., San Diego State University

**Laura Polich**, Assistant Professor of Communicative Disorders, 1999; B.A., M.S., University of Washington, Seattle; M.S. Eastern Washington University; Ph.D., University of Texas, Austin

**Fredric E. Rabinowitz**, Professor of Psychology, 1984; B.A., Ithaca College; M.A., Loyola College; Ph.D., University of Missouri, Columbia

**Hindupur Ramakrishna**, Associate Professor of Business, 2003; B.E., Bangalore University; Ph.D., Georgia State University

**Julie Ann Rathbun**, Assistant Professor of Physics, 2001; B.S., State University of New York at Buffalo; M.S., Ph.D., Cornell University

**Phillip R. Rehfeldt**, Professor of Music, 1969; B.M., University of Arizona; M.M., Mt. St. Mary's College; D.M.A., University of Michigan

**Cheryl A. Rickabaugh**, Professor of Psychology, 1988; B.A., California State University, Los Angeles; M.A., Ph.D., University of California, Riverside

**Jeffrey H. Rickard**, Associate Professor of Music and Director of University Choir, 1970; B.M., M.M., University of Redlands

**Larry Rider**, Professor of Communicative Disorders, 1973; B.S., Winona State College; M.S., Colorado State University; Ph.D., University of Wisconsin, Madison

**G. Keith Roberts**, Visiting Assistant Professor of Business, 2001; B.B.A., J.D., University of Oklahoma; LL.M., George Washington University

**Justin Saldana**, Assistant Professor of Education, 1999; B.A., California State University, Sacramento; M.A., National University; Ph.D. Universidad Nacional Autonoma de Aguascalientes

**Catherine Salmon**, Assistant Professor of Psychology, 2003; B.Sc., Ph.D., McMaster University

**James A. Sandos**, Professor of History and Farquhar Professor of the American Southwest, 1981; B.A., M.A., California State University, Fresno; Ph.D., University of California, Berkeley

**Jeffrey Schieberl**, Visiting Assistant Professor of Business, 2001; B.A., University of Southern California; M.B.A., Pepperdine University; J.D., Southwestern University School of Law

**Marco Schindelmann**, Visiting Instructor in Music, 2003; B.A., California State University, Fullerton

**Sara Schoonmaker**, Associate Professor of Sociology, 1995; B.A., Earlham College; Ph.D., Boston College

**David P. Schrum**, Assistant Professor of Chemistry, 1999; B.S., University of Wisconsin, Stevens Point; Ph.D., Purdue University

**W. Hubbard Segur**, Professor of Business, 1989; B.S., Trinity College; M.A., Bowdoin College; M.S., Ph.D., University of California, Davis

**Julia Ferré Shuler**, Associate Professor of Communicative Disorders and Clinical Supervisor, 1994; B.A., University of Redlands; M.S. University of Washington, Seattle

**Francisco Silva**, Associate Professor of Psychology, 1996; B.A., M.A., Ph.D., University of Manitoba

**Linda Silveira**, Associate Professor of Biology, 1993; B.S., Cornell University; Ph.D., University of California, Berkeley

**Alisa Slaughter**, Lecturer in English, 2000; M.A., University of Arizona; M.F.A., Warren Wilson College

**Danièle Chatelain Slusser**, Professor of French, 1990; Licence, M.A., Université de Strasbourg; M.A., Ph.D., University of California, Riverside

## The Faculty 2003–2004

---

- Eddie R. Smith**, Professor of Music, 1991; B.M.E., Florida State University; M.A., University of South Florida; Ph.D., Florida State University
- Gary H. Smith**, Professor of Physical Education and Head Men's Basketball Coach, 1971; B.A., M.S., University of Redlands
- Jeffery Smith**, Assistant Professor of Business, 2003; B.A., M.A., Ph.D., University of Minnesota, Minneapolis
- Lowell Kent Smith**, Professor of Biology, 1967; B.A., Knox College; Ph.D., Stanford University
- Suzette Soboti**, Assistant Professor of Athletics and Physical Education, 1998; B.A., Skidmore College; M.A., Montclair State University
- Margaret Solomon**, Assistant Professor of Education, 2003; B.A., Spicer Memorial College; M.Ed., Andrews University; Ph.D., Michigan State University, East Lansing
- Susan Sordon**, Professor of Communicative Disorders, 1970; B.S., Miami University, Ohio; M.A., Ph.D., Northwestern University
- David P. Soulsby**, Assistant Professor of Chemistry, 2001; B.Sc., Lancaster University; Ph.D., University of Colorado, Boulder
- William Southworth**, Professor of Speech and Debate Coach, 1972; B.A., San Fernando Valley State College; M.A., University of California, Los Angeles
- James C. Spee**, Associate Professor of Business, 1995; B.S., University of Washington; M.B.A., Ph.D., Claremont Graduate University
- James V. Spickard**, Professor of Sociology, 1989; B.A., Stanford University; M.A., New School for Social Research; Ph.D., Graduate Theological Union
- Vernon Stauble**, Visiting Assistant Professor of Business Administration and Accounting, 2000; B.A., California State University, San Bernardino; M.B.A., University of California, Riverside; Ph.D., Claremont Graduate University
- Robert Lee Stuart**, Professor of English, 1969; B.A., Stanford University; Th.M., School of Theology at Claremont; M.A., Ph.D., Stanford University
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- Jean Swanson**, Librarian, 1987; B.A., Syracuse University; M.L.S., Rutgers University
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- Melissa Tosh**, Associate Professor of Music, 1999; B.M., M.A., California State University, Sacramento; D.M.A., University of Oregon
- Judith A. Tschann**, Professor of English, 1978; B.A., University of Minnesota; M.A., Ph.D., State University of New York at Stony Brook
- Ivonne C. Vailakis**, Professor of Spanish, 1991; B.A., M.A., San Diego State University; Ph.D., University of California, Irvine
- Maria Eva Valle**, Assistant Professor of Race and Ethnic Studies, 2003; B.A., C.Phil., Ph.D., University of California, San Diego
- Debra Van Engelen**, Associate Professor of Chemistry, 2003; B.A., Washington University, St. Louis; Ph.D., Oregon State University, Corvallis
- Tamara B. Veenstra**, Associate Professor of Mathematics, 2001; B.S., University of North Carolina, Chapel Hill; A.M., Ph.D., Dartmouth College
- Daniel B. Wacks**, Professor of Chemistry, 1991; B.A., Northwestern University; Ph.D., University of California, Berkeley
- Christopher N. Walker**, Professor of Communicative Disorders, 1978; B.A., California Lutheran College; M.A., California State University, Northridge; Ph.D., University of Iowa
- Patricia L. Wasielewski**, Professor of Sociology and Women's Studies, 1982; B.S., Northern Arizona University; M.A., Ph.D., Washington State University

**Stephen I. Welborn**, Professor of Accounting, 1982; B.S., M.P.A., Mississippi State University; C.P.A., New York

**Kimberly Welch**, Assistant Professor of Latin American Studies, 2000; B.A., Rutgers University; M.A., University of Minnesota; Ph.D., University of California, San Diego

**Lin Wen**, Instructor in Business Administration and Accounting, 2003; B.S., Tianjin University; M.B.A., Nankai University

**Christy Whiddon**, Assistant Professor of Chemistry, 2003; B.S., Liberty University; M.A., University of California, Santa Barbara

**Judith White**, Assistant Professor of Business, 2003; B.A., M.S., San Francisco State University; M.A., Stanford University; Ph.D., Case Western Reserve University

**Thomas T. Whittemore**, Associate Professor of Physical Education and Aquatics Coach, 1989; B.A., Claremont-McKenna College; M.A., Claremont Graduate University

**Cynthia Wineinger**, Professor of Communicative Disorders, 1990; B.S., Northwestern University; M.S., University of Redlands

**Edward Wingenbach**, Associate Professor of Government, 2000; B.A., Lake Forest College; Ph.D., University of Notre Dame

**Mara B. Winick**, Professor of Business Administration, 1991; B.A., Trinity University; M.B.A., University of Texas, San Antonio; Ph.D., Texas A&M University

**Tekle M. Woldemikael**, Associate Professor of Sociology and Anthropology, 1994; B.A., Addis Ababa University; M.A., Ph.D., Northwestern University

**Steven Wuhs**, Assistant Professor of Government, 2003; B.A., Macalester College; M.A., Ph.D., University of North Carolina, Chapel Hill

**Dwight Zinn**, Lecturer in Business, 2002; B.S., University of Southern California; M.B.A., University of California, Los Angeles

# Faculty Emeriti

---

(Dates indicate years of service.)

- Eugene E. Dawson**, President Emeritus of the University of Redlands, 1970–1978
- A. Keith Barnes**, Emeritus Hunsaker Professor of Management, 1984–1997
- Wayne R. Bohrnstedt**, Professor Emeritus of Music, 1953–1993
- Douglas Bowman**, Professor Emeritus of Religion, 1969–1997
- Frederick S. Bromberger**, Professor Emeritus of English, 1948–1984
- Richard F. Carlson**, Professor Emeritus of Physics, 1967–2001
- Margaret Clark**, Associate Professor Emerita of Art, 1948–1970
- Eileen Cotter**, Associate Professor Emerita of English, 1969–1978
- Alice B. Crabtree**, Librarian Emerita, 1959–1977
- Frances Crenshaw**, Acquisition Librarian Emerita, 1953–1968
- Maurice J. Durall**, Professor Emeritus of Communicative Disorders, 1967–1999
- Douglas G. Eadie**, Emeritus Will C. and Effie M. Crawford Professor of Religion, 1947–1981
- John L. Golz**, Professor Emeritus of Music, 1953–1981
- Frank L. Greenway, Jr.**, Professor Emeritus of Economics and Business Administration, 1946–1980
- Wilbur S. Gregory**, Professor Emeritus of Psychology, 1947–1974
- Marcia L. Halvorsen**, Professor Emerita of Economics, 1975–1996
- Lawrence Harvill**, Professor Emeritus of Engineering and Applied Mathematics, 1964–1998
- James D. Hester**, Emeritus Will C. and Effie M. Crawford Professor of Religion, 1967–1998
- J. Leland Hollenberg**, Professor Emeritus of English, 1959–2001
- Robert Hudspeth**, Professor Emeritus of English, 1987–2002
- Howard S. Hurlbut**, Professor Emeritus of English/Russian Studies, 1963–2001
- Jerome H. Johnson**, Professor Emeritus of Engineering, 1958–1977
- James R. Jorgenson**, Professor Emeritus of Music, 1957–1988
- Harold D. Kirchner**, Professor Emeritus of Business Administration, 1954–1983
- William J. Klausner**, Professor Emeritus of Sociology, 1948–1979
- Donald C. Kleckner**, Dean Emeritus of Alfred North Whitehead College, 1978–1985
- Paul Little**, Professor Emeritus of Theatre Arts, 1970–1986
- H. Peter Madler**, Professor Emeritus of European Studies and Resident Director of Salzburg Program, 1963–1965, 1969–1999
- Héctor P. Márquez**, Professor Emeritus of Spanish, 1979–1999
- Irene Mathews**, Librarian Emerita, 1970–1987
- Josette Melzer**, Professor Emerita of French, 1969–1993
- Leon F. Moburg**, Professor Emeritus of Art, 1958–1992
- Eugene Ouellette**, Professor Emeritus of Communicative Disorders, 1964–1997
- Yasuyuki Owada**, Professor Emeritus of Anthropology and Director of Johnston Center for Integrative Studies, 1969–1999
- Lester H. Phillips**, Professor Emeritus of Political Science, 1947–1976
- Alexandra Pierce**, Professor Emerita of Music, 1968–2001
- Rebecca Rio-Jelliffe**, Professor Emeritus of English, 1958–1996
- Julian L. Roberts**, Professor Emeritus of Chemistry, 1961–1999
- C. Alton Robertson**, Associate Professor Emeritus of Liberal Studies, 1982–1999
- Judson Sanderson, Jr.**, Professor Emeritus of Mathematics, 1956–1988
- Mary E. Scherer**, Professor Emerita of Mathematics, 1985–2001
- Betti Sherman**, Professor Emerita of Physical Education, 1958–1981
- Paul L. Taylor**, Professor Emeritus of Physical Education, 1959–1983
- Iola T. Threatt**, Professor Emerita of Education, 1964–1982
- Alvis Lee Tinnin**, Professor Emeritus of French, 1969–1990
- J. Kenneth Trolan**, Professor Emeritus of Physics, 1964–1981

**Dora Van Vranken**, Professor Emeritus  
of German, 1965–1999

**Drage H. Watson**, Professor Emeritus  
of Education, 1973–1997

**Glenn E. Whitlock**, Professor Emeritus  
of Psychology, 1969–1982

**Edward K. Williams**, Professor Emeritus  
of Liberal Studies, Alfred North  
Whitehead College, 1969–1989

**Donald F. Winter**, Professor Emeritus  
of Physics, 1986–1997

**Harold Wright Woodrow**, Professor  
Emeritus of Chemistry, 1930–1962

# Adjunct Faculty 2003–2004

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University of California, Los Angeles

### Business Administration and Accounting

**Russell Beirich**, M.B.A., University of  
California; CPA

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**Curt Westbrook**, Ph.D., University of  
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University, San Bernardino

### Music

**Sara Andon**, Flute; M.M., Yale School of  
Music

**Carolyn Beck**, Bassoon; D.M.A.,  
Manhattan School of Music

**Da'Venché Burks**, Dance

**Francisco Castillo**, Oboe; M.M.,  
University of Southern California

**Kyle Champion**, Cello; M.M., University  
of Southern California

**Mary Dropkin**, Harp; B.M., University of  
Southern California

**Timothy Emmons**, Electric Bass; B.A.,  
University of California, Santa Barbara

**Fred Greene**, Tuba; M.M., University of  
Southern California

**David Griswold**, Piano; B.M., University  
of Redlands; M.M., Mannes College

**Nancy Helms**, Dance

**Mark Pratt**, Guitar; M.M., University of  
Southern California

**Angelica Prodan**, Piano; D.M.A.,  
University of Southern California

**Patricia Shanahan-Gee**, Voice; M.M.,  
University of Redlands

**Marco Schindelmann**, Voice; B.A.,  
California State University, Fullerton

**David Scott**, Trumpet; D.M.A., University  
of Southern California

**Phillip M. Keen**, Trombone; M.M.,  
University of Michigan

**William Schlitt**, Percussion; B.A.,  
California State Polytechnic University,  
Pomona

**Barbara Dixon Stewart**, Accompanying  
Coordinator; M.M., University of  
Redlands

**W. Scott Vance**, Recording/Audio  
Engineering; M.M., University of  
Redlands

**Kenton Youngstrom**, Jazz Guitar; M.M.,  
University of Southern California

## SCHOOL OF EDUCATION

**John Anderson**; B.A., Stanford University;  
M.A., University of California, Los  
Angeles

**Giovanni Annous**; B.S., California State  
University, Long Beach; M.A., Chapman  
University; M.S., National University

**Jiane Annous**; B.A., Lebanese University;  
M.S., National University

**Gene E. Bennett**; B.S., M.A., University of  
Redlands

**David L. Caminiti**; B.A., M.A., University  
of Redlands

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State University, Fullerton

**Sallye Clifford**; B.A., Mount St. Mary's  
College, M.S., California State University,  
Fullerton

**Ann L. Davis-Shultz**; B.A., University of  
California, Riverside; M.A., California  
State University, San Bernardino

## Adjunct Faculty 2003–2004

---

**Denise Gideon;** B.A., California State Polytechnic University, Pomona; M.A., Claremont Graduate University

**Cheryl Graybill;** B.S., University of Redlands; M.S., Chapman University

**Christopher Hunt;** B.A., Whittier College; M.A.ED., California State University, Los Angeles

**Kathi Jensen;** B.A., Chapman College; M.A., University of San Diego

**Paul Jessup;** B.A., M.A., University of Redlands

**Cheryl Jordan;** B.A., M.A., California State University, San Bernardino

**Roberta Martel;** B.S., Russell Sage College; M.S., University of La Verne

**Joan Meier;** B.A., California State University, San Bernardino; M.A., University of Redlands

**Chuck Mendoza;** B.S., University of California, Riverside; M.A., Azusa Pacific University; Ed.S., Point Loma Nazarene College; Ed.D., Northern Arizona University

**Phil Mirci;** B.A., M.A., California State University, San Bernardino; M.A., University of Redlands; M.A., St. Patrick's Menlo Park; Ph.D., Claremont Graduate University

**Nancy Norton;** B.A., M.A., University of Redlands

**Barry R. Pulliam;** B.A., M.A., University of Redlands; Ed.D., University of La Verne

**Jo-Ann Ratcliff;** B.A., Immaculate Heart College; M.S., University of California, Los Angeles; Ph.D., University of Southern California

**Michelle Richardson;** B.A., Whittier College; M.S., California State University, Fullerton

**Paul Shirk;** B.A.E., Arizona State University; M.A., University of California, Los Angeles; Ed.D., University of Southern California

**Vicki Slater;** B.A., California State Polytechnic University, Pomona; M.A., University of La Verne

**Andrea Street;** B.A., M.A., California State University, San Bernardino

**Barbara Switzer;** B.A., M.Ed., University of Arizona

**Lorraine Thompson;** B.A., Pacific Union College; Ed.S, M.A., Loma Linda University, La Sierra

**Catherine Walker;** B.S., M.A., California State University, San Bernardino

**Drage H. Watson,** B.A., Michigan State College; M.A., Michigan State University; Ed.D., University of New Mexico

**Doug Wells;** B.S., Walla Walla College; M.A., University of Redlands

# Administrators

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M.A., Ph.D., Michigan State University

## ACADEMIC AFFAIRS

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University of Arizona

## College of Arts and Sciences

**Lawrence E. Finsen**, Interim Dean of the  
College of Arts and Sciences; B.A., Lake  
Forest College; Ph.D., State University of  
New York at Buffalo

**Daniel Wacks**, Associate Dean of the  
College of Arts and Sciences; B.A.,  
Northwestern University; Ph.D.,  
University of California, Berkeley

**H. Ben Dillow**, Dean of Special College  
Programs; B.A., Parsons College; M.A.,  
Northwestern University

**Director of the School of Music**;  
Appointment Pending

**Barbara Murray**, Director of the Center  
for Science and Mathematics; B.A., M.A.,  
M.S., Stephen F. Austin State University;  
Ph.D., University of Illinois, Urbana

**Kathy J. Ogren**, Director of Johnston  
Center for Integrative Studies; B.A.,  
Scripps College; M.A., Ph.D., Johns  
Hopkins University

**Sue de Bord-Sanders**, Director of Liberal  
Studies; B.A., University of Redlands;  
M.A., Ph.D., University of California,  
Riverside

## School of Business

**Stuart Noble-Goodman**, Interim Dean of  
the School of Business; B.A., University  
of California, Berkeley; M.A., Ph.D., Duke  
University

**G. Keith Roberts**, Associate Dean of the  
School of Business; B.B.A., J.D.,  
University of Oklahoma; LL.M. George  
Washington University

**Douglas Moore**, Director of Administration  
and Operations; B.A., California State  
University, Fullerton; M.A., University  
of Redlands

**Kathy Behrens**, Director of Regional  
Operations and Special Projects; B.A.,  
Rice University

**Richard Doyle**, Regional Director, Inland  
Empire Region; B.S., University of  
Redlands; M.A., Azusa Pacific University

**Bruce Rawding**, Regional Director, Los  
Angeles Region; B.A., Acadia University;  
B.Ed, J.D., Dalhousie University; M.B.A.,  
University of Redlands

**Constance Rothmund**, Regional Director,  
San Diego Region; B.A., M.Ed., Smith  
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Clairifornia State University, Long Beach;  
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University of Redlands; Ph.D., Claremont  
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**Charlotte M. Lucey**, Registrar;  
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M.A., University of Redlands

**Beverly A. Niss**, Associate Registrar;  
B.A., University of California, Riverside;  
M.A., University of Redlands

**Kimberly Smith-Glover**, Associate  
Registrar; B.A., University of Nevada,  
Las Vegas

**Teresa A. Area**, Johnston Assistant  
Registrar; B.S., Loyola Marymount  
University



## Admissions

### College of Arts and Sciences

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University of Redlands

**Mark Botoroff**, Associate Dean of  
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Washington University

### School of Business

**Kimmi J. Grulke**, Dean of Admissions;  
B.S., University of Redlands

**Danny McKee**, Associate Dean of  
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Polytechnic University, Pomona; M.B.A.,  
University of Redlands

**Kathryn Kobelsky**, Assistant Dean of  
Admissions, Los Angeles County  
Regional Center; B.S., University of  
Redlands

**Assistant Dean of Admissions**, Inland  
Empire Regional Center; Appointment  
Pending

**Assistant Dean of Admissions**, Orange  
County Regional Center; Appointment  
Pending

**Assistant Dean of Admissions**, San  
Diego County Regional Center;  
Appointment Pending

### School of Education

**Patsy Oppenheim**, Associate Dean for  
Administration and Student Services of  
the School of Education; B.S., M.S.,  
Montana State University; Ph.D.,  
University of Northern Colorado

**Pascale McCafferty**, Admissions  
Counselor; B.A., California State  
University, San Bernardino

**Mario Perez**, Admissions Counselor; B.A.,  
University of California, Los Angeles

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Finance; B.A., University of Redlands;  
M.B.A., Willamette University

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**Kathleen Wetherell**, Associate Vice  
President for Finance and Administration;  
B.Comm., University of Alberta

**Patricia M. Caudle**, Controller and  
Director of Financial Operations; B.A.,  
California State University, Fullerton;  
M.A., University of Redlands

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**Cory R. Nomura**, Director; B.S., California  
State University, Long Beach; M.B.A.,  
University of Redlands

## Bookstore

**Todd J. Murphy**, Manager, Barnes & Noble  
College Bookstores

## Food Services

**Brett Martin**, General Manager,  
Bon Appétit Management Company

## Facilities Management

**Fred H. Weck**, Director; B.S., California  
State University, Long Beach; M.S.,  
Air Force Institute of Technology

**Michael R. Duncan**, Associate Director;  
B.S., University of Idaho, Moscow

## Financial Aid

**Bethann Corey**, Director; B.A., M.A.,  
M.B.A., University of Redlands

## Human Resources

**Roberta Dellhime**, Director; B.A., M.P.A.,  
University of Southern California

**Kevin J. Edwards**, Equal Employment  
Opportunity and Employee Relations  
Manager; B.S., Brigham Young University;  
M.S.H.R., Chapman University; M.A.,  
University of Redlands

## Information Technology Services

**Hamid Etesamnia**, Executive Director and  
Chief Information Officer; B.S., Arya-Mehr  
University; B.S., M.S., California State  
University, Long Beach

**Linda D. Spugnardi**, Director of Academic  
Computing and Instructional Technology  
Services; B.A., M.A., University of  
Michigan

# Administrators

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## Public Safety

**Bill Cranfill**, Director; B.S., Southern Illinois University, Carbondale; M.S., La Salle University

## STUDENT LIFE

**Charlotte Gaylord Burgess**, Vice President and Dean of Student Life; B.A., M.A., University of Redlands

**Valerie Sponheim**, Associate Dean of Student Life; B.A., M.A., University of Redlands

**Ruben Robles**, Associate Dean of Student Life; B.S., University of California, Riverside; M.S., California State University, San Bernardino

## Athletics

**Jeff Martinez**, Director of Athletics and Physical Education; B.A., Utah State University; M.S., University of Arizona

**Rob Becerra**, Director of Recreational Sports; B.A., California State University, San Bernardino; M.A., University of Redlands

**Leslie Evans**, Senior Woman's Administrator/Associate Director of Athletics; B.A., University of Redlands; M.S., University of Redlands

**Rachel Johnson**, Assistant Director of Athletics-Sports Information; B.S., College of William and Mary; M.A., University of Redlands

## Chaplain

**John Walsh**, Chaplain; B.A., Southeast Missouri State University; M.Div., Pacific School of Religion, Berkeley; M.A. California State University, San Francisco; Th. M., Harvard Divinity School

## Community Service Learning

**Tony D. Mueller**, Director of Community Service Learning; B.S., Minnesota State University; M.A., University of Redlands

**Kathryn E. Wood**, Assistant Director of Community Service Learning; B.A., Northern Arizona University; M.A., University of Redlands

## Health Services

**Kathleen Brown**, Director; B.S.N., California State University, Long Beach; M.S.N./F.N.P., Loma Linda University

## Hospitality Services

**Sonja Hyde**, Hospitality Services Officer

## Multicultural Affairs

**Leela MadhavaRau**, Director; B.A., McGill University, Montreal, Canada; M. Phil., University of Cambridge

## Residence Life

**Denise LaFourcade**, Assistant Dean of Student Life; Director of Residence Life; B.S., M.A., University of Redlands

## Student Leadership and Involvement

**Iaria Pesco**, Director of Student Leadership and Involvement; B.A., M.A., University of Redlands

## Student Services

**Judy Moore Bowman**, Director of Academic Support Services; B.A., M.A., University of Redlands

**Joy Allen**, Director of Counseling; B.A., Western Kentucky University; Ph.D., Loma Linda University

**Jeannie Serbein**, Director of Student Employment

**Amy Wilms**, Director of Career Development; B.A., Grove City College; M.Ed., University of Maryland, College Park

## UNIVERSITY RELATIONS

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## Advancement Services

**Sue Gilleland**, Director of Advancement Services; B.A., University of Redlands

## Alumni Relations

**Sharilyn Bailey**, Director of Alumni Relations; B.A., University of Redlands

## Development

**Neil Macready**, Associate Vice President for Development; B.A., University of Southern California; M.S., University of Massachusetts

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**Jo Greenslet**, Director of Redlands Fund; B.A., Salisbury State University

**John G. Serbein**, Director of Planned Giving; B.A., Stanford University; M.M., J. L. Kellogg Graduate School of Management

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**Kenneth F. Hall**, Chairman of the Board,  
School Services of California Inc.

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Redlands

**Debbie J. Heap**, Associate Vice President,  
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**Peter A. Konrad**, JFM Foundation, Denver

**Ronald D. Lossett**, President and CEO,  
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**Anna Claire Mauerhan**, Community  
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**Diane McGarry**, Chief Marketing Officer,  
Xerox Corporation, Stamford, Connecticut

**Patrick J. Morris**, Judge, Superior Court,  
San Bernardino

**Chad L. Norton**, Vice President, Fund  
Business Management Group, Capital  
Research and Management Company

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CEO, and Senior Principal, Degenkolb  
Engineers, San Francisco

**Darren S. Rose**, Managing Partner, Rose  
and Tuck, Sacramento

**Roger V. Salazar**, Senior Counselor, Porter  
Novelli, Sacramento

**H. Jess Senecal**, Senior Partner, Lagerlof,  
Senecal, Bradley, Gosney & Kruse,  
Pasadena

**Janet L. Shikles**, Private Consultant,  
Portland

**Linda Nelson Simms**, Retired Sales  
Associate, Realty Executives, Encinitas

**Robert Steinbach**, Vice President  
Emeritus Academic Affairs Grossmont  
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**N. Anthony Taylor**, IBM Corporation,  
Retired, Mammoth Lakes

**Ronald C. Troupe**, Los Angeles Branch  
Manager, Unisys Corporation, Los Angeles

**Steadman Upham**, President, Claremont  
Graduate University, Claremont

**Stan C. Weisser**, Retired CEO and President,  
Network Pharmaceuticals, Inc., Redlands

**Robert G. Wiens**, Secretary, CEO Redlands  
Federal Bank, Retired, Redlands\*

**Margaret B. Wilkerson**, Director, Media,  
Arts & Culture, The Ford Foundation,  
New York

## Other Officers of the University

**James R. Appleton**, President of the  
University

**Phillip L. Doolittle**, Treasurer and Senior  
Vice President for Administration and  
Finance

**Ronald J. Stephany**, Vice President for  
University Relations

*\* Corporate Officers*

## Legal Counsel

**McPeters, McAlearney, Shimoff & Hatt**,  
Redlands

(as of July 1, 2003)

**Irvin S. Atkins**, Beverly Hills  
**Lloyd F. Christensen**, M.D., Hanford  
**Eugene J. Ellis**, M.D., Los Angeles  
**Donald D. Farquhar**, Burbank  
**Leland C. Launer**, Newport Beach  
**William J. Moore**, Napa  
**Robert S. Putnam**, Palos Verdes Estates  
**Ann Shaw**, L.H.D., Los Angeles  
**John H. Townsend**, D.D., Los Angeles  
**Charles N. Ziilch**, Redlands

# Legal Statements

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## ACCREDITATION

The University of Redlands is accredited by the Western Association of Schools and Colleges and has, in addition, programmatic accreditation by the National Association of Schools of Music, the American Speech-Language-Hearing Association, and the American Chemical Society. The University is accredited by the California Commission on Teacher Credentialing. For more information on the Western Association of Schools and Colleges, please contact WASC 985 Atlantic Avenue Suite 100 Alameda, CA 94501; (510) 748-9001.

## STATEMENT REGARDING CHANGES

The University generally reserves the right to modify, delete, or supplement the terms, provisions, or policies set forth or referred to in this *Catalog*.

## FACILITIES AND SERVICES FOR DISABLED STUDENTS

The University has taken action to ensure that its educational program is accessible to disabled students.

Ramps in parking lots and buildings permit general mobility of disabled students on campus, and easily accessible parking spaces are reserved for disabled students.

Classes will be scheduled to provide disabled students the same opportunity as other students to choose from the wide variety of classes offered. Reasonable accommodations for quizzes, examinations, and other course evaluations are available to students who have sensory, manual, or speaking disabilities. Disabled students may use electronic aids in classrooms and/or guide dogs in campus buildings. The University makes housing available to disabled students that is convenient, accessible, comparable to, and integrated with other student housing.

The Armacost Library and all student services are fully accessible. When no direct access to wheelchairs is available, Office of Financial Aid personnel and all other administrative offices arrange to meet with differently abled students at readily accessible locations on campus.

The University has a general policy prohibiting discrimination on the basis of disability, thus ensuring full participation of disabled students in all campus activities, including extracurricular activities. This includes membership in fraternities and sororities.

## NOTICE OF NON-DISCRIMINATION

The University is committed to the position that all students, faculty, employees, and applicants shall receive equal consideration and treatment. All student, faculty, and staff recruitment is on the basis of the qualifications of the individual for the positions being filled regardless of race, color, religion, national origin, age, sex, marital status, sexual orientation, non-disqualifying disability, or whether the individual is a disabled veteran or a veteran of the Vietnam Era.

The University fully conforms to state and federal laws and regulations such as Executive Order 11246 as amended, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 as amended, Title IX of the Education Amendments of 1972, as well as the Americans with Disabilities Act of 1990 (ADA), and regulations issued thereunder, which bar discrimination on the basis of race, color, religion, national origin, age, sex, marital status, non-disqualifying disability, or status as a disabled veteran or a veteran of the Vietnam Era.

Under the American with Disabilities Act (ADA), the University will make reasonable accommodations on an individual basis for the known physical and mental limitations of a qualified individual with a disability, unless the provision of such an accommodation imposes an undue hardship on the University, all as defined in the ADA and its regulations.

The University of Redlands has been and remains committed to acting affirmatively to ensure equal opportunity. The objective of the Equal Opportunity Program is, wherever possible, to recruit actively and include for consideration for employment and as prospective students, members of minority groups, females, veterans, and the disabled. All decisions on employment and promotions

must be made solely on the individual's merits and qualifications as compared with bona fide occupational requirements, which take into account any reasonable adjustments for the job in question.

Personnel actions are analyzed to ensure the adherence of the policies described above. Regular reports are prepared for review of compliance.

Inquiries concerning the application of University policies or federal and state laws and regulations described above should be made to the Human Resources/Equal Opportunity Office (909-335-4040).

University of Redlands

P.O. Box 3080

Redlands, CA 92373-0999

FAX: (909) 335-5154

### **STUDENT RIGHT-TO-KNOW ACT**

Information on the University of Redlands graduation and retention rates, disclosed in compliance with the Student Right-to-Know Act, Public Law 101-542, as amended, may be obtained by writing to the Office of the Registrar, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999.

The University of Redlands undergraduate degree programs are normally completed in four years. The University of Redlands offers no athletically related financial aid.

### **JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT**

In response to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Department of Education (DOE) requires that all eligible institutions participating in any program under section 485(f) of the Higher Education Act must prepare, publish, and distribute, through appropriate publications and mailings, to all current students and employees, and to any applicant for enrollment or employment, upon request an annual security report. In support of this, the University Public Safety Office publishes an annual security report that includes all reportable crime statistics and campus security policies. All notices and disclosures for the annual security report are

sent to all enrolled or prospective students, and current or prospective employees of the University. The annual security report is also made available to students and employees from the offices of Public Safety, Student Life, Human Resources, Financial Aid, and Admissions. The crime statistics provided cover the most recent calendar year, along with the two preceding years.

Additional information concerning the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act can be obtained by contacting the University of Redlands Public Safety Office, (909) 335-4000. Access to the reportable crime statistics and campus security policies can also be obtained on the University website.

### **CAMPUS SEX CRIMES PREVENTION ACT DISCLOSURE**

In response to the federal Campus Sex Crimes Prevention Act, public information regarding sex offenders in California is authorized under section 170101 (j), of the Violent Crime Control and Law Enforcement Act of 1994 [42 U.S.C. 14071 (j)], and may be obtained by viewing the Megan's Law CDROM at the Redlands Police Department or San Bernardino County Sheriff's Department.

### **NOTICE OF EQUITY IN ATHLETICS**

In accordance with the requirements of the Equity in Athletics Disclosure Act, the University of Redlands has prepared an annual report on its intercollegiate men's and women's athletic program participation rates and financial support data. The report is on file with and may be obtained by any student, prospective student, or member of the public from the Office of the Athletic Director and the Office of the Registrar.

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# Communication with the University

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## General information address:

1200 E. Colton Ave., P.O. Box 3080  
Redlands, California 92373-0999

Telephone number:

## Visit the University Website at:

[www.redlands.edu](http://www.redlands.edu)

(909) 793-2121

## University-wide Offices

Academic Affairs	335-4072
Academic Computing	335-4029
Alumni Relations	335-4011
Armacost Library	(800) 992-8637
Financial Aid	335-4047
Gifts to the University	335-4050
Housing, Student Life	335-4053
President's Office	793-2121, Ext. 3390
Public Events, Use of Facilities	335-4046
Public Relations	335-4070
Public Safety, Parking	335-4000
Registrar	335-5294

## College of Arts and Sciences

Academic Programs—Dean's Office	335-4080
Admissions Advising and Processing (Undergraduate only)	335-4074
Admissions and Financial Aid (Undergraduate only)	(800) 455-5064
Graduate Admissions	
Communicative Disorders	335-4061
Music	335-4014

## School of Business

Academic Programs—Dean's Office	335-4041
Admissions Processing	335-4056
Assessment Center	335-4017
Extended Studies	335-4036
Student Accounts	335-4026

## Pre-admission counseling

Inland Empire	
Redlands (and Rancho Mirage)	335-4060
Riverside	782-7995
Rancho Cucamonga	989-7656
Los Angeles (Torrance and Burbank)	(310) 523-2727
Orange County	(714) 549-2006
San Diego (and Temecula)	(619) 284-9292

## School of Education

Academic Programs—Dean's Office	335-4010
Admissions Processing	335-4064
Student Accounts	335-4026