The information in this bulletin is made as accurate as possible at the time of publication. Students are responsible for informing themselves of, and satisfactorily meeting, all requirements pertinent to their relationship with the University. The University reserves the right to make such changes as circumstances demand with reference to academic standing, admission, attendance, candidacy, conduct, curriculum, graduation, registration, and tuition and fees.

**GENERAL OFFICE HOURS**

**Administration**
Mondays–Thursdays: 8:30am–12pm, 1pm–4:30pm
Friday: 8:30am–12pm

**Bursar, Office of Student Financial Services & Office of Admissions and Records**
Monday–Thursday: 8:30am–4:30pm
Fridays: 8:30am–12pm

Most offices are closed Thursdays from 11:00am-12:00pm for worship, Saturdays, Sundays, and legal holidays. To ensure service, appointments are especially recommended during interterm recesses and the summer sessions.
Welcome to La Sierra University and to the remarkable journey of learning and faith that invigorates this distinguished academic community.

As you look through these pages, I believe you will be captivated by the opportunity to study in a setting of broad conversation and inquiry, imagination, and hope. Our diverse community of students and professors is a welcoming one, exemplifying the joy of learning and service that daily forms the basis of this grand adventure.

I hope you will join us!

Randal Wisbey
President
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AN OVERVIEW OF

La Sierra University

HISTORY

La Sierra University is a co-educational institution of higher education affiliated with the Seventh-day Adventist Church. As La Sierra Academy, it opened its doors in 1922 on acreage that had been part of an 1846 Mexican land grant known as Rancho La Sierra; its location is now in the city of Riverside. In 1923, with the addition of teacher-training coursework, it became La Sierra Academy and Normal School. As its range of offerings expanded, it became Southern California Junior College (in 1927) and then La Sierra College (in 1939). It was accredited as a four-year liberal arts college in 1946.

In 1967, La Sierra College merged with Loma Linda University; the programs based on the La Sierra campus became the university’s College of Arts and Sciences. The School of Education was created in 1968, followed in 1986 by the School of Business and in 1987 by the School of Religion. The Evening Adult Degree program (currently known as the Division of Continuing Studies) also began operation in 1986. What had been Loma Linda University’s La Sierra campus became an independent institution, now La Sierra University, in 1990.

LA SIERRA UNIVERSITY TODAY

La Sierra University is a Christian coeducational institution located in inland Southern California and is part of the Seventh-day Adventist system of higher education.

The University offers graduate and undergraduate curricula in applied and liberal arts and sciences, business, and religion; graduate curricula in education; and programs for professional education in fulfillment of requirements for teaching credentials.

Intellectual pursuits are facilitated by the University’s library, museums, observatory, arboretum, Brandstater Gallery, MICOL, Learning Support and Testing Center, Hancock and Stahl Centers, and other campus resources. In an effort to create students that are at their best in every capacity, the University also encourages physical fitness through such activities as intramural and varsity sports and physical education courses. In addition, the campus maintains three swimming pools; a fitness center; and track, tennis, basketball, and volleyball courts.

The University buildings are on a gentle slope looking eastward over the Riverside valley, with its world-famous citrus and walnut groves and its palm-lined boulevards. The approximately 300 acres owned by the University allow, during the winter months, for the snow-clad peaks of the surrounding ranges to be seen rising above the rolling open fields. This glimpse of the Inland Empire, as seen from the University campus, offers a view of rare beauty.

The convenient access to Southern California’s wide range of both participatory and spectator activities enables the University to offer a multitude of unique cultural and educational experiences appropriate for the responsible student.

ACCREDITATION

La Sierra University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).

- Western Association of Schools and Colleges
  985 Atlantic Avenue, Suite 100
  Alameda, California 94501
  Phone: (510) 748-9001
  Website: http://www.wascweb.org

The University is also accredited by the Adventist Accrediting Association (AAA), the accrediting association of Seventh-day Adventist schools, colleges, and universities.

- Adventist Accrediting Association
  General Conference of Seventh-day Adventists
  12501 Old Columbia Pike
  Silver Spring, Maryland 20904
  Phone: (301) 680-6000
  Website: http://education.gc.adventist.org

The University is a member of the Council for Higher Education Accreditation, the Association of American Colleges and Universities, the National Association of Independent Colleges and Universities, and the Association of Independent California Colleges and Universities. Approval of programs is maintained with the California Commission on Teacher Credentialing. The undergraduate program in Social Work is fully accredited by the Council on Social Work Education, and the music degrees are accredited by the National Association of Schools of Music.

DEGREES OFFERED

Curricula are offered leading to the following degrees:
- Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music
- Bachelor of Science, Bachelor of Social Work, Master of Arts, Master of Business Administration, Master of Divinity, Master of Ministry, Master of Pastoral Studies, Master of Arts in Teaching, Specialist in Education, and Doctor of Education.

MISSION STATEMENT

As members of the diverse La Sierra University community, we are committed to inquiry, learning, and service. Our community is rooted in the Christian gospel and Seventh-day Adventist values and ideals. Our mission is:

- to seek truth, enlarging human understanding through scholarship;
- to know God, ourselves, and the world through reflection, instruction, and mentoring;
- to serve others, contributing to the good of our local and global communities.

We pursue this mission with excellence, integrity, compassion, and mutual respect.
AIMS OF THE UNIVERSITY

As a community of learning that is also a community of faith, La Sierra University fulfills its mission by engaging in three kinds of activity. It educates undergraduate and graduate students; it promotes research in the areas in which it offers instruction; and it contributes to the good of the larger society.

The University educates its students through a broad offering of studies in the liberal arts and sciences and in selected professional areas. It promotes research through encouraging and facilitating original investigation, critical reflection, and scholarly publication. It serves its various communities through adult education, resource centers, cultural events, nontechnical publications, and professional consultation. Among these varied activities, the University maintains, as a vital concern, the education of both its undergraduate and graduate students.

Thus this University operates in much the same way as most other universities do. The difference is, however, that the University functions and performs as the fruition of its Adventist heritage and commitment, even as it welcomes students from all religious and cultural backgrounds. The University’s religious orientation provides a perspective for its educational programs and projects, a motivation for its intellectual vitality and rigor, a framework for its moral values and lifestyle, and a basis for its social consciousness and public service. Convinced that God is the author of all truth, the University maintains an atmosphere of freedom and openness for intellectual exploration and expression.

As La Sierra University does its work of teaching, research, and service, it strives to exemplify its ideals of educational comprehensiveness, community interaction, and intellectual excellence.

The University intends to address the needs of a wide range of students who are both academically qualified for and genuinely interested in the kind of education it offers. It serves Adventist and non-Adventist high school graduates as well as transfer students from all parts of the world.

In addition, the University serves graduate and professional students within the areas of business, education, religion, and the liberal arts and sciences. It serves adult students whose education has been interrupted and who desire to complete the requirements for a university degree or credential. Meeting the needs of this wide diversity of students requires a corresponding diversity of educational programs and strategies.

The University intends, furthermore, to respond to the needs of students and teachers as whole persons. Accordingly, it seeks to challenge the intellect to acquire the knowledge and skills essential to an effective, productive, and satisfying life in the coming decades. It seeks to engage the spirit in establishing fundamental values and attitudes of moral integrity, intellectual curiosity, religious commitment, and social concern. It seeks to nurture a mature sense of personhood through the development of strong self-esteem and appropriate self-direction as well as significant interpersonal relationships. And it seeks to enhance the body by encouraging and facilitating lifelong physical wellbeing.

Believing that all humanity is created in the image of God, the University celebrates the diversity of race, national origin, gender, and age found in its students, faculty, and staff. The University recognizes this diversity as a valuable asset in the preparation of all its students for positions of service and leadership in their professions, in business, in government, in the civic community, and in the church.

The University intends to interact vigorously with its multidimensional world—including its founding and sponsoring church, its growing urban community in California’s Inland Empire, its neighboring educational institutions, and its wider intellectual and cultural environment in the world of the twenty-first century.

The University intends to teach its students how to make the world a better place in the future by involving them in making it a better place now. It intends to be, for both its religious and its secular publics, a significant influence by acting as a reasoned and relevant, critical and constructive voice; a light on the way to the future; and a source of knowledge and energy for responding to a wide spectrum of human needs.

The University intends to promote intellectual excellence in four complementary ways. It seeks to encourage and enable each student to learn as much as he or she can. It seeks to draw individual students into the ongoing scholarly conversation in their own academic and professional disciplines. It seeks to prepare students both for further education in graduate and professional schools and for employment in the world they will inhabit in the future. And it seeks to initiate students into a responsible life that is intelligent and informed, unselfish and involved, open and growing.

In its drive toward recognized excellence, the University intends to recruit, support, and nurture teacher-scholars who are distinguished for their intellectual competence and vigor; for the breadth and depth of their educational background; for their continuing involvement in research, reflection, and publication; for their personal integrity and religious commitment; and for their enthusiasm toward teaching.

Besides promoting research and publication by both faculty and students, the University intends to develop courses and curricula that will anticipate the future opportunities and needs of its graduates.

Although there is room for growth in student enrollment and educational programs, La Sierra University intends to maintain among its students, faculty, and staff a quality of personal relationship that energizes and enriches all of its activities of teaching, research and learning, and service.
AFFIRMATIVE ACTION

La Sierra University affirms that Christian principles are not compatible with various forms of discrimination which have often permeated and divided modern societies. This belief is based on the idea that all persons are of equal worth in the sight of God and should be respected accordingly. Moreover, the University recognizes that this nation was founded upon the ideal of equal opportunity for each individual to realize his or her fullest potential. Therefore the University is committed to teaching and practicing equality.

The University reserves the right to disagree with specific remedies and regulations that may be proposed to eradicate discrimination. Although the University is not legally required to have a written policy of affirmative action, it has established this policy as a guide to its employees, supporters, and students, to assist in promoting equal opportunity throughout the University.

The University endeavors to maintain a balance between affirmatively seeking to assist those in a disadvantaged class and providing equal opportunity for all individuals, whether or not they are in such a class. In an atmosphere of cooperation and understanding among all concerned, the University is committed to going beyond the requirements of legislation, litigation, and social pressure.

The complete statement regarding the University’s policy and program of affirmative action is available at the offices of the President, the Provost, Human Resources, and Student Life.

NONDISCRIMINATION

La Sierra University is committed to equal education and employment opportunities for men and women of all races and does not discriminate on the basis of disability, sex, race, color, or national origin in its educational and admissions policies, financial affairs, employment programs, student life and services, or any University-administered program.

To this end, the University is in compliance with Titles VI and VII of the Civil Rights Act of 1964 as amended and substantial compliance with Title IX of the Education Amendments of 1972 (45 CFR 86 et seq.) and Sections 503 and 504 of the Rehabilitation Act of 1973. The University also complies with the Age Discrimination in Employment Act of 1967 and Section 402 of the Vietnam Era Veterans Adjustment Act of 1974 and does not discriminate against any employee or applicant for employment on the basis of age or because they are disabled veterans or veterans of the Vietnam era. In addition, the University administers student programs without discrimination on the basis of age, except in those programs where age is a bona fide academic qualification for admission in accordance with the provisions of the Age Discrimination Act of 1975.

The University reserves constitutional and statutory rights as a religious institution and employer to give preference to Seventh-day Adventists in admissions and employment, including but not limited to 42 USC 2000e-1, 2000e-2, 6-15 of Federal Executive order 11246: 41 CFR 60-1.5(5); 34 CFR 86.21, 86.31, 86.40, and 86.57 (b); California Government Code sections 12926(c); and Title 2, Section 7286.5(a) (5) and title 22 Section 98222 of the California Administrative Code. The University believes that Title IX regulations are subject to constitutional guarantees against unreasonable entanglement with or infringements on religious teachings and expects students and employees to uphold biblical principles of morality and deportment as interpreted by the Seventh-day Adventist Church. The University claims exemptions from the provisions of the Title IX set forth in CFR Sections 86.21, 86.31, 86.40, and 86.57(b) insofar as they conflict with Church teachings and practices of morality, department and appearance.

The complete statement regarding the University’s policy and program of nondiscrimination is available at the offices of the President, the Provost, Human Resources, and Student Life.

FREEDOM FROM SEXUAL HARASSMENT

La Sierra University does not tolerate sexual harassment. Sexual harassment is defined as inappropriate sexual advances, such as requests for sexual favors or other verbal or physical behavior of a sexual nature. Sexual harassment in any form subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. When a person submits, or is pressured to submit, to inappropriate sexual attention, the whole University community is damaged.

Sexual harassment is especially serious when it threatens relationships between teacher and student or supervisor and employee. In such situations, sexual harassment exploits unfairly the power inherent in a faculty member’s or supervisor’s position. Through grades, wage increases, recommendations for graduate study, promotions, and the like, a person in a position of power can have a decisive influence on the future of the student or of the faculty or staff member.

While sexual harassment most often takes place in situations of a power differential between the persons involved, the University also recognizes that sexual harassment may occur between persons of the same University status. The University does not tolerate behavior between or among members of the University community which creates an unacceptable educational or working environment.

The complete statement regarding the La Sierra University policy on sexual harassment is available at the offices of the President, the Provost, Human Resources, and Student Life.
**DRUG FREE WORKSITE**

La Sierra University is committed to providing a learning environment conducive to the fullest possible human development. To achieve this goal, the University holds that a drug-, alcohol- and tobacco-free lifestyle is essential. Thus the University maintains policies that seek a campus environment free of those substances. The University intends to maintain a drug-free workplace in harmony with federal and state laws. The unlawful use, possession, distribution, dispersal, or manufacture of controlled substances by its employees, whether student, faculty, or staff, is prohibited. Furthermore, the University expects any person employed by the University, who receives federal or state funding as an individual, to certify that he or she will not engage in the unlawful use or manufacture of a controlled substance while associated with the University.

In addition to these legal requirements, the University follows the health and temperance practices espoused by the Seventh-day Adventist Church. This means that all students, faculty, and staff are required to refrain from the use of alcohol, drugs, and/or tobacco while enrolled or employed at the University. Failure to comply with this policy will result in discipline up to, and including, expulsion or termination and, if appropriate, a referral to law enforcement agencies for prosecution.

The University offers a preventative educational program to its students, faculty, and staff to develop an awareness of the risks involved in alcohol, tobacco, and drug use and abuse and to promote the benefits of a lifestyle free of these substances. The University may, at its discretion, provide therapeutic alternatives for anyone in the University involved in the use of alcohol, tobacco, prescription or nonprescription drugs, and/or other mood altering substances which impair the appropriate functioning of the involved individual within the University community.

The complete statement regarding the La Sierra University drug-free worksite policy is available at the offices of the President, the Provost, Human Resources, and Student Life.

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**FAMILY EDUCATIONAL RIGHTS AND PRIVACY**

The La Sierra University Student Records Policy was developed in accordance with the Family Education Rights and Privacy Act (FERPA), commonly referred to as the Buckley Amendment. This law was enacted to protect the privacy of students and to provide for the right to inspect and review educational records. Any questions concerning this amendment may be directed to the Office of Admissions and Records.

Further information about the Family Educational Rights and Privacy Act of 1974, subsequent amendments, and HEW guidelines are available at the Office of Admissions and Records and the offices of each University college and school dean. Additional information can also be found in the Student Handbook.

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**AIDS EDUCATION AND PREVENTION**

In response to the epidemic of infection with the Human Immuno-deficiency Virus (HIV), which causes Acquired Immunodeficiency Syndrome (AIDS), La Sierra University affirms its agreement with the general statement on AIDS prepared by the American College Health Association. The University recognizes its responsibility to its students, faculty, and staff to do everything possible to prevent people from being infected and to provide compassionate care for all concerned individuals.

The HIV infection is potentially lethal, but it is preventable. La Sierra University upholds Biblical standards of premarital chastity and a totally monogamous heterosexual relationship following marriage as one of the best means of protection against HIV infection. The University opposes drug abuse in any form, including intravenous drug abuse, an additional means of protection against infection.

In accord with an action taken by the President’s Committee [December 6, 1990], the University mandates a program of education that reaches every student, faculty, and staff member. This program includes, but is not limited to, offering information on the means of transmission of the virus, the high risk behaviors associated with transmission, the best ways of preventing transmission of the virus, the sites for and means of HIV testing, and the ways to show compassionate concern for those in any stage of HIV infection. Such education shall be in accord with the latest information provided by the Centers for Disease Control, United States Public Health Service.

The complete statement regarding the La Sierra University AIDS education and prevention policy is available at the offices of the President, the Provost, Human Resources, and Student Life.
### SUMMER SESSION 2010

*Beginning and ending dates vary. See course schedule.*

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising &amp; registration for summer sessions</td>
<td>April 13 through the first day of classes</td>
</tr>
<tr>
<td>Beginning of summer sessions</td>
<td>June 14</td>
</tr>
<tr>
<td>Last day to enter a course, change audit to credit or credit to audit</td>
<td>Variable by session – Ask Office of Admissions &amp; Records for details</td>
</tr>
<tr>
<td>Last day to withdraw with no record on transcript</td>
<td>Variable by session – Ask Office of Admissions &amp; Records for details</td>
</tr>
<tr>
<td>Last day to submit an S/U petition or withdraw with a “W”</td>
<td>Variable by session – Ask Office of Admissions &amp; Records for details</td>
</tr>
<tr>
<td>Independence Day holiday</td>
<td>July 4</td>
</tr>
<tr>
<td>Diploma date</td>
<td>August 26</td>
</tr>
<tr>
<td>Labor Day holiday</td>
<td>September 6</td>
</tr>
</tbody>
</table>

### PRE-FALL QUARTER EVENTS 2010

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising &amp; registration for fall quarter</td>
<td>May 24 – October 1</td>
</tr>
<tr>
<td>ACT, English &amp; Math placement testing</td>
<td>See Learning Support &amp; Testing Center for schedule</td>
</tr>
<tr>
<td>First-Year Student Orientations <em>(Students will select one.)</em></td>
<td>July 7 – 8, 14 – 15, 21 – 22, 28 – 29</td>
</tr>
<tr>
<td>First-Year Parent Orientations <em>(Parents will select one.)</em></td>
<td>August 4 – 5, 11 – 12, 18 – 19, 25 – 26</td>
</tr>
<tr>
<td>Transfer Student Orientations <em>(Students will select one.)</em></td>
<td>September 13 – 14, 20 – 21</td>
</tr>
<tr>
<td>International Student Orientation <em>(Students will elect one.)</em></td>
<td>'Only for students who live out of the country or 5+ hours away</td>
</tr>
<tr>
<td>Ignite Experience by Student Life – required for first-year students</td>
<td>See Yami Bazan</td>
</tr>
</tbody>
</table>

### FALL QUARTER 2010

*September 27 – December 16*

**Total: 54 days**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Clearance Deadline</td>
<td>September 15</td>
</tr>
<tr>
<td>Payment due for quarter or year in advance discount</td>
<td>September 15</td>
</tr>
<tr>
<td>Late payment fee is applied on unpaid accounts</td>
<td>September 15</td>
</tr>
<tr>
<td>Instruction begins &amp; registration late fee is applied</td>
<td>September 27</td>
</tr>
<tr>
<td>Last day to enter a course, change audit to credit or credit to audit</td>
<td>October 1</td>
</tr>
<tr>
<td>Academic Convocation</td>
<td>October 5</td>
</tr>
<tr>
<td>Last day to withdraw with no record on transcript</td>
<td>October 8</td>
</tr>
<tr>
<td>Spiritual Emphasis Week</td>
<td>October 19 – 21</td>
</tr>
<tr>
<td>Last day to submit an S/U petition or withdraw with a “W”</td>
<td>November 19</td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>November 20 – 28</td>
</tr>
<tr>
<td>Advising &amp; Registration for winter quarter</td>
<td>November 29, 2010 – January 14, 2011</td>
</tr>
<tr>
<td>Final examinations</td>
<td>December 13 – 16</td>
</tr>
<tr>
<td>Fall quarter ends</td>
<td>December 16</td>
</tr>
<tr>
<td>Grades submitted by faculty</td>
<td>December 13 - 21 (2:00 pm)</td>
</tr>
</tbody>
</table>
CHRISTMAS RECESS 2010 – 2011
December 17 – January 9
Total: 23 days

Christmas holiday
New Year’s holiday

WINTER QUARTER 2011
January 10 – March 24
Total: 52 days

Financial Clearance Deadline
Payment due for quarter or year in advance discount
Late payment fee is applied on unpaid accounts
Instruction begins & registration late fee is applied
Last day to enter a course, change audit to credit or credit to audit
Last day to withdraw with no record on transcript
Martin Luther King, Jr. Day holiday
Spiritual Emphasis Week
President’s Day holiday
Last day to submit an S/U petition or withdraw with a “W”
Advising & registration for spring quarter
Final examinations
Winter quarter ends
Grades submitted by faculty

SPRING RECESS 2011
March 25 – April 3
Total: 10 days

SPRING QUARTER 2011
April 4 – June 16
Total: 53 days

Financial Clearance Deadline
Payment due for quarter or year in advance discount
Late payment fee is applied on unpaid accounts
Instruction begins & registration late fee is applied
Last day to enter a course, change audit to credit or credit to audit
Last day to withdraw with no record on transcript
Registration for summer sessions
Spiritual Emphasis Week
Last day to submit an S/U petition or withdraw with a “W”
Memorial Day holiday
Advising & registration for fall quarter
Final examinations
Spring quarter ends
Grades submitted by faculty

EVENTS OF COMMENCEMENT 2011

Consecration
Worship Service
Educator Dedication
Commencement Concert
Conferring of Degrees
<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising and registration for summer sessions</td>
<td>April 12 through the first day of classes</td>
</tr>
<tr>
<td>Beginning of summer sessions</td>
<td>June 20</td>
</tr>
<tr>
<td>Last day to enter a course, change audit to credit, or credit to audit</td>
<td>Variable by session – Ask Office of Admissions &amp; Records for details</td>
</tr>
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<tr>
<td>Independence Day holiday</td>
<td>July 4</td>
</tr>
<tr>
<td>Diploma Date</td>
<td>September 1</td>
</tr>
<tr>
<td>Labor Day holiday</td>
<td>September 5</td>
</tr>
</tbody>
</table>

**SUMMER SESSION 2011**

*Beginning and ending dates vary. See course schedule.*
A C A D E M I C  S E R V I C E S

The AELP Program at La Sierra University is an ESL Program that offers courses in English as a Second Language (ESL) throughout the academic year and runs a short intensive English summer program. Courses bearing the acronym AELP offer non-credit or continuing education units, but courses with the acronym ENSL offer credit units. Both AELP and ENSL units count for the I-20 university unit requirement. The goal of this program is to equip second speakers of English with adequate language skills to succeed in university studies in the US.

A R C H A E O L O G I C A L  E X C A V A T I O N S
La Sierra University, in a consortium arrangement with other educational institutions, is the primary sponsor of archaeological excavations in the Middle East. For many years it was associated with the project at Caesarea Maritima. Since 1993 it has also been a part of the Madaba Plains Project in Jordan. Participating students may earn either undergraduate or graduate credit for the course Fieldwork in Middle East Archaeology and other classes. Inquire in the School of Reeligion dean's office for more information.

B I O L O G Y  F I E L D  S T U D I E S

S U M M E R  F I E L D  S C H O O L
During several weeks of the summer, the Biology Department annually conducts a field school of biology in various tropical settings, such as the Caribbean island of Roatan (Honduras) and islands near Malaysia. The courses offered for credit generally involve research and experience in tropical biology. For additional information contact the Biology Department office.

M A R I N E  B I O L O G Y  A T  R O S A R I O  B E A C H
One of the best places in the world to take biology courses is on an island in the Puget Sound of northwestern Washington. The Biology Department at La Sierra University is affiliated with a number of other colleges and universities in offering courses at the Walla Walla College Marine Station at Rosario Beach, Anacortes, Washington. The station is a well-equipped, modern biology facility that offers high-quality biology courses each summer in an inspiring setting.

In the eight-week session, typically held from mid-June to early August, one can take an entire year of General Biology, or two 5-unit upper division biology electives. The upper division courses available this year include: Human Anatomy, Molecular Biology Techniques, Ornithology, Marine Phycology, and Marine Invertebrates. The student must register on the La Sierra University campus before leaving for Washington and must apply to the Marine Station for acceptance. Brochures and application forms are available annually in the La Sierra Biology Department office.

C E N T E R  F O R  S T U D E N T  A C A D E M I C  S U C C E S S
La Sierra University has a comprehensive student advisement and persistence program coordinated through the Center for Student Academic Success (C-SAS). The work of C-SAS begins with orientations throughout the summer for incoming first-year students. Support for these students continues throughout the year with weekly advising and academic counseling. C-SAS coordinates faculty advising for currently enrolled sophomores, juniors, and seniors and is the door by which transfer students successfully transition to the university through careful advising and orientation. C-SAS seeks to provide the highest quality academic support in order to enable students to reach their personal and professional goals.

D I S A B I L I T Y  S U P P O R T  S E R V I C E S
La Sierra University is committed to ensuring equal educational opportunities to students who have a documented disability and are entitled to reasonable accommodations in accordance with the American Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The Director of the Office of Disability Services (ODS), located in Room 100 of the Learning Support & Testing Center (lower level of La Sierra Hall), is available to meet with students regarding documentation guidelines for qualifying disabling conditions. The director of the ODS evaluates the documentation, works with the student to determine appropriate accommodations, and then makes arrangements for those approved accommodations. The type of accommodations provided depends on the nature of the functional limitation that the student is presented with as a result of the disability and could include services such as extended time on tests, testing in a distraction-reduced environment, note-takers, books on tape/CD, e-texts, assistive technology, etc. Students suspecting any kind of undiagnosed disability may contact the ODS to discuss concerns, documentation guidelines, and referrals for testing and/or assessment. For more information, please contact the Director of the Office of Disability Services at 951-785-2412 or ability@lasierra.edu.

I N T E R N A T I O N A L  S T U D E N T  S E R V I C E S
Located in the Office of Student Life, the Office of International Student Services provides all La Sierra University international students with information and assistance in such areas as student visas, health insurance, airport transportation, employment authorization, and orientation. For more information, contact the Office of International Student Services at 951-785-2237.
LEARNING SUPPORT & TESTING CENTER
The centrally-located Learning Support and Testing Center offers students a quiet study atmosphere as well as a variety of resources to enhance academic progress. Services include small-group study rooms, tutoring in all math and science areas, math instructional support workshops, video and DVD reviews of math and statistics texts, study skills assistance and genny basic subject areas, computer tutorials, speed reading software programs, video and text reviews of major professional tests, study skills assistance, and general academic support. All undergraduate and graduate testing are centralized here. For more information about the services, please call 951-785-2453.

UNDERGRADUATE TESTING SERVICES
Undergraduate testing is located in the Learning Support and Testing Center in La Sierra Hall, Suite 100. The LSTC administers tests for course placement and academic achievement, including the College Level Examination Program (CLEP), the American College Testing program (Residual ACT), the Michigan Test of English Language Proficiency (MTELP), and the DSST tests. Academic placement tests (English, French, and math) are administered through the Center. The Center also provides services for testing out of a variety of languages through BYU-FLATS (Brigham Young University Foreign Language Achievement Testing Services). The exam is an equivalency exam that has the potential of waiving the world language requirement. Contact the Center for test costs and the administration fees applicable to each test. For more information, contact LSTC at 951-785-2453 or at www.lasierra.edu/lstc.

GRADUATE TESTING SERVICES
Graduate testing is located in the Learning Support and Testing Center in La Sierra Hall, Suite 100. The LSTC administers tests applicable to further studies, including the subject area tests of the Graduate Record Examination (GRE); the Law School Admission Test (LSAT); the Miller Analogies Test (MAT); and the Professional Assessments for Beginning Teachers (PRAXIS series), which includes the Multiple Subject Assessment Test (MSAT), the Preprofessional Skills Test (PPST), and the Specialty Area/Subject Assessments Examinations. Each test also has a website, which can be found on the web or through the appropriate links at the LSTC website (www.lasierra.edu/lstc). The LSTC also supplies flyers and bulletins for other tests not given in the LSU testing center. For more information, including test dates and fees, contact the LSTC at 951-785-2453.

STUDENT TEACHER SERVICES
A curriculum resource center and media services center, a music education laboratory, a reading laboratory, a psychometry laboratory, and an administration and leadership center provide practicums and services to students of the School of Education, to other schools of the University, and to the professional community.

STUDIES ABROAD
La Sierra University’s Studies Abroad program includes foreign-language study opportunities in Europe and South America through Adventist Colleges Abroad (ACA) and English-language study through Avondale College in Australia and Asia-Pacific International University in Thailand. All students are invited to participate, regardless of their major. Terms of study are flexible and range from full-year, summer, or single quarter experiences.

ACA is a consortium of Seventh-day Adventist colleges and universities that provides qualified students the chance to study overseas while completing requirements for graduation at their home colleges. While abroad, students immerse themselves in the culture and daily life of the host country and become fluent in its language. Guided field trips of geographic, historic, and cultural significance enhance first-hand learning. Depending on the amount of credit earned through ACA, students may be eligible to receive a minor in their chosen language without any further coursework.

Students at Avondale College and Asia-Pacific International University can complete coursework that counts toward select requirements for graduation while experiencing life in another culture.

STUDY TOURS
Study tours are available each year, sponsored by various departments (usually of the College of Arts and Sciences and the School of Religion). Academic credit is available, and/or personal enrichment may be sought. Exciting destinations include Celtic Britain (English Department), Costa Rica, Honduras, and Paris (inquire at the Department of World Languages). Inquire at the School of Religion office, (951) 785-2041 regarding tours to Peru’s Andes and Amazon, Israel, Jordan, Egypt, Greece, and Asia.

TEACHING CREDENTIALS
A credential office is maintained by the School of Education. Students should direct questions to the credential office (and the School of Education), where they may also apply for California state and Seventh-day Adventist teaching and service credentials.

WRITING CENTER
The Writing Center assists La Sierra University students with written communication, such as essays and research papers. In the Writing Center students can talk one-on-one with a Writing Coach who can offer advice on expression, clarity, conciseness, organization, grammar, and punctuation. The Center also offers occasional group workshops on communication issues. It is located in Amb Hall, Room 102C.

ON-CAMPUS ACADEMIC OPPORTUNITIES

RESEARCH OPPORTUNITIES
Students at La Sierra University have many opportunities to participate in the research experience since student research is an integral part of the University’s prestigious Honors Program as well as an important part of the educational mission of most programs on campus. Because many of the faculty at La Sierra University are committed to involving undergraduate students in their research and scholarly activities at a variety of levels from introductory to cutting-edge, some students become full, active participants in a faculty research program. Other students embark on investigations of their own design under the careful supervision of a faculty mentor.

On campus, students are encouraged to present the results of their research in a variety of forums, including departmental seminars and research conferences as well as the annual Research Recognition Day and Senior Honors Presentations each spring. Our students regularly make presentations at undergraduate and graduate research conferences and at regional and national professional conferences; many students also author and co-author papers in refereed and peer-reviewed professional journals.
STUDENTS IN FREE ENTERPRISE (SIFE)

Students In Free Enterprise (SIFE) is an international organization started in 1975 by corporate America for the purpose of giving college and university students the best opportunity to make a difference and to simultaneously develop leadership, teamwork, and communication skills through learning, practicing, and teaching the principles of free enterprise. Currently, there are approximately 1,400 SIFE teams on college and university campuses across the United States and in approximately 48 other countries.

Organized in the fall of 1991, the La Sierra University SIFE team is sponsored by the School of Business. The team’s many educational and service projects have brought it much notoriety, including winning six national and international championships, including two World Cups in 2002 and 2007.

The La Sierra University SIFE team has three main objectives:
- To educate the community about the free enterprise system,
- To provide practical experience for its members in business and free enterprise, and
- To engage in social entrepreneurship by providing education and tools to the less fortunate to help them make the most of their opportunities.

Students who join the LSU SIFE team represent a diversity of academic and cultural backgrounds. The team invites students from all disciplines who are interested in developing their potential in leadership, entrepreneurship, and social responsibility to join the organization.

UNIVERSITY HONORS PROGRAM

The University Honors Program serves undergraduates of outstanding intellectual and creative ability in all schools of the university. It is a learning community centered around a program of general studies and culminating in an original scholarship project.

Students who satisfactorily complete the University Honors Program of general studies, and the honors scholarship project, and have a cumulative GPA of at least 3.50 will have the designation “University Honors” added to their diplomas. For more information, please refer to the University Honors section in the undergraduate bulletin or visit www.lasierra.edu/honors.

OUT-REACH

COMMUNITY SERVICE

La Sierra University offers students a variety of outreach programs through our Homebase Office. Students seeking the blessing of service can participate in community mission projects organized through our short-term mission office. Service-Learning courses provide students with the opportunity to apply classroom learning in service to the community. The considerable number of Seventh-day Adventist churches in the area enables students to gain experience serving large and small congregations. For more information, refer to the “Service-Learning” portion of the University Studies Program section of this bulletin.

STUDENT MISSIONS

SHORT-TERM MISSION PROJECTS

The Office of Spiritual Life has developed a program tied to their Missions Office that is designed to encourage students and faculty alike to participate in a life of servitude. Short-term mission projects (comprised of one to four week projects) are being planned for each quarter and are offered to students as a service choice during every break. Trips range in price from $500 - $3000, although the Office of Spiritual Life is currently trying to establish funds based on donations and sponsorships to defray the cost for each student. The goal of the Short-term Missions program of the Office of Spiritual Life is to provide enough short-term mission opportunities for each and every student to experience the life changing effects of service, at least once before transitioning from La Sierra.

Over the past three years the short-term opportunities have included five trips to the Gulf States, offering support for those affected by Hurricane Katrina; four trips to Mexico, building homes for families in need; a trip to Puerto Rico, helping to restore a local school; a trip to Kenya, assisting in building a church for the Masai people; and a trip to Tanzania, working in a local clinic to help AIDS children and mothers.

Overall, the Short-term Missions program has sent over 100 students to 12 locations, affecting thousands of individuals throughout the world. It is the hope of both LSU and the Office of Spiritual Life that, after students encounter La Sierra University, they will not only find a deeper understanding of what it means to be human, but they will also realize what it means to be an active Christian within a greater global community.

LONG-TERM MISSIONS

The La Sierra University Long-term Missions Program, a part of the Office of Spiritual Life, aims to offer students, and community members at large, a unique opportunity to worship, witness, and work in a venue that will change their lives forever. Primarily based in the international arena, individuals who choose to spend a year away from the campus are involved in volunteer activities that run the gamut. Previous missions have included, but not been limited to, students teaching at multi-grade classrooms in the Micronesian islands, acting as deans to academy students in Europe, working at medical clinics in Africa, and serving as English Language tutors in Korea.

Students wanting to volunteer their time and talent should consult with the Missions Office, which is designed to help in aiding and screening the prospective missionary with call placements; travel arrangements; academic deferments; fundraising; and overall preparation in regards mental, physical, and spiritual health.

The Missions Office also offers students the ability to travel for shorter periods of time, such as during the summer and for individual quarters. Summer trips have included such activities as teaching summer school abroad, working at orphanages, and participating in evangelistic trips, just to name a few. Organizations that have assisted in these trips include the Adventist Volunteer Services, with the General Conference; Share Him Evangelism; the Quiet Hour; as well as other independent ministries. The Missions office continues to work with these organizations, and others, to ensure that they can help LSU students answer the call to serve.

For more information becoming involved in world missions, please go online at www.lasierra.edu/missions, send an email to missions@lasierra.edu, or call the Office of Spiritual Life 951-785-2090.
ACADEMIC AND INSTRUCTIONAL RESOURCES

LA SIERRA UNIVERSITY

CAMPUS RESOURCES

ALUMNI ASSOCIATION
The Alumni Association welcomes all former students of La Sierra; there are no membership fees. Alumni have access to collections of yearbooks, student newspapers, alumni-authored books, and CDs by alumni artists. These are housed at the Alumni Center on Pierce Street. In addition, the Alumni Center is available for social occasions such as wedding receptions, graduation parties, and meetings of all kinds. Alumni can stay connected in a variety of ways, including the alumni web site (www.lasieraconnect.net); the alumni magazine, La Sierra Today; the alumni email newsletter; and the LSU Alumni group on Facebook. Alumni are also invited to off-campus gatherings hosted by university administrators and faculty as they travel to locations around the world.

The Alumni Association strives for a positive working relationship between alumni and the University. It facilitates opportunities for former students to support their alma mater through gifts of time, professional expertise, financial means, and their good word.

CAMPUS PASTOR
The campus pastor ministers to students' needs by providing spiritual direction and nurture, opportunities for outreach in the community, pastoral counseling, Engaged Couples' Seminars, worship services, and Bible study groups.

FITNESS CENTER
The Fitness Center is located in the Alumni Pavilion. Membership is open to students, faculty, and staff. The 4,500 sq. ft. room contains treadmills, ellipticals, bicycles, and stair-steppers; 19 individualized weight stations; and a complete free weight area that includes six Olympic benches, dumbbell benches, dumbbells, and other stations. During the school year the Fitness Center is open Monday-Thursday, 6 am - 10 pm; Friday, 6 am until one hour before sunset; and Sunday, 5-10 pm. For more information, contact the Fitness Center at 951-785-2514.

HANCOCK CENTER FOR YOUTH & FAMILY MINISTRY
The School of Religion faculty has long been recognized as a leading resource of skills and materials for helping young people develop in their personal relationship to Jesus Christ. This resource now exists as the John Hancock Center for Youth and Family Ministry. Named after an outstanding Seventh-day Adventist leader in the spiritual nurture of young people, the center provides help and information to youth and family workers throughout North America and increasingly to others abroad. Major activities include the annual John Hancock Lectureship and the annual Youth Ministry Symposium, which features presentations by leading Christians who work with young people. Other services to Adventist and other Christian pastors and teachers include research (such as ValueGenesis), workshops, and educational programs. For further information please contact the assistant director or executive director of the Hancock Center at 951-785-2091. The Hancock Center can also be reached by fax, at 951-785-2199; on the web, at www.hancockcenter.org or www.hancockcenterstore.com; and by email, at hcyfm@lasiera.edu.

RECREATION
At La Sierra University, physical fitness is promoted by various recreational activities, such as intramural and varsity sports. The location of La Sierra University is a real advantage to students interested in personal recreation as well as in the University's physical education classes. Not only are there campus activity areas such as lighted tennis courts, a track and fields, three pools, and other facilities which can be used almost every day of the year, but nearby there are mountains (with hiking, camping, winter skiing, etc.); deserts (with rock climbing, wilderness survival, etc.); and beaches and lakes (with scuba, sailing, etc.).

STUDENT ASSOCIATION OF LA SIERRA UNIVERSITY
The Student Association of La Sierra University (SALSU) attempts to involve students in all areas of campus life. Among these are the promotion of spiritual activities; participation in social events; and production of the student news magazine, the Criterion, and the student directory, Perspectives. A list of other campus organizations, through which the student may gain extracurricular experience, is printed in the Office of Student Life section of this bulletin, in the Student Handbook, and online at www.lasiera.edu/slife.

STUDENT EMPLOYMENT PROGRAM
The Human Resources Department (HRD), in collaboration with the Payroll Department, directs the employment and payroll function for all LSU graduate and undergraduate students. The HRD is dedicated to bringing the best service possible to the Student Employment Program by offering students the opportunity of gaining work experience. The Student Employment Program helps carry out the daily operations of the institution, while ensuring compliance with federal, state, and university regulations and policies. For more information, contact HRD, located in the Administration Building Room 220 at 951-785-2088 or call the Jobline at 951-785-2147.

WELL @ LSU (WELLNESS PROGRAM)
The University provides a wellness program for faculty, staff, and students.

WOMEN'S RESOURCE CENTER
The Women’s Resource Center serves students and faculty by providing information, resources, and support with regards to gender issues. The Women’s Resource Center encourages and advocates for women clergy in the Seventh-day Adventist Church and for those studying for ministry. It collaborates to increase awareness of abuse of women and provides resources for healing. The Center also focuses on career and leadership development of women in all professions, both for students and those already in the workplace. The Women Resource Center offers opportunities to celebrate the accomplishments and contributions of Adventist women to their world and church. To this effect, the Center sponsors lectures and events, gathers material concerning the experiences and services of women, develops resources on women and the Bible, and supports gender equality within the Adventist Church. For more information contact the director at 951-785-2470 or visit www.adventistwomenscenter.org.


**LSU INFORMATION TECHNOLOGY SERVICES**

**ACADEMIC TECHNOLOGY SERVICES**
The Academic Technology Services (ATS), under the IT department, manages the public computer labs, the Smart Computer Classrooms, classroom multi-media technology, and other multi-media services or equipment. Video and audio-visual equipment is available to classrooms. While most of the classrooms on campus are installed with multi-media projection equipment, ATS also provides mobile equipment and service to areas that do not have multi-media access.

For further information on the computing facilities and services, contact the director of Computer Information Services at 951-785-2904 or visit www.lasierra.edu/IT.

**COMPUTER FACILITIES**

La Sierra University proudly boasts a comprehensive, state-of-the-art computing facility. Ambs Hall houses the general purpose Microcomputer Lab (MICOL), Smart Computer Classrooms, and major University servers. Ambs Hall is also the central control of the campus’s high speed, fiber-optic network infrastructure. From this building, a private wireless network is available to students, faculty, staff, and friends. In addition to these main campus computer labs, various buildings have specialized computer labs available to faculty and students. For more information concerning these specialized labs, contact the individual schools or departments.

**SOFTWARE**

Software packages including general purpose word-processing, internet, spreadsheet, and desktop/graphic design are available at the campus computer labs. In some of the more specialized labs, software such as video editing, statistical software, language learning software, and music composition software have been installed for the student’s use.

**UNIVERSITY NETWORK**
The University uses a high-speed fiber-optic backbone to connect all computers on campus to the main servers and to the Internet. A private, campus-wide wireless network is also available. Students, faculty, staff, and friends may obtain high-speed wireless access in virtually every part of the campus.

**RESIDENCE HALL NETWORK**

Students residing in any residence hall on campus have access to the campus-wide network from their rooms. One Ethernet network connection is provided per person and allows a personal computer to attach to the University network.

**UNIVERSITY SERVERS**
The office of Information Technology (IT) operates a variety of servers, including Sun, Linux, Apple, and Microsoft servers. These machines service a host of application systems. They are used to assist various facets of the University including, but not limited to, academic advising functions, accounting and human resources, the cafeteria system, copy and print functions, course management systems, dorm management systems, email functions, environmental monitoring systems, fundraising systems, keyless entry and surveillance systems, the library, multimedia services, research databases, student information and financial systems, telephone management systems, and web-serving functions.

**LSU LIBRARY**

**COLLECTIONS**

Book collections number about 215,000 volumes. These are supplemented with more than 40,000 bound journal volumes representing nearly 1,000 currently received journal titles. However, the strength of the current journal collection is in the excess of about 27,000 periodical titles and there are an additional 47,000 books available full-text in electronic format. Extensive audiovisual collections, including microfilms, microfiche, micro cards, compact discs, and videotapes, augment the print and electronic resources of the Library. The holdings of this audiovisual collection total about 385,000 items.

**SPECIAL COLLECTIONS**

Special collections in the Library’s Heritage Room and Ellen G. White Study Center support the curriculum with materials on the history of Adventism and the religious roots of the University. Another strength of this collection is its educational materials that cover the origin and development of the Seventh-day Adventist education system. The William M. Landeen Collection on the History of Christianity contains English and foreign language materials related to the Protestant Reformation.

**CURRICULUM RESOURCE CENTER**

The Curriculum Resource Center supports the teacher education programs of the University with collections and materials that include textbook sets, curriculum guides, and other teaching materials.

**MEDIA SERVICES**

The Library Media Services provides a circulating collection of audio, video, and multi-media instructional materials. Faculty may place items on reserve for student listening and viewing. Equipment is provided for on-site use of the collections, and a classroom is available for group instruction. Studio services are also provided by the Media staff.

**NETWORKING & CONSORTIA**

Computer networks link the Library to local and distant libraries. When resources outside the Library are needed, faculty, staff, and students are able to secure materials through interlibrary loan and other means. Participation in several local, regional, and national information networks gives students and faculty access to the collections beyond the campus. On-demand delivery of library materials from more than 50 public and academic libraries in California and Nevada is routed through the LINK+ service. Interlibrary loans are made possible through the OCLC Interlibrary Loan network, which connects the LSU Library to several thousand other libraries throughout North America.
PURPOSE
The Library enhances the quality of the academic experience available at La Sierra University by supporting the teaching, learning, and research activities of the faculty and students. To accomplish this purpose the Library has developed and maintains collections of books, journals, audiovisual and archival materials, and provides a wide range of information services that supplement the teaching and research activities carried on in the University.

SERVICES
The Library’s professional staff are able to assist faculty and students in locating needed information for study or research purposes. The Library has an integrated library system with on-line public access catalog, circulation, reserve, serials control and acquisition systems. Online computer and Internet linked databases are available to students both on and off campus. Subscriptions to more than 100 electronic databases, as well as to other information resources, are available through the Internet. With these tools and others, information sources in collections owned by the Library, and at other locations, may rapidly be located.

CAMPUS FEATURES

ARBORETUM
In 1979, the trees on campus were surveyed and classified. When the extent of the campus tree collection was determined, it was decided that LSU needed to catalogue the finest specimen of each species. This led to the preparation of a map showing the location of each tree, and name tags were put on the trees listing both the popular and scientific names.

With more than 100 different species on campus, a proclamation was issued in February of 1980, officially naming the campus an arboretum. Since that time thousands of visitors have come to the campus to study and enjoy the beauty of the tree collection.

BRANDSTATER GALLERY
The Brandstater Gallery is part of the University’s Visual Art Center constructed in 1984. It exists today due to a generous donation from the children of Roy and Frances Brandstater, honoring the memory of their parents. The gallery provides the University community an opportunity to interact with the art of contemporary artists by featuring changing exhibitions of international, national, and regional significance.

The gallery is committed to creating educational opportunities through experimental projects and institutional collaborations. It provides art students with the opportunity to exhibit their work during the Annual Student Show, and at the end of the student’s university experience. The Brandstater Gallery plays a special role in contributing to the intellectual and cultural life of the university and community at large. For further information contact the Gallery Director at 951-785-2959 or at 951-785-2456.

COMMON GROUND
The Common Ground park was established as a memorial to the son of a faculty member, and won a 1993 First Place Beautification Award from the Greater Riverside Chambers of Commerce. The park was built with funds contributed jointly by students, alumni, faculty, staff, and the University. It serves as a peaceful place for visitors, students, and others to talk or to meditate.

EAGLE’S NEST
The Eagle’s Nest is an “oasis” in the center of campus with a Christian coffee house atmosphere. It sells hot and cold beverages along with cakes, muffins, sandwiches, pizzas, and soups. Each quarter, student art is displayed. Tuesday Tunes is a bi-weekly music event which may feature Christian folk, gospel, jazz, reggae, brass, or other musical genres being performed by artists from the campus and/or visiting musicians from the community.

OBSERVATORY
The Barnard Memorial Observatory, which was built by former faculty and students, provides the University and the community with the opportunity to view the heavens with a large telescope. One goal for this facility is that it may support one of the aims of the University, directing the minds of the users to the Creator of the heavens, by providing services for astronomy classes, interested University and community members, and interested community organizations. The facility is located high on a hill overlooking the campus and the eastern horizon and includes a 16-inch Cassegrain reflecting telescope and several smaller telescopes. Open houses are staffed by University and guest astronomers and are held on a monthly basis, and by special request at other times. The observatory is operated by the Physics Department with the assistance of University faculty and staff from a variety of areas.

STAHL CENTER FOR WORLD SERVICE
The Fernando and Ana Stahl Center for World Service is committed to the mission of “passing a vision of world service to a new generation of students.” Based in the School of Religion and drawing upon other campus entities, the Center serves the world church and the wider academic community by promoting world service tours and sponsoring lectureships, archives, and displays at La Sierra University and in other settings. For further information contact the Center director at 951-785-2041, 951-785-2199 (fax), or cmteel@aol.com (email).

GLOBAL PIECEMAKING
This project is an extension of the ecumenical and international drive organized by La Sierra University’s Stahl Center to create thousands of infant quilts for AIDS babies and other displaced children worldwide. Following upon the heels of Global Village ‘92, an international development education project cosponsored with ADRA International, this project invites civic groups, community services federations, Pathfinder Clubs, churches, and schools to respond to the global AIDS epidemic in a most personal and practical manner. La Sierra University students, among others, continue to deliver quilts in such varied settings as US pediatric wards, African hospitals, Thailand AIDS hospices, and Armenian orphanages.
PATH OF THE JUST
Working in concert with the La Sierra University Administration, the Stahl Center initiated the idea of honoring individuals whose modern lives of altruistic service bore a distinct witness in facilitating human rights, individual empowerment, or religious toleration. Initial honorees included Ana and Fernando Stahl, Mother Teresa, John Weidner, Linda and Millard Fuller, Harry Miller, Desmond Tutu, Pearl S. Buck, and Dietrich Bonhoeffer.

STAHLE CENTER MUSEUM
The as-yet-unnamed museum of culture is a locus for such Stahl Center activities as seminars and lectures. The museum’s one hundred family collections include the Stahl collection from Peru, the Senseman collection from East Africa, the Elick collection from the Peruvian Amazon, the Barnard collection from New Guinea, the Zeismer collection from West Africa, the Murray and Smith collections from the Andes, the Dybdahl collection from the Philippines, the Ritchie Collection from Mexico, and the Christiansen collection from diverse locales. In addition to campus visitors, community groups regularly view the museum’s displays, bringing over one thousand guests to the campus each year. The 2009 exhibit, “Life in Bible Times: a Day in the Life of Yonah and Her Family,” includes a model of the family dwelling south of Amman, Jordan, which was excavated by La Sierra University faculty and student, and the exhibit also features a selection of artifacts from the Middle East.

WORLD MUSEUM OF NATURAL HISTORY
The World Museum of Natural History, which is located in Cossentine Hall, was first opened to the public in Palmer Hall in 1981, and then later, in 1989, it was reopened in Cossentine Hall. The museum preparation building houses one of the finest museum freeze-dry facilities in the world.

Today the museum’s collections include:
1. Displays unequaled in the United States of crocodilians, turtles, tortoises, lizards, and snakes.
2. The largest display of Southeast Asian birds in the Western United States.
3. Outstanding displays of primates, mammals, and carnivores.
4. One of the world’s largest and finest collections of mineral spheres.
5. Magnificent petrified woods from the Western United States.
6. Mineral specimens from around the world, including fluorescent minerals, meteorites, and tektites.
7. Ethnic cultural art including a Sujiseki (Japanese style contemplative stone).
8. American Indian artifacts.

The museum cooperates with museums and zoos around the world and receives outstanding zoo mortalities. A permanent display featuring a lowland gorilla and an orangutan is located at the Los Angeles County Zoo.

The museum is open to the public Saturday afternoons from 2 pm - 5 pm. Museum tours are available to groups by appointment. The Museum attracts thousands of visitors annually. For further information about the museum, call 951-785-2209 on Saturday from 2-5 pm and 951-785 - 2500 during the week.

OFF-CAMPUS ADDITIONAL RESOURCES
LA SIERRA ELEMENTARY & ACADEMY
La Sierra Elementary and Academy provide laboratory and demonstration opportunities. Additional fieldwork facilities are provided in the Alvord and Corona-Norco Unified School Districts, various other public school districts, and in numerous academies and elementary schools in the Southern and Southeastern California Conferences of Seventh-day Adventists K-12 school system.

OFF CAMPUS
A partial list of frequent off-campus group activities of La Sierra University students from year to year include Newport Beach located activities such as whale watching cruises and the Christmas-lighted “Boat Parade;” games at the home stadiums and arenas of the Dodgers, Angels, Lakers, Clippers, Galaxy, Mighty Ducks, and Kings; concerts at the Hollywood Bowl and the Los Angeles Music Center; hiking and biking in the local mountains and deserts; hiking, water sports, and sunset vespers at the local beaches; visits to the San Diego Zoo and Wild Animal Park, Sea World, Griffith Park Observatory, Disneyland, and Knott’s Berry Farm; and trips to the J. Paul Getty, the Los Angeles County Museum of Art, the Museum of Tolerance, and the Huntington Library.
C. **TEST RESULTS:** New Freshman applicants graduating from U.S. high schools must submit scores from either the American College Testing Program (ACT) and/or the Scholastic Aptitude Test (SAT1). Test results can be sent directly by mail to the University by entering the La Sierra University code #4380 on the test at the time it is taken. If that was not done, contact the appropriate testing program (ACT or SAT) to have the results sent directly to the Office of Admissions and Records.

2. The Office of Admissions and Records evaluates the complete file and makes a decision.

3. The application decision is communicated to the applicant by the Office of Admissions and Records. Accepted applicants are provided with information on the registration process, which will include the submission of additional forms such as Health Record Form, Residence Hall, etc.

4. Transcripts and all other application documents are retained permanently by the University for students who enroll. These documents may not be withdrawn and/or used by students. Records of applicants who do not enroll are also retained and may be destroyed after one year.

### APPLICATION DEADLINES

Applications are considered on a rolling basis; however, it is highly recommended that the following preferred deadlines be observed:

- **Fall Quarter**
  - February 1 (New Freshman applications)
  - June 1 (International applications)
  - July 1 (All other applications)

- **Winter Quarter**
  - November 15

- **Spring Quarter**
  - February 15 (International applications)
  - March 1 (All other applications)

- **Summer Quarter**
  - May 1

Applicants desiring financial aid for the Fall quarter need to submit applications before March 2.

### WHEN ADMISSION IS DENIED

Applicants who have been denied entrance to the University have the option to appeal the decision by writing a letter to the Office of Admissions and Records indicating the reasons for the appeal, including new evidence for reconsideration. The Admissions Committee will consider the appeal at its next regular meeting.
ADMISSION CLASSIFICATIONS

REGULAR STATUS
Regular students are defined as those who have satisfied all admission requirements and are accepted for a curriculum leading to a degree or pre-professional program. Students who have a secondary school GPA of 3.50 or above and ACT English and Math scores of 21 and/or SAT Critical Reading and Math scores of 540 may apply for the University Honors program.

PROVISIONAL AND/OR PROBATIONARY STATUS
Provisional status may be given to a student who does meet requirements for regular standing. To change classification to regular standing, a student must have complied with all stipulations in the probationary/provisional contract. These might include restrictions on course load and on participation in any extracurricular University activity such as mission trips, athletics, recruiting, etc., and the utilization of required academic resources.

AMERICAN EXPERIENCE & LANGUAGE PROGRAM ONLY
International, and other students, who enroll in the American Experience and Language Program to study only English as a second language are eligible to enroll only in non-credit ALCE courses as non-degree students and earn no credit toward a degree. They must have current TOEFL or MTEL P scores before advisement and registration.

ADMISSION OF UNSPECIFIED / NON-DEGREE STUDENTS
Unspecified non-degree status may be available to students who are not interested in seeking a degree. It is important to note, however, that financial aid is not available. Unspecified non-degree status is not available for students who have been academically disqualified from La Sierra University unless they have met the stipulations for academic rehabilitation. Also, this status may not be available to international students. (For more information, please refer to the “Consequences of Failure to Make Acceptable Academic Progress” portion of the Academic Policies and Practices section of the bulletin.)

Although there is currently no limit to the number of courses that may be taken as an unspecified non-degree student, it is recommended that no more than 12 units are taken. Such courses do not guarantee acceptance into a degree or pre-professional program, nor is there a guarantee that these courses will transfer into a degree or pre-professional program if the student is admitted therein. Unspecified non-degree status is reflected on the student’s transcript. When a student formally applies to a degree program, all postsecondary courses taken at La Sierra University and elsewhere will be taken into consideration by the Undergraduate Admissions Committee.

ADMISSION OF NEW FRESHMAN

PREPARATION FOR COLLEGE
Students planning to apply for admission to La Sierra University are urged to consider the following.

La Sierra University uses three factors in determining academic eligibility for admission. Most applicants who are admitted meet the standards in each of the following areas:

A. A-G subject requirements
   B. Grade point average from subject requirement courses and SAT or ACT test scores
   C. High school completion

An applicant will academically qualify for regular admission as a new freshman if the applicant is a high school graduate, has a qualifiable Eligibility Index, and has completed, with grades of C or better, the required comprehensive pattern of college-preparatory subjects. Required religion courses from Seventh-day Adventist schools are considered to be part of the required comprehensive pattern (“H”). (For more information, please refer to the “Eligibility Index” and “A-G Subject Requirements” portions of this section of the bulletin.)

Admission may be based on work completed through the junior year of high school and planned for one’s senior year. (For more information, please refer to the “Grade Point Average” portion of this section of the bulletin.)

A-G SUBJECT REQUIREMENTS
La Sierra University requires that New Freshman applicants complete, with a C or better, a comprehensive pattern of college preparatory study totaling 15 units. A “unit” is one year of study in high school.

A. History/Social Science – 2 years required
   Two years of history/social sciences, including one year of world history, cultures, and geography and one year of U.S. history or one-half year of U.S. history combined with one-half year of either civics or American government.

B. English – 4 years required
   Four years of college-preparatory English that include frequent and regular writing and reading of classic and modern literature. No more than two semesters of ninth-grade English or one year of ESL-type courses can be used to meet this requirement.

C. Mathematics – 3 years required, 4 years recommended
   Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades if the student’s high school includes those courses, with grades and units, on the student’s transcript.

D. Laboratory Science – 2 years required, 3 years recommended
   Two years of laboratory science providing fundamental knowledge in two of the three core disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry, and physics. The final two years of an approved three-year integrated science program may be used to fulfill this requirement. Not more than one year of ninth-grade laboratory science can be used to meet this requirement.
E. Language Other than English – 2 years required, 3 years recommended
   Two years of the same language other than English. Courses should emphasize speaking and understanding and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in language other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if the student’s high school includes the course, with grades and units, on the student’s transcript.

F. Visual and Performing Arts (VPA) – 1 year required
   Two semesters of approved arts courses from a single VPA discipline: dance, drama/theater, music, or visual art.

G. College Preparatory Electives – 1 year required
   One year (two semesters), in addition to those required in “A-G” above, chosen from visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year in the language used for the “E” requirement or two years of another language).

**SUBJECT H**

H. Religion – 1-4 years may be applied
   In addition to the required “A-G” above, students may choose to include up to four years (two semesters) of religion courses, if attending a Seventh-day Adventist high school.

**GRADE POINT AVERAGE**

If one applies for admission before graduation from high school, GPA is computed using grades earned in “A-G” and “H” courses completed after the 9th grade. Grades expected to be earned in courses during the remainder of 12th grade may not be included.

**HIGH SCHOOL COMPLETION**

La Sierra University adheres to the graduation requirements for regionally accredited secondary schools. An applicant who has completed secondary work in an unaccredited or non-regionally accredited institution or a non-United States institution, where accreditation cannot be confirmed, may be asked to write the GED. (For more information, please refer to the “High School Equivalency” portion of this section of the bulletin.)

Applicants who have completed secondary school outside the United States must present high school completion as outlined by the American Association of Collegiate Registrars and Admission Officers (AACRAO) guidelines for the particular country.

Applicants who have completed their high school education in a home school setting must submit either a transcript from a regionally accredited home school program or present the results of the General Educational Development (GED) examinations (For more information, please refer to the “High School Equivalency” portion of this section of the bulletin.)

**REQUIRED TESTS**

Test scores are required for all first-time freshman applicants graduating from a US high school. Freshman applicants must submit scores from either the American College Test (ACT) or the Scholastic Aptitude Test (SAT I Reasoning Test) of the College Board. Students should plan to take the tests no later than November or early December (in order to apply to LSU for the following school year).

Registration forms, dates as well as on-line testing for the SAT I or ACT are available on the web.

- The College Board (SAT)
  Registration Unit, Box 6200
  Princeton, New Jersey 08541
  (609) 771-7588
  www.collegeboard.org

- American College Testing (ACT)
  Registration Unit, P.O. Box 414
  Iowa City, Iowa 52240
  (319) 337-1270
  www.act.org

Information is also available from high school or college admission counselors or from the La Sierra University Learning Support and Testing Center (951-785-2450).

**PROFICIENCIES**

Undergraduate students will be required to show proficiency in a second language as a condition of graduation from the university. Entering students can often satisfy this university graduation requirement prior to their admission to the university by completing a third year of foreign language in high school. La Sierra University encourages all entering freshmen to consider completing this additional year of foreign language while in high school.

Proficiency in reading, English usage, and mathematics is expected and usually can be acquired by fulfilling the required secondary English and math classes.

All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have:

1. The ability to use a PC to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices;
2. The ability to use a word processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents;
3. The ability to use an electronic mail system to receive, create, edit, print, save, and send e-mail messages both with and without attached files; and
4. The ability to use an Internet browser to search the World Wide Web.

**ELIGIBILITY INDEX**

The Eligibility Index is the combination of the high school GPA (computed on the A-G subject required courses taken during the sophomore through senior years of high school study) and a test score on either the American College Test (ACT) or the Scholastic Assessment Test (SAT I).
LSU EPT Score Computation Break Down
To identify entering students who may need additional support in the Mathematics Placement Test (MPT) and the LSU English Placement Test, students are required to take the LSU English Placement Test, according to the following Accuplacer combination tests.

Students with an Eligibility Index of 3300 and above will be considered to be academically fully qualified for admission.

• Students with an Eligibility Index of 3000 to 3299 may need to submit additional supporting materials, including letters of recommendation from guidance counselors and teachers. Applicants may be additionally asked to submit other supporting materials such as personal statements describing achievements and/or academic goals, an additional personal essay of no less than 250 words, etc. A personal or telephone interview may also be required.

• Students with an SAT I combined score of less than 800, an ACT score of less than 17, or a GPA of less than 2.75 on "A-G" and "H" courses may need to submit letters of recommendation from guidance counselors and teachers. Applicants may be additionally asked to submit other supporting materials such as personal statements describing achievements and/or academic goals, an additional personal essay of no less than 250 words, etc. A personal or telephone interview may also be required.

• Students with Eligibility Index of 2999 or lower or students who cannot have an Eligibility Index calculated may be accepted by exception.

• Applicants who are considered by exception may submit additional supporting materials such as letters of recommendation from teachers and/or guidance counselors, a personal statement describing achievements and academic goals, etc. A personal or telephone interview may also be required.

La Sierra University has the right to approve or deny a student for admission regardless of an individual's qualification.

PLACEMENT TESTS
La Sierra University requires all entering applicants to take the LSU Mathematics Placement Test (MPT) and the LSU English Placement Test (EPT) prior to enrollment. These placement tests are designed to identify entering students who may need additional support in acquiring basic English and mathematics skills necessary to succeed in baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate pre-foundational programs and activities during the first term of their enrollment.

Students may register for the MPT and/or EPT with the La Sierra University Learning Support and Testing Center (LSTC). Questions about test dates and registration for tests should be referred to the LSTC (951-785-2450). Students wishing to practice and prepare for the MPT or EPT can do so at http://www.Testpreview.com. Select “Accuplacer”.

SAT/ACT SCORES & PLACEMENT TEST ASSIGNMENTS

- **ENGLISH**
- **NOTE:** When a student receives less than 75 on the Reading comprehension portion of the test, testing does not proceed to the Sentence skills portion.

<table>
<thead>
<tr>
<th>PLACEMENT</th>
<th>LSU EPT Score</th>
<th>Computation Break Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>98 or more</td>
<td>(0.72 times the score of Reading comprehension) + (0.36 times the score of Sentence skills)</td>
</tr>
<tr>
<td>ENGL 005A</td>
<td>75 – 97</td>
<td>(0.72 times the score of Reading comprehension) + (0.36 times the score of Sentence skills)</td>
</tr>
<tr>
<td>RDNG 001</td>
<td>Less than 75</td>
<td>(0.72 times the score of Reading comprehension) + (0.36 times the score of Sentence skills)</td>
</tr>
</tbody>
</table>

English 124 Placement
Freshman students with a high school GPA of 3.5, or higher; a SAT Critical Reading score of at least 630 (ACT English score of at least 26); and a SAT Math score of at least 550 (ACT Math score of at least 22) may register for ENGL 124.

To qualify for ENGL 124, students need to have an affection for literature, reading and writing, and a desire for more challenging materials.

**NOTE:** Students must pass ENGL 124 with a B or higher to have this course fulfill the University’s foundational requirement. If a student fails ENGL 124, then the student must complete the entire ENGL 111, 112, 113 sequence, as English 124 cannot be repeated. If a student passes ENGL 124 with a B- or lower, then the student must also complete ENGL 112 and 113.
MATHEMATICS
Incoming freshman students with a minimum SAT score of 580 in Math (ACT Math score of at least 23) are not required to take the Math Placement Test but may enroll in the appropriate foundational college math class.

Students wishing to enroll in a math class beyond foundational level are required to take the placement test.

The LSU Math Placement Test will determine placement for all other students into College Math classes or pre-foundational Math classes.

PRE-FOUNDATIONAL COURSES
La Sierra University expects minimum competencies in English and mathematics as entrance requirements. A Qualifying Hold is placed on entering freshmen and transferring students who have not demonstrated minimum competencies. Students placing into pre-foundational course(s) must enroll in appropriate pre-foundational course(s) each quarter until all required pre-foundational courses are completed. Withdrawing from a pre-foundational class is not allowed unless prior approval has been granted by the University Studies Office. Students must be enrolled in the appropriate pre-foundational course(s) each quarter (fall, winter, and spring quarter) of each year until all pre-foundational requirements are completed.

Students wishing to enroll in a pre-foundational class must attend class by the second day of that pre-foundational class. Registered students who have not attended a pre-foundational class by day two of the class will be withdrawn from that pre-foundational class by the University Studies Office and placed on Pre-foundational Restriction.

FOUNDATIONAL COURSES
Foundational requirements, other than upper division argumentation and inquiry requirements, must be completed before a student is allowed to submit a senior contract.

HIGH SCHOOL EQUIVALENCY
Applicants who do not complete high school, did not receive a high school diploma, or whose high school completion cannot be confirmed, may present the General Educational Development (GED) examinations results or the California High School Proficiency Examination (CHSPE) results in lieu of the high school diploma.

If the applicant is withdrawing from a secondary school in order to take the CHSPE or the GED, a recommendation letter from either the school’s principal or guidance counselor, addressing the applicant’s readiness for university study, may be required.

An applicant with a GED or CHSPE may wish to submit a complete high school transcript as additional information for review.

Applicants who receive passing scores on the GED and either an ACT Composite of 17 or a SAT 1 total score of 800 (critical reading plus math) may be considered for acceptance. The passing score in California for the GED is an average score of 45 on the five tests, with no score lower than 40 and with a total score of not less than 225.

Applicants who have passed the CHSPE and have either an ACT composite of 17 or a SAT 1 total score of 800 (critical reading plus math) may be considered for acceptance. The applicant’s admission essay must indicate life goals, evidence of motivation for early entrance into the University, and reasons for acceleration.

ADMISSION OF RETURNING AND TRANSFER STUDENTS

RETURNING STUDENTS
A returning student who wishes to resume studies at the University after an absence of one calendar year or more must reapply, by completing a new undergraduate application and submitting transcripts from any school attended since attending La Sierra University.

If the returning student has been gone less than one calendar year, then the student must submit a Re-Application Statement, available at the Office of Admissions and Records, and transcripts from any school attended since attending La Sierra University.

Returning students are subject to the requirements of the bulletin in effect at, or after, the time of re-entry. A student who has been discontinued from the University for reasons of professional or academic behavior will need to reapply and to conform to any of the conditions specified for consideration by the Undergraduate Admissions Committee. A student who has been officially academically disqualified a second time or discontinued permanently will not be readmitted to the University.

TRANSFER STUDENTS
In addition to following all regular requirements for admission, an applicant for undergraduate admission by transfer from another college or university must submit complete official transcripts of all studies taken at both secondary and postsecondary levels to the Office of Admissions and Records. A cumulative grade point average of C (2.00) is required on all college-level courses. A student submitting less than 12 quarter units of transferable coursework is considered as a new freshman.

Placement testing for mathematics (MPT) and English (EPT) is required from transfer students who have not completed College Algebra and the first quarter of College Writing prior to enrollment. Transfer students who do not demonstrate college-level skills both in English and in mathematics will be placed in the appropriate pre-foundational programs and activities during the first term of their enrollment.

Students may register for the MPT and/or EPT with the La Sierra University Learning Support and Testing Center (LSTC). Questions about test dates and registration for tests should be referred to the LSTC (951-785-2450). Students wishing to practice and prepare for the MPT or EPT can do so at http://www.Testpreview.com. Select “Accuplacer”.

DIVISION OF CONTINUING STUDIES STUDENTS
In addition to following all other admission procedures, and meeting all other admission requirements, an applicant to the ACCESS program, offered through the Division of Continuing Studies, must be at least 22 years of age and have completed at least 44 transferable quarter units.
ADMISSION OF INTERNATIONAL STUDENTS

International applicants are responsible for all regular requirements for admission except ACT or SAT test scores. Applicants whose previous education has been completed in countries other than the United States will be required to:

- Request official transcripts and/or examination results in the original language (together with official English translations if the original language is not English). Students will be required to request an external evaluation of their records before admission is granted or before credits are transferred. The request for a course-by-course credential evaluation may be made through Educational Credential Evaluators, Inc. (ece.org).
- Provide course descriptions of all college-level courses listed on the transcripts.
- Submit scores for the Michigan Test of English Language Proficiency (MTELP), Test of English as a Foreign Language (TOEFL) or International English Language Testing Systems (IELTS) if previous education has been completed outside of the United States (excluding Australia, Canada, the United Kingdom, and New Zealand). Applicants who have taken the General Certificate of Education Ordinary level (GCE O) or equivalent examinations and have received a passing grade with credit in English may not be required to present additional English proficiency examination results or take the La Sierra University ESL placement examination.

ENGLISH COMPETENCY

Students who were educated in a country other than the United States (excluding Australia, Canada, the United Kingdom, and New Zealand) must submit scores for the MTELP, TOEFL, or IELTS. If no scores are submitted, the student will be tested at La Sierra University’s Testing Center prior to enrollment with either the MTELP or TOEFL.

Students with MTELP percentile averages of 86 or higher and percentiles of 77 or higher in Language Proficiency, TOEFL scores of 550 or higher, or IELTS scores of 6.5 or higher will be placed in College Writing (ENGL 111).

Those with insufficient scores will be required to take classes in the American Experience and Language Program or the English as a Second Language Program.

The University retains the right to re-test any students (even those indicated above) who experience academic difficulty related to language deficiency. If the scores indicate a need, such students will be placed in the appropriate pre-foundational English or ESL classes. For further information see “English as a Second Language” in the Academic Policies and Practices section and the English as a Second Language section of this Bulletin.

STUDENT VISA

In order to insure proper and timely delivery, official documents necessary to obtain a student visa will be sent by express mail only after an applicant has been accepted, assurance has been provided that funds will be forthcoming to meet school expenses, and any deposits and the I-20 fee have been pre-paid.

Upon acceptance to La Sierra University, the student must submit the required deposit, between $1,000 to $5,000, depending on the country of origin. The deposit can be used as partial payment for the student’s last academic term of attendance. The student must also submit the I-20 processing fee of $100, used for postage and expenses related to the acquisition of the I-20.

An undergraduate student entering the United States on a student visa (F-1) must report to the University Office of International Students Service on or before the “start date” on the student’s I-20. The government allows a student to enter into the country 30 days prior to the I-20 “start date” but a student will not be able to work until the new quarter has started and registration has closed. The undergraduate student must register and complete a full study load of at least 12 units for each quarter of attendance. An F-1 student is expected to attend school three consecutive quarters before taking an academic break. Please keep this in mind when coming to La Sierra University in the winter or spring quarters.

On-campus employment is limited by regulations of the United States Citizenship and Immigration Services (USCIS) to no more than 20 hours per week when school is in session, if work is available. Students will need to wait approximately three weeks after I-20 “start date” before applying for a Social Security Card to allow time for necessary arrival data to be uploaded to Social Security Administration from the Department of Homeland Security. Permission for off-campus employment is not given during the first nine months of study. After this time, if a student meets USCIS requirements, an application may be made to the USCIS through the Office of International Student Services for permission for off-campus employment.

EXCHANGE VISITOR

Through the US Department of State, the University has a program for exchange visitors that may be advantageous for international students. Further information may be obtained from the Office of International Student Services.
**SCHEDULE OF CHARGES FOR 2010-2011**

The following charges are subject to change by Trustee action. For information regarding graduate rates, refer to the graduate bulletin.

**FLAT CHARGE**
Undergraduate students who enroll for 12 to 18 units are charged a flat fee. The flat fee rates per quarter are listed below. There are no flat fee charges for summer classes. Summer charges are per unit.

**CHARGES PER QUARTER**
- $8,280  Tuition—12 to 18 units per quarter
- $690  Per unit for Fall, Winter, and Spring Quarters
- $518  Per unit for Summer Quarter
- $347  Comprehensive Fee
- $50  Business Lab Fee (Business students)

**ROOM AND BOARD**
- $2,450  Per quarter, 10 meals a week - Double Occupancy
- $2,856  Per quarter, 15 meals a week - Double Occupancy
- $3,087  Per quarter, 18 meals a week - Double Occupancy
- $3,530  Per quarter, 10 meals a week - Single Occupancy
- $3,936  Per quarter, 15 meals a week - Single Occupancy
- $4,167  Per quarter, 18 meals a week - Single Occupancy

**SEVENTH-DAY ADVENTIST SCHOLARSHIPS**
Because the Seventh-day Adventist (SDA) church provides subsidies to the University, students who are members of the church will receive an SDA scholarship per quarter:
- $410  12 units and above
- $308  9-11.5 units
- $205  6-8.5 units
- None  Less than 6 units

SDA scholarships are not available during summer sessions or for reduced tuition programs, including ACCESS, ESL, and off-campus cohorts.

**AUDIT CHARGE**
- $345  Per unit

*(For more information, refer to the “Audit Regulations” portion in this section of the bulletin.)*
OTHER RATE INFORMATION

$345  ACCESS tuition per unit
$3,843  English as a Second Language—12 to 18 units
$320  English as a Second Language per unit
$145  Gateway to College tuition per unit
$217  Student Missionary tuition per unit
$305  ESL per unit during summer
$657  Tour tuition per unit

$10  Replacement of student identification card
$50  School of Business lab fee for all business majors
($150/yr)
$200  Freshman fee (Fall/One time charge)
$50  English as a Second Language activity fee
$85  Graduation fee
(Charged upon approval of Senior Contract)
$10  Senior Dues
(Charged Fall quarter to seniors’ accounts)
$50  Center for Student Academic Success Fee
(Winter and Spring quarters ONLY for first-time Freshman and Transfer student)
$25  Transfer student orientation fee

DEPOSITS REQUIRED

$100  Residence hall room damage and cleaning deposit
Required of students who live in a residence hall. Must be accompanied by a properly signed Residential License Agreement. Financial aid is not accepted in lieu of this deposit.

$1,100  International minimum guarantee deposit
Required before issuance of I-20 form. Refundable only during the last quarter of attendance. This deposit will be applied toward any balance owed to the University upon the student’s leaving school. $100 will be used for postage fees, the balance of the unused portion is credited to the student’s account.

SPECIAL CHARGES

$195  Applied music lesson charges for academic credit (not included in flat charge) for 9 one-half hour lessons per quarter

$325  Applied music lesson charges for non-academic credit (not included in flat charge) for 9 one-half hour lessons per quarter (payable in advance at the Bursar’s office)

$1,200  Performer’s Certificate charges per quarter
(Not for academic credit) (See the Department of Music section in this bulletin for information regarding this program.)

$30  LSU Application fee (non-refundable)

$100  Adventist Colleges Abroad (ACA)/Study Abroad processing fee (non-refundable)

$180  Evaluation of international transcripts

$125  Late registration, first day of the term
Additional $10 per day thereafter until the last day to add classes

$50  Waiver examination (for each numbered course)

$250  Equivalency examination (for each numbered course)

$10-$30  Placement tests
Tests include Mathematics, English, Michigan Language, TOEFL. (For more information, refer to the “Undergraduate Testing” and “Graduate Testing” subsections of the Learning Support and Testing Center portion of the Academic and Instructional Resources section of this bulletin.)

$235  Flat examination recording fee for Brigham Young University

MISCELLANEOUS EXPENSES

$5  Standard transcript fee

$10  Rush transcript fee

$20  Vehicle registration for non-full-time students

Library fine or loss

Parking fine

Property or supplies breakage or loss

Special physical education activities

Express mailing fee for I-20 to overseas address

International student health insurance charge

Books, supplies, music

Health charges: care other than that provided by campus Health Service

Non-routine psychological tests

Campus clubs and organizations

Meal charges other than those included in flat rate
(Including those during holiday and inter-quarter recesses)
PAYMENT AND ACCOUNT INFORMATION

AUDIT REGULATIONS
A student may audit a lecture course only. Courses requiring special instruction or laboratory sessions cannot be taken on an audit basis. Audited classes do not qualify for the SDA scholarships or for federal financial aid.

CAMPUS EMPLOYMENT
Campus employment opportunities are available. Students wishing employment may apply at the Human Resources office.

CAMPUS PAYROLL
Student payroll checks are issued every other Friday. A schedule may be obtained from the Payroll office.

PAYROLL DEDUCTION
Payroll deductions are available to facilitate payment of student accounts. Student Financial Services makes arrangements for payroll deductions at the student’s request.

CASH NEEDS
The student should arrange to have cash available for all special charges and miscellaneous expenses. It is advisable for students to budget at least $450 per quarter for books and supplies. Bookstore advances from financial aid credit are offered once per term, to qualified students, as credit on their ID cards to be used at the La Sierra Bookstore.

CHECKS
Checks should be made payable to La Sierra University. All checks should clearly indicate both the student’s name and ID number to ensure that the funds are credited to the correct account.

The University will charge the student’s account $50 when a bank does not honor a check. A check presented in payment for registration fees that is not honored by the bank and is returned unpaid is required to be redeemed within 5 working days after the student is notified by the University of the returned check. If it is not redeemed, the student may be suspended from classes or the University has the option to revoke administratively the term registration. All future payments, after that initial returned check, will need to be in the form of money order, certified/cashier’s check, credit card, or cash.

CONFIRMATION OF REGISTRATION
Every student is required to complete a process known as the Confirmation of Registration for each term that the student registers. By completing this process, the student confirms his/her intent to attend classes for that term and accepts full responsibility for all charges associated with his/her attendance. Failure to immediately confirm, even a partial registration, will result in the student’s classes being dropped. If, after the completion of registration, the student discovers that he/she cannot attend LSU, he/she must drop all classes before the first day of the term in order to avoid tuition charges. Students may drop all classes online.

FINANCIAL CLEARANCE
Students are required to pay at least one-third of their account balance (charges minus confirmed aid) by the third Friday before classes start. Students who register before this deadline can expect to receive, through their University email account, a copy of their invoice for the term. Students who fail to pay by this deadline, or who register and pay after this date, will be charged a $250 late financial clearance fee. Students are encouraged to register early and to make their financial obligations known to their account payers as soon as possible.

Fall Deadline: September 15, 2010
Winter Deadline: December 15, 2010
Spring Deadline: March 15, 2011

CORRESPONDENCE
Financial information from the University is sent to a student’s official LSU email address. Students are responsible for updating their address and telephone information with the University. A student may sign-up online to have certain information sent to an address other than his/her La Sierra email address.

FINANCIAL STATEMENTS
Students are encouraged to view their account information at the University’s self-service website which can be accessed at www.lasierra.edu/registrar. All current account activity is available at this site. A financial statement is emailed once each month to the student’s university email address. The amount due, indicated on the statement, is payable upon receipt, except for students enrolled in the monthly payment plan. Monthly reminders are sent to students enrolled in a monthly payment plan.

Under the Family Education Rights and Privacy Act (FERPA) of 1974, postsecondary students have full rights of privacy with regard to their accounts. Students may sign-up online to have financial statements emailed to persons other than themselves. Students who wish to receive a paper statement must make a request in writing to the Bursar Office.

INTERNATIONAL STUDENTS
An international applicant (other than a Canadian citizen) on a student visa is required to make an advance deposit of between $1,100 to $5,100, depending on country of origin. The deposit will remain on account until the student terminates academic work at La Sierra University. The deposit can be used as partial payment for the student’s last academic term of attendance. Because international students do not qualify for loans and grants listed under Financial Aid, parents or sponsors are responsible for making payment arrangements each quarter at registration. Students cannot carry over a balance from one quarter to the next.

Financial Guarantee Forms are available from the Office of Admissions and Records. The international student must obtain the proper signatures on the form and file it with the Office of Admissions and Records before clearance can be given for the issuance of an I-20 form.

All international students are required to submit a financial plan to cover the expenses of their planned education before clearance can be given for the issuance of an I-20 form. Assistance with this plan is available from enrollment counselors.
INTERNATIONAL STUDENT HEALTH INSURANCE
La Sierra University requires all international students to carry health insurance while on a valid La Sierra I-20 or DS-2019 form. The Office of International Students Services (OISS) will register international students with a comprehensive insurance plan. This insurance plan will be purchased for the student at the time of initial registration and will be automatically renewed while the student is listed as SEVIS-Active with a La Sierra I-20 or DS-2019 form. This will include periods when the student is not enrolled for classes or is out of the country. J-1 visa holders are required to have medical insurance for themselves and their dependents in the United States at all times. To help reduce the cost of the international insurance premium, international students will be required to seek medical attention first at Health Service for basic medical needs such as doctor visits, some medications, check-ups, and health information. For the current fee amount, contact the Office of International Students Services at 951-785-2237. The insurance fee will be charged to the international student's tuition account, appear on the billing statement emailed to the student, and is payable immediately. For more information, please refer to the Student Handbook.

MARRIED (FAMILY) STUDENT HOUSING
Married student housing is available on a limited basis. Rates vary from those of the residence halls. For information on rates and availability, contact the office of Business Development and Property Management at 951-785-2511. Because of high demand, students are encouraged to apply early.

MEAL PLANS

MEAL PLAN INCREASE
Residence hall students may request an increase to the standard meal plan option by checking the appropriate box on the Residence Hall Housing Agreement Meal Plan contract. Changes can only be requested during the first five days of the term.

MEAL PLAN REDUCTION
For consideration of a reduction in meal plan fees because of special circumstances, a student must submit the Meal Plan Variance form to Financial Administration during the first week of the quarter. Meal Plan Variance forms are available at the Financial Administration office.

PAST DUE ACCOUNTS
Failure to pay scheduled charges or to make proper financial arrangements with Student Financial Services will cause the account to be considered past due. Past due accounts are subject to late fees and debt collection processes. Students with past due accounts may not be allowed to register for future terms. Students whose past due accounts have been forwarded to LSU collectors must pay for future terms in advance of registering for classes.

DEBT COLLECTION
Past due accounts may be assigned to a collection agency or attorney, and may be reported to commercial credit agencies. Appropriate charges for these services, including court costs, if incurred, will be added to the student’s account balance.

FINANCE CHARGE
An annual finance charge of 10 percent, compounded quarterly on the unpaid balance is applied at the end of December, March, June, and September.

LATE PAYMENT FEE
Each quarter a $250 late payment fee will be assessed to accounts in which the student has not met his/her financial arrangement, as agreed to on the Confirmation of Registration.

PAYMENT OPTIONS
Three payment options are available to meet the financial needs of students:

1. Payment of the year’s charges in full during Fall registration, for which a 7 percent discount is granted.
2. Payment in full each quarter during registration for which a 2 percent discount is granted.
3. Monthly payments on the projected yearly balance. This option is available at $30 per quarter. Students can enroll online for this option.

REFUNDS
Students may request a refund of their credit balance by submitting a signed request form to Student Financial Services. Processing time of the request varies from five to ten working days to allow time for all records, such as cashier receipts and registration records, to clear through the normal accounting procedures. Students receiving Title IV (federal) aid in excess of their charges who have not signed an authorization to retain funds to pay for future charges will be issued a refund check within 14 days of the date of the credit appearing on the account. These checks will be mailed to the student’s current address, unless the student authorizes the funds to be deposited directly into his/her bank account.

RELEASE OF TRANSCRIPTS/DIPLOMA
The University will withhold the release of official transcripts and diplomas for a student who has an unpaid account, or who has failed to complete a federally mandated loan exit interview. No official transcripts are issued until the student’s financial obligations to the University have been met as set forth in this bulletin. This includes being current in repayment of any Perkins, LSU, or Commitment to Excellence loans. A student who wishes immediate release of a transcript must clear outstanding financial obligations (including all installment payments of the current quarter, even if they have not yet come due) by cash, money order, credit card, or cashier’s check before the transcript will be issued. Personal checks must clear before a transcript will be released.

REQUIRED FEES

COMPREHENSIVE FEE
This fee is charged to all students admitted to an on-campus program. It covers various support services and campus resources.

SUMMER REQUIRED FEES
All students enrolled in classes during the Summer Quarter are charged a comprehensive fee of $235.
RESIDENCE CHANGE
As stated in the Residential License Agreement, students who move out of the Residence Hall during the term will be charged for the entire term. Students who move out due to extenuating circumstances may petition to receive a partial refund. Students who totally withdraw from the University during the term will have their room charges prorated as stated in the “Total Withdrawal” portion of this section of the bulletin.

RESIDENCE HALL STUDY LOAD
Any student living in University residence halls is to be officially registered for an academic load of at least 8 units per quarter.

ROOM AND BOARD
La Sierra combines all housing and meal charges into a single Room and Board charge. The standard cost for room and board is a double occupancy room with 110 meals per quarter. If you wish to purchase additional meals per quarter please refer to Meal Plan increase. Students who withdraw from LSU will have their room and board charge prorated according to the number of days in residence.

STUDY LOAD CHANGE
A student who drops a class during the first 60% of the quarter may be eligible for a partial refund. (For more information, refer to the “Total Withdrawal” portion of this section of the bulletin.) No refund of charges will be processed until either a drop form is turned in and accepted by the Office of Admissions and Records or the student completes the drop online. Financial aid may be modified when a student changes study load by adding or dropping classes.

TOTAL WITHDRAWAL
Total withdrawals may be initiated at the Office of Admissions and Records, or may be completed online as follows:

1. **Establishment of the Date of Withdrawal:** The student may either request a Total Withdrawal form, which is date-stamped by the Office of Admissions and Records, or he/she may go online to withdraw. The date on the Total Withdrawal form, or the date the student withdraws online, is used to determine the percentage of financial aid earned and the amount (if any) of tuition refund. If the student leaves without notifying the University, then the last recorded date of attendance by the student, as documented by the institution, will be used to determine the date of withdrawal. The refund will be calculated based on this date. If the student began attendance but there is no specific record of the last day of attendance, the refund will be calculated at 50 percent in accordance with federal regulations. If a student receives all “Fs” for a term, it is assumed that the student completely withdrew (unofficial withdrawal), unless the student can provide appropriate evidence of completing any of the classes attended.

2. **Tuition:** There is no charge for withdrawing during the first week of each quarter. There is a minimum charge of 20 percent of the billed tuition for withdrawal during the second week of school regardless of whether or not a student attended classes. Thereafter, an additional 15 percent of the billed tuition is charged per week, up through the 7th week of the term. After the 7th week the student is charged 100% of tuition costs.

3. **Fees:** The comprehensive fee is prorated on the same schedule as tuition. Course material and lab fees are only refunded if the office of Student Financial Services receives written authorization from the academic department.

4. **Board:** The charge for meals will be prorated on a daily basis, calculated on the daily minimum to date or actual use, whichever is higher.

5. **Room:** The charge for room is governed by the Residential License Agreement, and is prorated on a daily basis. (See Section IV of the agreement).

6. **Damage Deposit:** Refund will be made to the student’s account when the residence hall dean returns the signed residence hall release to the Bursar’s office. The amount refunded will reflect any deductions made for damages or cleaning.

7. **Illness:** Special consideration will be given for tuition refunds in the case of accident or prolonged illness, if certified by an appropriate health professional. All requests should be submitted to the Student Financial Services Exceptions Committee.

8. **Financial Aid:** When a student totally withdraws from the institution, his/her institutional financial aid is prorated in the same manner as tuition, as stated under item two above. Federal financial aid is prorated based on a calculation prescribed in federal regulations which is slightly different from that used for institutional aid. The calculation determines the amount of federal aid the student earned while enrolled. The amount earned is calculated by multiplying the total financial aid for the term by the percentage of the term completed. The unearned federal aid (total financial aid less earned financial aid) must be returned to the student financial aid programs in the order prescribed by law and regulation:
   1. Unsubsidized FFEL/Direct Stafford Loan
   2. Subsidized FFEL/Direct Stafford Loan
   3. Perkins Loan
   4. FFEL/Direct PLUS Loan
   5. Pell Grant
   6. Academic Competitiveness Grant
   7. National SMART Grant
   8. Federal SEOG
   9. Federal TEACH Grant
   10. Other Title IV Programs

If any portion of the unearned financial aid was paid directly to the student (rather than applied to institutional charges), the student is responsible for returning these funds in the order listed above. The student (or parent, in the case of a Federal PLUS Loan) must return the unearned funds for which he/she is responsible, to loan programs in accordance with the terms of the loan, and to grant programs as an overpayment, as per federal regulations.

The University does billing and collection of repayments, but a student who fails to repay will be referred to the U.S. Department of Education for collection (unless overpayment is a result of school error) and will no longer be eligible for further federal financial aid funds.

VETERANS
A student who has been accepted and is eligible to receive veteran’s benefits, under the 1966 enactment, should contact Office of Admissions and Records for information regarding these benefits.
FINANCIAL AID

HOW TO APPLY
Financial assistance for educational costs at La Sierra University is available from federal, state, University, and private sources. Most financial aid is awarded based on financial need as determined by the Free Application for Federal Student Aid (FAFSA), although some scholarships and unsubsidized loans are non-need based. All applicants must file the FAFSA by mail or Internet (recommended – http://www.fafsa.ed.gov). Copies of the FAFSA are available at Student Financial Services. Dependent students must include parental information. Students are encouraged to file early to receive maximum financial aid. The earliest date to file is January 1 for the following school year. The application deadline for the state of California’s Cal Grant program for first time students is March 2 for the following school year. The FAFSA may be completed prior to acceptance to the University but the student must be officially accepted through the LSU Office of Admissions and Records before receiving an official financial aid award. Financial aid awards are calculated on the basis of full-time enrollment. Aid is generally credited to the student’s account for each term in which the student is enrolled. Awards are made without regard to sex, race, religion, nationality or ethnic origin, age, or physical disability.

AWARDING PROCESS
The financial aid awarding process requires the coordination of federal, state, and University aid programs. Therefore, it is imperative that students read and respond to all correspondence from Student Financial Services. Otherwise, the student’s financial aid may be delayed, decreased, or forfeited.

AWARD NOTIFICATION
After students are accepted they will be notified of their eligibility for aid. The University requires that the student accept the financial aid award for the upcoming school year. Prompt response will allow the University to reserve financial aid funds for the student. If changes are made to a student’s award then a revised award notification will be sent to the student. Students are not required to respond to subsequent award notifications.

BUDGETING FOR FINANCIAL AID
A student’s “cost of attendance” is the total amount it will cost the student to attend LSU during a specific period of enrollment, usually the academic year. Tuition and fees, as determined by Financial Administration, and estimated costs, as determined by the California Student Aid Commission and Student Financial Services, determine allowable budget amounts. The cost of attendance budget items include tuition and fees, books and supplies, room and board, personal costs, transportation, and student loan fees. The student’s “financial need” is the cost of attendance, minus the student’s (and parents’, if dependent) expected family contribution (EFC), as determined by the FAFSA. The total aid a student receives from all sources cannot exceed the student’s cost of attendance.

La Sierra University’s financial aid annual budgets for the 2010-2011 year (9 month) for full-time students are:

- Residence hall $38,058
- Living with parents/relatives $38,385
- Off-campus $43,008

Loan fees may be added to these figures.

DOCUMENT REQUEST
Some financial aid programs require students and/or their parents to provide additional documentation to establish eligibility. The University will notify students if supporting information/documentation is required. If requested information is not provided by specified deadlines the award may be forfeited. No documents are accepted beyond the end of the aid year.

LOAN PROCESS
The University will notify student, parent, or sponsor borrowers when they need to complete paperwork or take some action in the loan process. Failure to respond promptly may jeopardize the student’s eligibility for the loan funds.

TYPES OF FINANCIAL AID
Grants: Aid that does not have to be repaid unless the student does not complete the term
Loans: Borrowed funds that usually must be repaid with interest
Loan-to-Scholarship: Loans that become scholarships upon graduation from LSU
Federal Work Study: See following information

FEDERAL PROGRAMS

ELIGIBILITY
Most federal financial aid programs require that a student have financial need as determined by the FAFSA. A student must also be enrolled and working toward a degree or certificate in an eligible program. Other eligibility criteria include being a US citizen or eligible non-citizen; having a valid Social Security number; making satisfactory academic progress; and, if required, registering with the Selective Service. International students are not eligible to receive federal aid.

SATISFACTORY ACADEMIC PROGRESS (SAP)
An undergraduate student must maintain both an overall cumulative GPA and a La Sierra University cumulative GPA of at least 2.00, and must satisfactorily complete two-thirds of the units attempted each year. In addition, a student will become ineligible if he/she exceeds 150% of the units necessary to complete his/her program, as listed on official LSU curriculum sheets. In calculating the 150%, all units attempted (even those with grades of F and/or I, repeated courses, remedial courses, ESL courses, and courses taken at other institutions), whether financial aid was received or not, count toward the quantitative total. (For more information, refer to the “Acceptable Academic Progress” portion in the Academic Policies and Practices section of this bulletin.)

FEDERAL PROGRAMS
Evaluation of a student’s eligibility to continue to receive federal aid will be made each year. Freshmen will also be evaluated quarterly during their first year of attendance. A student who does not meet satisfactory academic progress standards will not be eligible for federal, state, or institutional aid until additional academic work is satisfactorily completed. A student may file a written appeal with the Director of Student Financial Services to seek an additional quarter to meet the required
standards. Contact Student Financial Services for more information. Students who are disqualified from receiving financial aid may choose to re-enroll, however any previous balance and all tuition and fees for the current term must be paid prior to enrollment. Federal financial aid funds are packaged according to federal Title IV guidelines. For more information please contact Student Financial Services.

The following US Department of Education Student Financial Assistance Programs are available at La Sierra University:

**FEDERAL ACADEMIC COMPETITIVENESS GRANT**
This grant is awarded to first and second year undergraduate students who have completed a rigorous program of study in high school (as designed by the state) and who are eligible to receive the Pell Grant. Students are required to maintain a 3.0 GPA in order to qualify for the second year award.

**FEDERAL DIRECT LOANS**
Direct loans are either subsidized or unsubsidized. A subsidized loan is awarded on the basis of financial need. No interest accrues before repayment begins or during authorized periods of deferment. For information on deferment, grace period, and forbearance, please contact Student Financial Services. An unsubsidized loan is not awarded on the basis of need. Interest will accrue from the time the loan is disbursed until it is paid in full but payments can be deferred during periods of at least half-time enrollment. A student may receive both types of loan, subsidized and unsubsidized, for the same enrollment period. The interest rate for the subsidized loan is 4.5%. The interest rate for the unsubsidized loan is fixed at 6.8%. A fee of up to 1.0% will be deducted from each disbursement for either type of loan. Repayment of both subsidized and unsubsidized loans begins six months after graduation or separation from the University or when enrollment status falls below half time. There is a ten-year repayment period. Students are required by federal regulation to complete a loan exit interview at the time they separate from the University or when their enrollment status falls below half time. Failure to do so will prevent the student from receiving an official academic transcript and/or diploma.

Federal Stafford Loan Yearly Borrowing Limits
These limits apply to dependent undergraduate students:
- Freshmen (0-43 units) $5,500 ($3,500 subsidized)
- Sophomores (44-87 units) $6,500 ($4,500 subsidized)
- Juniors (88-135 units) $7,500 ($5,500 subsidized)
- Seniors/fifth year (136 or more units) $7,500 ($5,500 subsidized)

These limits apply to independent undergraduate students (or dependent students whose parents are unable to get a PLUS loan):
- Freshmen (0-43 units) $9,500 ($3,500 subsidized)
- Sophomores (44-87 units) $10,500 ($4,500 subsidized)
- Juniors (88-135 units) $12,500 ($5,500 subsidized)
- Seniors/fifth year (136 or more units) $12,500 ($5,500 subsidized)

**FEDERAL PELL GRANT**
This grant is only awarded to undergraduate students who have not earned a bachelor's or professional degree. Award ranges are based on cost of attendance; expected family contribution (EFC), as determined by the FAFSA; and enrollment status (full-time, etc.). Only students with very low EFCs are eligible for Pell Grants.

**FEDERAL PELL GRANT**
This grant is awarded to first and second year undergraduate students who have completed a rigorous program of study in high school (as designed by the state) and who are eligible to receive the Pell Grant. Students are required to maintain a 3.0 GPA in order to qualify for the second year award.

**FEDERAL SMART GRANT**
This grant is awarded to third and fourth year undergraduate students who are eligible for Pell Grant, and who are maintaining at least a 3.0 GPA in certain majors (as designated by the federal government) in mathematics, science, or critical languages.

**FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT**
This grant is awarded to undergraduate students with exceptional financial need (students with the lowest EFCs). Priority is given to students who receive Pell Grants.

**FEDERAL TEACH GRANT**
The Teacher Education Assistance for College and Higher Education (TEACH) Grant program awards up to $4,000 per year to students who are completing, or intend to complete, coursework to begin a career in teaching and who agree to serve for not less than four years as a full-time, highly-qualified teacher in a high-need field at a low-income school. If the recipient of a TEACH Grant does not complete four years of qualified teaching service within eight years of completing the course study for which the TEACH Grant was received, the amount of the TEACH Grant converts into a Federal Direct Unsubsidized Loan. Students should contact Student Financial Services to find out which academic programs qualify for this grant program.

**FEDERAL WORK-STUDY**
This program funds part-time jobs for students with financial need, allowing them to earn money to help pay educational expenses. Federal Work-Study (FWS) awards must be coordinated with other financial aid received. Payment is made directly to the student. Students receiving FWS awards in the summer are required to use these funds for Summer or Fall Quarter charges only. No FWS funds may be used to pay a balance from a previous aid year.

**FEDERAL DIRECT PARENT PLUS LOAN**
PLUS loans enable parents with good credit histories to borrow funds to pay the educational expenses of each child who is a dependent undergraduate student enrolled at least half time. The maximum PLUS loan is the cost of attendance less other financial aid received. The interest rate is fixed at 7.9%. A fee of up to 4% will be deducted from each disbursement. Interest begins to accrue immediately upon disbursement. Repayment generally begins within 60 days after the final loan disbursement for the academic year, with a maximum repayment period of ten years. Parents may request to defer payments while the student is enrolled at least half-time or while the student is in his/her 6-month grace period. Interest will accrue during periods of deferment.
CALIFORNIA STATE PROGRAMS

The following California State Programs are available at La Sierra University:

CALIFORNIA STATE GRANTS (CAL GRANT)

Cal Grant A and B are available to California residents who meet GPA, financial need, and deadline requirements. Contact Student Financial Services for more information. Cal Grant funds must be coordinated with other aid and are designated only for tuition costs. Postgraduates who remain for the fifth-year teaching credential program are eligible for a fifth-year Cal Grant. To apply, file the FAFSA and GPA Verification form (GPAVF-available at high schools and at Student Financial Services) by the March 2 postmark deadline for the following academic year. It is wise to obtain a certificate of mailing for both the FAFSA and the GPAVF as proof that the forms were mailed on time. Contact the California Student Aid Commission at 916-445-0880, for more information. Current recipients of a Cal Grant are not required to file the GPAVF; however, they must file the FAFSA and list the school they plan to attend the following year.

CALIFORNIA CHAFFEE GRANT

This grant is available for current or former foster youth who are enrolled at least half-time. Applicants must be both currently eligible for foster care or have been eligible between their 16th and 18th birthdays, and they must be under 22 years of age as of July 1, following the school year for which they are applying. Recipients must maintain satisfactory academic progress to renew the grant. Contact Student Financial Services for more information.

ASSUMPTION PROGRAM OF LOANS FOR EDUCATION

The Assumption Program of Loans for Education (APLE) offers partial loan repayment for future teachers in exchange for four years of service in specific California K-12 public schools. Applicants must have completed a minimum of 90 quarter units prior to the Fall Quarter in which they apply, and they must continue to be enrolled at least half-time. The application deadline is June 30 preceding the year for which the student is applying. Application materials are usually available at the School of Education and at Student Financial Services.

OTHER PROGRAMS

Students attending La Sierra University are not limited solely to the US Department of Education Student Financial Assistance Programs and the California State Programs. Other options include:

ENDOWED SCHOLARSHIPS AND AWARDS

Each year enrolled students are considered for various scholarships and awards, granted on the basis of one or more of the following criteria academic excellence, citizenship, contribution to campus life, and financial need. The application deadline is late February for the following academic year, and scholarships are announced at a University Awards Luncheon at the end of May. Contact the Advancement office for a current list of the scholarships and awards that are available.

LA SIERRA UNIVERSITY PERFORMANCE SCHOLARSHIP

This is a renewable award for students working on their first bachelor's degree. A student may be awarded anywhere from $560 to $8,350 per year, based on a combination of the student's level of academic performance (GPA and test scores) and financial need (EFC). Entering first-time freshmen will be eligible for up to four years (12 quarters). Transfer students will receive a prorated number of quarters based on their class level at the time of initial enrollment. Students may move between award amounts based on changes to EFC or GPA. Award amounts will be determined on an annual basis. Students who are eligible for the National Merit Award will not get both awards; they will get the higher of the two.

NON-NEED BASED LA SIERRA UNIVERSITY SCHOLARSHIPS

Students may find aid in a number of non-need based LSU scholarships, including the LSU National Merit award (up to 100% of tuition) and Freshmen Leadership awards (available to students who held certain elected or appointed offices during high school). Because these scholarships are not awarded on the basis of financial need, completion of a FAFSA is not required to qualify. Contact LSU Enrollment Services for more information.

OUTSIDE RESOURCES

Students are also encouraged to research outside scholarship resources that may be available. Libraries have publications outlining eligibility criteria. Student Financial Services posts lists of outside resources on the SFS bulletin board. Scholarship announcements are also located in the various schools and in the residence halls. Students are encouraged to go online at www.finaid.org for more comprehensive information.
Additional career and placement services, other than those run by the Counseling Center, are offered by the Office of Career Services, located in the Administration Building Room 206. Services are available to all La Sierra University students and alumni. Services include resume preparation, job postings, and maintenance of placement files for graduates. Career-related workshops are held each year on job search procedures, networking, resume writing, and interviewing techniques. The Career Services website (www.lasierra.edu/careers) offers students the convenience of 24-hour service. The office also co-sponsors an annual college career fair and coordinates on campus interviews with representatives from various organizations. For more information, contact the Office of Career Services at 951-785-2237.

HEALTH SERVICES
Maintaining optimum health in the midst of the pressures of pursuing an education is an important part of student growth. Health Services provides referrals, advice, prescriptions, and basic care in accordance with the University health service plan.

All new and transfer students, both foreign and domestic, must assist Health Services in compiling a complete health record. Prior to attending classes, students must provide Health Services with evidence of a recent TB skin test, a recent complete physical examination, and updated immunization records. If a student does not have these records, he or she will be required to have the required tests and immunizations completed by Health Services prior to enrolling in classes. In that case, fees will apply.

IDENTIFICATION NUMBER
All students will be assigned an University identification number, by the Office of Admissions and Records, and issued an identification card, by the Office of Student Life. The seven-digit ID number must appear on all checks payable to the University to ensure crediting to the proper student account. The ID card will be used for purposes of admissions and records; for admittance to campus locations like the library, healthcare, fitness center, residence halls, and cafeteria; and to access many of the campus services. When the student withdraws from all classes at the University during a term, the student must return their ID to the Office of Student Life.

PROPERTY PROTECTION
Because a responsible adult has regard for the property of institutions and individuals, the mature student will endeavor to protect and safeguard University property, facilities, equipment, and supplies. Students are expected to assume responsibility for the safekeeping of personal belongings, using lockers where these are available, and otherwise exercising appropriate attentiveness to the protection of their own property and that of others.
CAMPUS ORGANIZATIONS
Many campus organizations offer opportunities for extracurricular activity, experience, and growth. The following sample list suggests the range of groups that regularly function on the campus, governing themselves under bylaws approved by the Student Life Committee.

ACADEMIC
- Art Club
- Business Club
- Chemistry Club
- Club Ed
- Health and Exercise Science (HES) Club
- History Club
- Math and Computer Club
- Physics Club
- Pre-Dental Society
- Pre-Law Club
- Pre-Med Society
- Pre-Pharmacy Student Association (PPSA)
- Social Work Club

CULTURAL STUDENT ASSOCIATIONS
- Asian Student Association
- Black Student Association (BSA)
- Chinese Club
- Cultural Expressions
- South Asian Association

HONOR SOCIETIES
- Gamma Tau
- Psi Chi
- Sigma Tau Delta
- Tri-Beta: Phi Omega Chapter

MINISTRIES
- Hispanic Ministries
- Homebase
- Missions

SPECIAL INTEREST
- Anderson Group
- Astronomy Club
- Best Buddies International
- Club 4 Real
- Club Towers
- Debate Club
- Drama Club
- Entrepreneurs Club
- Environmental Club
- LSU Club Triathlon Team
- Revolution
- Senior Class
- Social Justice and Awareness Club
- Student Association of La Sierra University (SALSU)
- Students in Free Enterprise (SIFE)
- We The People
- Women of Worth (WOW)

SECURITY AND SAFETY
The Security Department’s main goal is to protect and secure the campus. On-campus duties of officers include patrolling the campus, assisting motorists, escorting, opening and securing buildings and gates, and helping to control parking for staff and students.

STUDENT’S OFFICIAL NAME
The official name for a student is the name the student submits on the original application for admission to the University. The Office of Admissions and Records will monitor any corrections and obtain names for initials submitted at registration. The official name of a student may be changed during attendance at La Sierra University by submitting a “Change of Data” form to the Office of Admissions and Records and a official document. Documentation may be required. A maiden name (where applicable) may be incorporated as a part of a student’s official name. The official name will be used for all University records such as registration forms, grade reports, transcripts, graduation programs, and diplomas/certificates of completions.

TRANSPORTATION
The student is responsible for transportation arrangements and costs to off-campus assignments. The student who brings a car on-campus must arrange for campus vehicle registration and a parking permit. The law requires that adequate public liability insurance be carried by car owners, and the driver must have a valid driver’s license issued by the state of California.

WORSHIP
University Worship and assembly programs, residence hall worships, small group studies, Rendezvous, and church worship services offer opportunities for personal spiritual enrichment. Choosing to enroll at this University implies the student’s willingness to meet required worship appointments as part of the educational experience. For specific policies and requirements regarding these services, refer to the Student Handbook and Guide to Residential Life.

STUDENT HANDBOOK
Detailed information concerning the University’s expectations of its students are explained in the Student Handbook, which is provided to every student admitted to the University. A copy is also available on the La Sierra University Student Life website.
INTERNATIONAL STUDENTS

ADMISSIONS REQUIREMENTS

International applicants are responsible for all regular requirements for admission except test scores from the College Board. Applicants with whose previous education has been completed in countries other than the United States will be required to:

1. Request official transcripts in the original language (together with official English translations if the original language is not English). Students submitting transcripts from postsecondary institutions outside the United States of America will need to request an external evaluation of their records before credits are transferred. In some cases, the external evaluation may be required prior to acceptance. The student will need to contact the Office of Admissions and Records to start the external evaluation process.

2. Submit scores for the Michigan Test of English Language Proficiency (MTELP) or the Test of English as a Foreign Language (TOEFL) if educated in countries other than Australia, Canada, New Zealand, the United Kingdom, or the USA. (Those students who have taken 0 level or equivalent examinations and have received a passing grade with credit in English will be eligible for regular English placement testing rather than ESL testing.) For those applicants unable to provide either the TOEFL or MTELP tests, the University can provide MTELP testing as needed.

ENGLISH COMPETENCE

See criteria above for those required to submit a Michigan Test of English Language Proficiency (MTELP) or Test of English as a Foreign Language (TOEFL) test score along with their secondary school and/or postsecondary transcripts as part of the application process. Applicants with MTELP percentiles of 90 or above or TOEFL scores 550 or above will be required to take the La Sierra University College Writing Test. Students who do not qualify for Freshman English will be placed in an appropriate pre-foundational reading and/or writing class which must be satisfactorily completed before entering ENGL 111.

The undergraduate student who does not have a sufficient score on the MTELP (percentiles of 90 or above) or the TOEFL (550 or above), will be required to take classes in the American Experience and Language Program (AELP) or English as a Second Language (ESL) program. An intensive language program is also offered during the summer. Further study of English may be required to assure progress toward a degree.

Any international student who has not taken an international TOEFL test before arrival at La Sierra University will be given a MTELP.

The University retains the right to re-test any students (even those indicated above) who experience academic difficulty related to language deficiency. If the scores indicate a need, such students will be placed in the appropriate pre-foundational English or ESL classes. For more information, refer to the “English as a Second Language” portion in the Academic Policies and Practices section and the English as a Second Language section of this bulletin.

EXCHANGE VISITORS

Through the US Department of State and the General Conference of the Seventh-day Adventist Church, the University has a program for exchange visitors that may be advantageous for international exchange visitors and scholars. Further information may be obtained from the Office of International Student Services.

I-20 REQUISITES

To be issued an I-20, all international applicants are required to submit a financial plan through the Financial Guarantee Form (FGF). This document shows how the student plans to cover the expenses of their planned education and must be approved by the Office of International Services before clearance will be given for the issuance of the I-20 form. Assistance with this plan and the Financial Guarantee Form is available from enrollment counselors in the Enrollment Services.

All international applicants (with the exception of Canadian citizens) are required to post an “international student deposit” ranging from $1,000 to $5,000, depending on the country of origin. At the student’s request, the deposit will be refunded when the student completes his/her studies at LSU. The deposit can also be used as partial payment for the student’s last academic term of attendance.

International students residing abroad must also post a $100 I-20 postage fee, used for postage and expenses related to the acquisition of the I-20. In order to insure proper and timely delivery, official documents necessary to obtain a student visa will be sent by Federal Express only after an applicant has been accepted, assurance has been provided that funds will be forthcoming to meet school expenses, and any and all deposits and the I-20 fee have been pre-paid. It is the University’s aim to use the most cost effective express mail service.

Because international students do not qualify for loans and grants listed under Financial Aid, parents or sponsors are responsible for making payment arrangements each quarter at registration. Students cannot carry over a balance from one quarter to the next.

International students transferring to LSU from other US institutions are required to provide a completed “Transfer-in Form” completed by the institution that currently holds their I-20 form at the time of their application.

IMMIGRATION REQUIREMENTS ONCE IN THE US

Undergraduate students entering the United States on a student visa (F-J) must report to the Office of International Students Service at LSU within seven days of their arrival in the United States. In addition, students in F-1 status must be enrolled for at least 12 units for each quarter of attendance and must be enrolled for three consecutive quarters before they are allowed to take a break, while remaining in the US.

Once enrolled, international students who wish to change their programs of study must first obtain the approval of the Office of International Student Services. When such approval is granted, application for formal change of status may then be made to the Office of Admissions and Records according to the same procedures governing United States citizens.

Employment is limited by regulations of the United States Citizenship and Immigration Services (USCIS). This means that the international
student is allowed to work on-campus for a maximum of 20 hours per week while school is in session (if work is available). Off-campus employment is, however, prohibited, unless it is a part of an academic requirement. Consult with the Office of International Student Services for up-to-date immigration regulations/procedures regarding employment.

INTERNATIONAL STUDENT HEALTH INSURANCE
La Sierra University requires all international students to carry health insurance while on a valid La Sierra I-20 or DS-2019 form. The Office of International Students Services will register international students with a comprehensive insurance plan. This insurance plan will be purchased for the student at the time of initial registration and will be automatically renewed while the student is listed as SEVIS-Active with a La Sierra I-20 or DS-2019 form. This will include periods when the student is not enrolled for classes or is out of the country. J-1 visa holders are required to have medical insurance for themselves and their dependents in the United States at all times.

To help reduce the cost of the international insurance premium, international students will be required to seek medical attention first at Health Service for basic medical needs such as doctor visits, some medications, check-ups, and health information. For the current fee amount, contact the Office of International Students Services at 951-785-2237. The insurance fee will be charged to the international student’s tuition account, will appear on the billing statement mailed to the student, and will be payable immediately. For more information, please refer to the Student Handbook.

OFFICE OF INTERNATIONAL STUDENT SERVICES
The Office of International Student Services (OISS) provides services that meet the diverse needs of the La Sierra University international student community and offers programs that foster global perspectives, intercultural awareness, and international goodwill. OISS is also dedicated to ensuring that the experience of the international student at La Sierra University is as positive and fulfilling as possible.

The OISS offers a comprehensive orientation program at the beginning of each quarter, designed to provide the international student with the initial framework for adjustment to a new cultural and academic environment. Upon their arrival, international students are given information on such topics as immigration and US Department of Homeland Security regulations, US income tax, and Social Security; told ways to make a successful cultural adjustment; provided with an introduction to La Sierra University and the Riverside community; and advised on practical issues like housing, transportation, and banking.

The OISS assists the international student in complying with regulations and documentation requirements of the US Citizenship and Immigration Service and the US Department of State, including information on regulations that govern on- and off-campus employment. On a continuing basis, OISS advises students and scholars on personal, academic, and professional concerns. The OISS further provides access to cross-cultural experiences to broaden students’ and scholars’ exposure to American society, culture, and institutions and to provide the opportunity to share the language, culture, and history of their home country with Americans.

The Office of International Student and Services is in the Administration Building, Room 206 and can be reached at 951-785-2237.
The Academic Integrity Committee (AIC), composed of students and faculty, has the responsibility of promoting academic integrity on campus, investigating and adjudicating appeals and violations, and issuing reports of its decisions to the appropriate campus administrators.

VIOLATIONS OF ACADEMIC INTEGRITY
Violations of academic integrity include behaviors such as the following:

1. **Plagiarism** occurs when a writer appropriates another's ideas without proper acknowledgement of the source or uses another's words without indicating that fact through the use of quotation marks.

2. **Cheating** is the use of unauthorized materials, information, or study aids in an academic exercise as well as collusion in both visual or oral form.

3. **Fabrication** is the falsification or invention of any information or citation in an academic exercise. This includes lying to any member of the campus community.

4. **The facilitation of academic dishonesty** occurs when someone knowingly or negligently aids others or allows his/her work to be used in a dishonest academic manner. Such a person is as guilty of violating academic integrity as is the recipient.

LEVELS OF ACADEMIC DISHONESTY & CONSEQUENCES
In cases where academic integrity is violated, there are multiple goals that must be balanced: the desire to ensure consequences that will preserve the integrity of the community of scholars; the hope that the violation can be an opportunity for those involved to learn honesty, respect, and responsibility; and the desire to allow for forgiveness and restoration.

The following classifications are used as rules of practice for faculty, administration, and the AIC in balancing these goals. The general descriptions of the levels apply to violations of academic integrity for students. Consequences for violations of academic integrity will be proportionate to the level of violation, with Level Four violations generally resulting in dismissal.

**Level One**
Level One violations involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment. Cases involving Level One are primarily viewed as teaching opportunities and are therefore to be handled by the instructor in consultation with the student and subsequently reported to the AIC chair. In cases where no resolution is reached, the instructor or student may refer the case to the AIC. Students may appeal the decision of the AIC to the Discipline Committee.
**Level Two**

Level Two violations are characterized by dishonesty of a more serious nature or by dishonesty that affects a more significant aspect or portion of the course work. Cases involving Level Two are still primarily viewed as teaching opportunities and are therefore to be handled by the instructor in consultation with the student and subsequently reported to the AIC chair. In cases where no resolution is reached, the instructor or student may refer the case to the AIC. Students may appeal the decision of the AIC to the Discipline Committee.

**Level Three**

Level Three violations include dishonesty that affects a major or essential portion of work done to meet course requirements, or involves premeditation. All cases involving Level Three violations are heard by the AIC. Students may appeal the decision of the AIC to the Discipline Committee.

**Level Four**

Level Four violations represent the most serious breaches of intellectual honesty. All such cases are heard by the AIC. Students may appeal the decision of the AIC to the Discipline Committee.

**Responsibility of Students**

It is the responsibility of the students to avoid both dishonest practices and the appearance of dishonesty. Students should make the necessary effort to ensure that their work is not used by other students. They have the responsibility to protect the integrity of their academic work by doing all they can to stop the dishonest practices of others.

**Responsibility of Faculty**

It is the responsibility of faculty to aid students in developing honest academic habits by reporting all instances of academic dishonesty. Faculty requiring independent work (e.g., take-home tests, research papers, etc.) as part of the student’s grade should take appropriate precautions (e.g., teacher-student conferences, examination of research notes, etc.) to ensure that the work represents the student’s own efforts. It is recommended that faculty avoid basing an excessive amount (over 20%) of the student’s grade on such work where adequate supervision and controls are not possible.

In a situation involving actual or potential academic dishonesty, it is the responsibility of the faculty member to investigate all appearances or allegations of academic dishonesty, determine the level of violation, and take the appropriate action as outlined in the Faculty Manual.

**Student Academic Appeals**

A student who believes that he/she has been academically unfairly treated or disciplined may enter into the academic appeal process as set forth below.

**General Considerations**

An academic decision is one regarding such things as a grade on an assignment or in a course; academic standing; or eligibility to participate in an academic program or to receive an academic honor, certificate, or degree.

An academic decision may be posted in several ways such as the return of a graded assignment or exam, the response to a request for variance, the posting of course grades on the university website, or the delivery of a certified letter.

**Appeal Alteration**

The appeal of an academic decision must claim one or more of the following or similar reasons for the alteration of an academic decision:

1. The decision rests on an inaccurate factual claim.
2. The decision rests on a misinterpretation of a university policy.
3. The decision rests on an inconsistent application of a university policy.
4. The decision flows appropriately from a general university policy, but there is good reason in the particular case in question to grant an exception to this policy.

Where an appeal claims a factual inaccuracy or challenges the interpretation or application of a university policy, it is the responsibility of the student to demonstrate that the decision was clearly in error or that the entity that made the decision abused its discretion. It is also the responsibility of the student to comply fully with all aspects of the appeals process, including providing information in a timely fashion as requested by each entity hearing an appeal.

A student who wishes to appeal an academic decision must do so within fifteen school days (defined as the days within academic terms) after the decision is posted. The appeal must be in writing and should note which entity hearing the appeal for an alteration of the earlier decision. The student should attach all available supporting documentation and should, if appropriate, identify persons who can provide evidence relevant to the appeal.

**Steps for Appealing a Decision Initially Made by an Instructor Regarding a Particular Course**

I. **Step One**: The student shall first discuss the decision with the instructor in an informal conference immediately after its occurrence, but no later than fifteen school days after the decision is posted.

II. **Step Two**: If the student is dissatisfied with the results of Step One, he/she may submit a written appeal to the department chair and/or program director whose department and/or program offers the particular course within fifteen school days of the conference accomplished in Step One. The department chair and/or program director, in consultation with the instructor, shall reply in writing within fifteen school days after receipt of the written appeal and shall state and affirm the decision, modify the decision, or overturn the decision based on information received subsequent to the conference. This reply will be reported to all persons currently involved—the student and the instructor—and will be filed in the permanent files of the department and/or program.

III. **Step Three**: If the student is dissatisfied with the results of Step Two, he/she may submit a written appeal of the decision from Step Two within fifteen school days of receipt of the written decision of Step Two to the next higher authority as follows. If the department or program from Step Two is housed within a school, the next higher authority is the dean of the school. If the program from Step Two is not housed within a school (e.g., University Studies or Honors Pro-
gram), the next higher authority is the Office of the Provost. The dean or the Office of the Provost must consider the student’s claims carefully. When the interests of justice so require, the dean or the Office of the Provost may decide to convene an appeal panel to review the appeal and report on its merit.

i. If a panel is convened, the panel will comprise three faculty members: one chosen by the student, one chosen by the instructor, and one—who will function as the panel chair—chosen by the dean or the Office of the Provost. The appeal shall be considered at a meeting of the appointed panel. This shall be commenced within fifteen school days following receipt of the appeal by the dean or Office of the Provost. The panel shall report to the dean or the Office of the Provost within fifteen school days of its initial meeting. The dean or the Office of the Provost shall reply to the student in writing within fifteen school days of receiving the panel’s report and shall state the decision of Step Two and affirm, modify, or overturn the decision.

ii. If a panel is not convened, the dean or the Office of the Provost shall reply in writing within fifteen school days of receiving the appeal and shall state the decision of Step Two and affirm, modify, or overturn the decision. The decision of the dean or the Office of the Provost is final.

The reply generated in either situation will be reported to all persons currently involved—the student, the instructor, the department chair and/or program director, the dean, the dean’s Executive Committee, and, if convened, the panel members. The reply must also be reported to other campus entities as appropriate (e.g., the Office of Admissions and Records and the Office of Student Life). This reply will be filed in the permanent files of the offices of the dean and the Office of the Provost.

STEPS FOR APPEALING A DECISION INITIALLY MADE WITHIN THE OFFICE OF THE DEAN OF A SCHOOL

I. **Step One:** The student shall first discuss the grievance decision with the dean in an informal conference immediately after its occurrence, but no later than fifteen school days after the decision is posted.

II. **Step Two:** If the student is dissatisfied with the results of Step One, he/she may submit a written appeal to the Office of the Provost within fifteen school days of the conference, accomplished in Step One. The Office of the Provost must consider the student’s claims carefully. When the interests of justice so require, the Office of the Provost may decide to convene an appeal panel to review the appeal and report on its merit.

i. If a panel is convened, the panel will comprise three faculty members: one chosen by the student, one chosen by the dean, and one—who will function as the panel chair—chosen by the Office of the Provost. The appeal shall be considered at a meeting of the appointed panel. This shall be commenced within fifteen school days following receipt of the appeal by the Office of the Provost. The panel shall report to the Office of the Provost within fifteen school days of its initial meeting. The Office of the Provost shall reply to the student in writing within fifteen school days of the receipt of the panel’s report and shall state the decision of Step One and affirm, modify, or overturn the decision.

ii. If a panel is not convened, the Office of the Provost shall reply in writing within fifteen school days of the receipt of the appeal and shall state the decision of Step One and affirm, modify, or overturn the decision. The decision of the Office of the Provost is final.

The reply generated in either situation will be reported to all persons currently involved—the student, the dean, the dean’s Executive Committee, and, if convened, the panel members. The reply must also be reported to other campus entities as appropriate (e.g., the Office of Admissions and Records and the Office of Student Life). This reply will be filed in the permanent files of the offices of the dean and the Office of the Provost.

### ADVISEMENT

The University is committed to assist every student in the area of academic advisement. Every full-time student is assigned an academic advisor from his or her chosen major field and is required to consult with the advisor before registering for classes. Each student’s schedule is planned individually to be academically sound, to reflect academic needs and interests, and to support career goals.

The academic advisement for all ESL/ALCE students will be assigned to the ESL program regardless of the student’s major. The ESL advisor will consult with the academic department involved in order to design a program that will best aid the student in reaching his or her academic goals. All ESL students will continue to be advised by the academic advisor in the ESL program together with the advisor in the major program until the student has successfully completed ENGL 111 with a minimum grade of C (2.00).

The Center for Student Academic Success (C-SAS) plays an integral part in the advising of incoming freshmen. (For more information, refer to the “Center for Student Academic Success” portion of the *Academic and Instructional Resources* section of this bulletin.)

### REGISTRATION & ATTENDANCE

**ATTENDANCE**

Class attendance is required beginning with the first day of each session. Attendance at all appointments is expected. It is the prerogative of the instructor to establish a reasonable attendance policy for each class taught and to make this known in writing to the students at the beginning of the quarter. When there is no stated policy by the instructor, students who are absent for as much as 20 percent of the class hours should not expect to receive credit.

**AUDIT**

Audit indicates registration for attendance only. A notation of AU will appear on the grade report if the student attends at least 80 percent of the class meetings; otherwise, a notation of AUW (Audit Withdrawal) will appear. There is a special audit charge rate. A student may audit only lecture courses. Courses requiring special instruction and laboratories, such as studio art, science courses, etc., cannot be taken on an audit basis.
CLASS SCHEDULE
The class schedule prepared each quarter by the University includes classes offered by subject, location, campus, and general education fulfillment. The schedule is available electronically prior to advisement and registration each quarter or the student may elect to obtain it at the Office of Admissions and Records. Students are responsible for being aware of information contained in the class schedule.

COURSE OR PROGRAM CHANGES AND WITHDRAWAL
To add a course or withdraw from a course, a student has the option of processing the change on the web or at the Office of Admissions and Records. This should be done in consultation with the student’s advisor and/or academic dean.

DEADLINES
Since many summer session courses are taught at dates other than the standard six-week session, students should consult the Office of Admissions and Records for deadlines for such courses.
A course dropped during the first 10 class days of a quarter is not included on grade reports or transcripts. If a student withdraws after 10 class days and by 13 class days before the beginning of final test week, a notation of W is recorded.
A student who wishes to add a course, or to change registration in any course from audit to credit, or credit to audit, must do so within the first six class days of the quarter. See the calendar found in this bulletin for the exact dates pertinent to each quarter.
A student wishing to be graded for a course on a satisfactory/unsatisfactory basis must fill out the appropriate form, have it signed by his/her advisor, and turn it in to the Office of Admissions and Records no later than 10 class days before the first day of final examination week.

REGISTRATION
A student must be admitted to the University through the Office of Admissions and Records and must register on the dates designated in the University calendar found in this bulletin. Complete instructions are published each quarter in the class schedule. A student is not registered until financial clearance has been obtained from Student Financial Services, all classes joined have been entered into the campus database by the date published, and the student has completed the Confirmation of Registration. Late fees apply on the dates indicated in the calendar. A student may not attend a class without being registered for it.

ACADEMIC STATUS

ACADEMIC PROBATION
A student who fails to make acceptable academic progress.

AELP (AMERICAN ENGLISH LANGUAGE PROGRAM)
A student who is only permitted to register for ALCE courses through the American Experience and Language Program.

CONTINUING EDUCATION
A student who is registered only for continuing education courses.

ESL (ENGLISH AS A SECOND LANGUAGE)
A student who lacks documentation for English competency or who has received substandard scores therein. Appropriate placement depends upon the results of in-house testing.

NON-DEGREE/UNSPECIFIED
A student who has not been admitted to a degree, certificate program, or pre-professional program but who is registered for selected courses in one of the schools of the University.

PROVISIONAL
A student who has not yet received regular status, either because of qualitative or quantitative deficiencies in academic record. A student with provisional status must sign a contract that outlines restrictions on course load and on participation in any extracurricular University activity such as mission trips, athletics, recruiting, etc., and that requires the utilization of academic resources.

REGULAR
A student who has met all entrance requirements as listed in this bulletin and is making acceptable academic progress while registered for a standard course of study leading toward a degree or certificate in one of the schools of the University.

COURSE LOAD

CLOCK HOURS
A person not enrolled in regular classes but occupied in self-study projects (such as research, dissertation, thesis, externship, internship, clerkship, field project, or in classes carrying 0 units of academic credit) is classified as a student by filing a validation form in the Office of Admissions and Records every quarter at registration. The academic work load is a minimum of 36 clock hours/week for a full load, a minimum of 27 clock hours/week for a three-quarter load, a minimum of 18 clock hours/week for a one-half load, and a minimum of 9 clock hours/week for a one-quarter load.

COURSE SEQUENCE AND CREDIT FOR PREREQUISITES
Credits toward graduation are generally not granted for a beginning or introductory course which is taken after a more advanced course in the same area, or for a course which is taken after another course for which it is a prerequisite. It is expected that prerequisites as printed in this bulletin will be completed before enrollment in any course.

NON-CREDIT COURSE
Organized subject matter in which instruction is offered for which academic credit is not given. These courses will be clearly marked as not for academic credit.
NORMAL LIMIT
A normal graduate study load is 6 units of coursework per quarter, including all coursework for which the student is registered in the schools of the University or elsewhere. A student of exceptional ability may register for additional study with the consent of the dean of the school of the student’s enrollment. A student on academic probation is subject to a restricted course load.

STUDENT STATUS

FULL-TIME STATUS
An undergraduate student carrying 12 or more units per quarter is considered a full-time student.

PART-TIME STATUS
Fractions of a load for part-time students (1/4, 1/2, 3/4) are based on 12 quarter units for undergraduate students.

NON-DEGREE/UNSPECIFIED STATUS
Though for the undergraduate student there is currently no limit to the number of courses that may be taken as a non-degree/unspecified student, such courses do not guarantee acceptance into a degree or pre-professional program, nor is there a guarantee that these courses will transfer into the desired program even if the student is admitted therein. Non-degree/unspecified status will be reflected on the transcript. This status is not available to a former student who has been denied readmission.

UNIT OF CREDIT
Credit is indicated in quarter units. A quarter unit of credit represents ten to twelve class hours, together with requisite study, preparation, and practice or 25-30 laboratory or independent study clock hours.

STUDENT TEACHER
The directed teaching experience is considered a full academic load. A student will be allowed to take an additional course only in exceptional cases and by permission of the coordinator of student teaching.

SPECIAL COURSEWORK

DIRECTED STUDY COURSES
Independent study is offered to provide the opportunity for a student to have a special academic experience, beyond that which offered in the regular coursework, that is supervised by a faculty member with expertise in the area of study. It is evaluated according to specific goals prescribed in a document of agreement which includes a description of the work to be done, the basis of grading, the number of credits to be awarded, and an agreed upon schedule for the student-teacher contact.

In degree programs, independent study is limited to 12 quarter units of undergraduate credit, or 8 quarter units of graduate credit. Courses appearing in the bulletin shall always be taken under their own course number regardless of class size.

ENGLISH AS A SECOND LANGUAGE COURSES
Courses in English as a Second Language are offered by the English as a Second Language program of the School of Business. A maximum of 16 lower division units of English as a Second Language classes are allowed toward the minimum 190 units required for graduation.

Students who attain a TOEFL score of 500-549 (or a MTELP average of 80 to 89 percentile) will be assigned two ENSL courses and may enroll in other university course(s) as recommended by the ENSL advisor.

Students who attain a TOEFL score of 550 or above (MTELP 90 percentile average and at least 80 percentile average in Language Proficiency) and attain a score of 4 or above on the La Sierra University College Writing Test will no longer be required to enroll in ENSL courses, and are required to enroll in ENGL 111, 112, 113 in sequence each successive quarter until the three courses are completed, with a minimum grade of C (2.00).

Additional placement testing may be required before enrolling in other university classes, including ENGL 111.

For further information, refer to the “English as a Second Language” portion in the Admission Information section and the English as a Second Language section of this bulletin.

UNIVERSITY STUDIES FOUNDATIONAL REQUIREMENTS
Foundational requirements, other than upper division argumentation and inquiry requirements, must be completed before a student’s senior contract can be approved. For more information, please refer to the University Studies portion of the undergraduate bulletin.

PRE-FOUNDATIONAL COURSES
Pre-foundational course units at La Sierra University (courses numbered 000-099) do not contribute toward graduation in any major or program at the University and are not usually transferable to another institution. Grades for pre-foundational courses will be issued, computed in the grade point average, and will be used to help decide a student’s suitability for continuance at the University. (The S/U option may not be chosen.)

La Sierra University expects minimum competencies in English and mathematics as entrance requirements. A Qualifying Hold is placed on entering freshmen and transferring students who have not demonstrated minimum competencies. Students placing into pre-foundational course(s) must be enrolled in the appropriate pre-foundational course(s) each quarter until all required pre-foundational courses are completed. Withdrawing from a pre-foundational course is not allowed unless a student is requesting a total withdrawal from all classes. Students must be enrolled in the appropriate pre-foundational course(s) each year (fall, winter, and spring quarters) until all pre-foundational requirements are completed.

Students wishing to enroll in a pre-foundational class must attend class by the second day of that pre-foundational class. Students must be registered for a pre-foundational class by 5:00 pm on the second day of that pre-foundational class. Registered students who have not attended a pre-foundational class by day two of the class will receive a grade of F in that pre-foundational class.
A QUALIFYING HOLD IS REMOVED WHEN:

1. The student scores at or above the University’s minimum cut-off on the required diagnostic test(s). Students who score below the minimum cut-off on the University’s diagnostic test(s) will be required to complete appropriate pre-foundational course(s).
2. The student earns a C (2.00) or above in the La Sierra University remedial pre-foundational course(s) required for entry into ENGL 111-College Writing and/or MATH 121-College Algebra.
3. The University receives official transcripts from an accredited university/college showing a grade of C (2.00) or above in courses La Sierra University deems equivalent to ENGL 111-College Writing and MATH 121-College Algebra.

Students with an official transcript from an accredited university/college showing a grade of C (2.00) or above in courses equivalent to pre-foundational classes at La Sierra University must either pass the University’s diagnostic test(s) or retake and pass the course(s) at La Sierra University to fulfill any pre-foundational requirements.

Such a student may not enroll or take classes at the University until he/she fulfills the pre-foundational admission requirement in the relevant area by scoring at or above the University-specified cutoff on the placement examination in each area in which he/she has been disqualified.

A student on pre-foundational disqualification may take a placement examination after at least two quarters have passed since he/she most recently took the examination or after he/she has completed coursework at an accredited college or university, documented by an official transcript with a grade of C or above in each applicable class, which the University regards as meeting the University Studies mathematics requirement (in the case of a disqualification in mathematics) or as equivalent to ENGL 111 (in the case of a disqualification in English).

Upon meeting every pre-foundational admission requirement, the student must formally reapply for admission to the University.

SPECIAL CREDIT SITUATIONS

CREDIT BY EQUIVALENCY EXAMINATION

For certain courses offered by the University a student may earn credit by passing an equivalency examination administered by the appropriate school and department. Such an examination is at least equal in scope and difficulty to a final examination in the course.

1. Equivalency examinations are not allowed for courses that have been attempted for credit or have been audited, or for pre-foundational courses (numbered below 100) or usually for courses such as beginning foreign languages. Neither can credit be earned in this way to make up for a course for which an unsatisfactory grade was received. An equivalency examination in a given subject may be taken only once.

2. A currently admitted student desiring credit by equivalency examination must petition the dean of the school offering the course and, if applicable, the dean of the student’s school of residence and, upon approval, pay testing and recording fees as specified in the Financial Information section of this bulletin. (If exam is not passed, the recording fee only is refunded.)

3. Upon the student’s successfully passing the examination, a grade of S (Satisfactory) is recorded only after the student has completed one quarter, or the equivalent, at La Sierra University, and has earned at least 12 quarter units of credit with a grade point average of at least C (2.00) in undergraduate courses or B (3.00) in graduate courses.
4. Units earned by equivalency may not be used as part of the enrolled load or of the required minimum residency units.
5. Equivalency examinations must be taken before enrolling in a course for which it is a prerequisite.
6. Equivalency examinations must be taken before the beginning of the final quarter of residence (the term of graduation).
7. The amount of credit that may be earned by equivalency examination is limited to a maximum of 24 quarter units.

CLEP EXAMINATIONS AND THE ADVANCED PLACEMENT PROGRAM

Regulations for CLEP examinations and Advanced Placement program are outlined under the “Transfer Credit” portion in this section of the bulletin.

TRANSFER CREDIT

Transfer credit is defined as credit earned at another postsecondary institution in the United States accredited with a regional or national association recognized by the American Council on Education; credit earned at a postsecondary institution accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities; or credit earned at a foreign postsecondary institution recognized by its government. Transfer credit is determined by the Office of Admissions and Records in consultation with the appropriate academic dean.

The University may require a written, oral, or practical examination in any course for which transfer credit is requested. In such cases, an examination fee may be required.

1. A maximum of 16 undergraduate quarter units of transfer credit for accredited distance learning or correspondence courses is acceptable. The amount and content of such credit toward degree requirements is determined by the Office of Admissions and Records in consultation with the appropriate academic dean.

2. All transferable lower division academic courses taken from an accredited community, city, or junior college will be transferred, but a maximum of 105 units will count toward units needed for graduation.

3. Credit is accepted from a professional school only if the school is recognized by its regional or national accrediting organization and if the work is substantially equivalent or essentially relevant to courses offered at La Sierra University. (Half credit is granted from professional schools for professional classroom courses.)

4. Credit for students in the military is granted according to recommendations of the American Council on Education. Undergraduate degree credit is granted as recommended by the Commission on Educational Credit.

5. CLEP guidelines are as follows:
   - CLEP subject examinations passed at or above a scaled score of 50. The amount of credit given may vary according
to the examination(s) taken. For an examination covering the material included in a one-quarter course, the amount of credit is normally 4 units; for an examination covering the material included in two quarters of classes, it is normally 8 units.

- Examinations in which course credit may be given are determined by the University Academic Council and maintained in the Learning Support and Testing Center and the Office of Admissions and Records.

6. Credit is granted for scores of 3, 4, or 5 on Advanced Placement (AP) examinations taken while enrolled in secondary school and submitted by the College Entrance Examination Board. The amount of credit assigned is determined for each examination by the Office of Admissions and Records in consultation with the appropriate academic dean.

7. Students who have transcripts from non-accredited institutions and/or transcripts showing non-transferable courses may request to take equivalency examinations in courses which are comparable to those offered by the University. Upon successful completion of the examinations, the student will be given equivalent credit as specified.

8. Credit is granted for scores of 4-7 on International Baccalaureate higher level diploma courses (no credit for subsidiary level) taken while enrolled in secondary school and submitted on an International Baccalaureate (IB) transcript. The amount of credit is determined for each examination by the Office of Admissions and Records in consultation with the appropriate academic dean and is dependent, in part, on the length of the course (half- or full-year course).

9. All international transcripts must be evaluated by a foreign educational credential agency. This can be done through La Sierra University after the official transcripts have been submitted or the student may contact the credential agency independently and have the results mailed to our institution. For further assistance and list of valid agencies, please contact Admissions and Records at (951) 785-2006 or E-mail at registrar@lasierra.edu

If the student decides to have the evaluation done through LSU, a fee of $180 is required to be paid for processing, then the transcripts will be submitted to Evaluational Credential Evaluators Inc (credential agency preferred by LSU) for evaluation.

10. Transfer pre-foundational courses are not applicable toward a degree from La Sierra University.

11. Credit for prior experiential learning is granted at the Division of Continuing Studies, by portfolio, according to written policies available in the office of each academic dean.

WAIVER OF A REQUIREMENT
A student may request the waiver of a requirement if a prior course or experience fulfills the requirement but does not qualify for transfer of credit. An examination may be required.

1. A request to waive a requirement is made to the Dean of the school and/or program director offering the course, and if applicable, to the Dean of the student’s school of enrollment. The request must be petitioned and the examination, if any, taken before the final quarter of residence.

2. The maximum amount of coursework that may be waived is determined by the University Academic Affairs Committee Council.

3. A waiver does not reduce the credit hour or residency requirements.

4. Waiver examinations are not given for courses assigned pre-foundational course numbers nor for courses that have been attempted for credit or have been audited.

5. The minimum passing performance must be the equivalent of a B (3.00) for graduate courses.

6. A waiver examination does not carry academic credit and may not be repeated.

7. The testing fee for a waiver examination is listed in the Financial Information section of the bulletin.

CLASS STANDING

DEFINITIONS
Undergraduate students in the University are accorded class standing on the basis of the amount of coursework completed as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Units Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>less than 44 units</td>
</tr>
<tr>
<td>Sophomore</td>
<td>44-87 units</td>
</tr>
<tr>
<td>Junior</td>
<td>88-135 units</td>
</tr>
<tr>
<td>Senior</td>
<td>136 or more units</td>
</tr>
</tbody>
</table>

ELIGIBILITY FOR COURSEWORK
A freshman may take lower division courses (numbered 101-299) but not upper division courses (numbered 301-499). A sophomore, junior, or senior may take any lower or upper division course for which the prerequisite qualifications have been met.

GRADUATE COURSES FOR UNDERGRADUATE SENIORS
A senior in an undergraduate curriculum who otherwise meets all requirements for graduate standing may be allowed to take graduate courses for graduate credit simultaneously with courses that complete bachelor’s degree requirements if so registering does not constitute a load in excess of 18 units. The total number of graduate units the student can take before being admitted to graduate study is not to exceed 8 units. These units may not count as part of the minimum 190 required for a bachelor’s degree. The student must obtain the approval of the course instructor, the dean of the school offering the course, and the dean of the student’s school of enrollment. The student must then notify the Office of Admissions and Records to reserve those units for graduate credit.

SCHOLASTIC STANDING

BASIC ASSUMPTIONS
The following assumptions form the basis on which the grading system operates:
1. Acceptable standards of performance (objectives) are specified for a course in the syllabus.
2. The teacher provides opportunities for the student to practice the kinds of performance called for in the objectives.
3. Letter grades are based on achievement of valid objectives.
4. Credit for completing a course is given only when a student has achieved an acceptable standard of performance.

### GRADES AND GRADE POINTS

The following grades and grade points are used in this University:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00 Outstanding performance</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00 Very good performance for undergraduate credit; satisfactory performance for graduate credit</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00 Satisfactory performance for undergraduate credit; minimum performance for which major and cognate undergraduate credit is granted; the minimum performance for which most graduate credit is granted</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>1.00 Minimum performance for which undergraduate credit is granted</td>
</tr>
<tr>
<td>F</td>
<td>0.00 Failure, given for not meeting minimal performance</td>
</tr>
<tr>
<td>XF</td>
<td>Failure, given by the academic integrity committee in case of a major academic integrity violation</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory performance, units counted toward graduation. Equivalent to a C (2.00) grade or better in undergraduate courses or a B (3.00) grade or better in graduate courses. May not be given for pre-fundational coursework or for coursework in a student’s major field or professional curriculum requirements, except for courses in which it has been determined that letter grades are inappropriate. A course in which a student has requested to be graded on an S/U basis may be applied only toward the general physical education activity requirement or as a free elective toward graduation. To request S/U grading the student files with Office of Admissions and Records the appropriate form, signed by the advisor, by 10 class days before the first day of the final examination week. Once filed, the grade is not subject to change. An S grade is not computed into the GPA.</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory performance, units not credited. Given only when performance for a course falls below a C (2.00) grade in undergraduate courses or a B (3.00) grade in graduate courses, and the student has filed with the Office of Admissions and Records the appropriate form requesting an S/U grade, signed by the advisor, 10 class days before the first day of final examination week. Once filed, the grade is not subject to change. The U grade is not computed into the GPA.</td>
</tr>
</tbody>
</table>

### NOTATIONS

- **(AU) AUDIT**
  Indicating registration for attendance only. This option does not include a pre-dominantly laboratory experience course. A student must attend at least 80 percent of the class meetings. A request to change an audit course to credit or credit to audit may be made no later than the sixth class day after the beginning of a quarter.

- **(AUW) AUDIT WITHDRAWAL**
  Given when the 80 percent class attendance audit requirement was not observed.

- **(I) INCOMPLETE**
  Given for circumstances beyond a student's control, and only if at least 75 percent of the coursework has been completed. A student requests an I grade from the instructor by completing a Petition to Receive an Incomplete Grade Form which includes the reason for the request. It is the student’s responsibility to request the signature of the instructor and the department chair and/or program director or dean and, if granted, leave the form with the instructor. On the Petition to Receive an Incomplete Grade Form, the instructor will state the deadline for completion (no later than the end of the following term, but excluding the summer session for those not in attendance during that term) as well as the default grade which the student will receive if the deficiency is not removed within the time limit. Incomplete units are not calculated in the grade point average. An I may be changed to a grade only by the instructor processing a Change of Grade Form within the time limit; otherwise the default grade will be assigned.

- **(IP) IN PROGRESS**
  Given at the end of the first quarter for classes indicated as IP classes prior to registration. Classes eligible to be offered with the possibility of IP grading are determined by the dean of the school offering the course and this designation is indicated to the Office of Admissions and Records prior to class registration. IP courses have a maximum duration of four quarters (three quarters following the quarter in which the student first registers for the course). Classes that involve continuing research, extended dissertations, the implementation of certain features of education, fieldwork, and directed teaching illustrate the types of classes that merit IP grades. The student's final grade is entered at any time upon submission to the Office of Admissions and Records by the instructor of a completed Change of Grade Form. If the work is not completed within the designated time for the completion of the IP course, a grade shall be issued by the instructor. When a grade is issued, the date of issue will appear on the student’s transcript.

- **(IPW) IN PROGRESS WITHDRAWAL**
  Given at the request of the student by filing with the Office of Admissions and Records the appropriate form after the end of the first quarter but prior to the fourth quarter cut-off date for withdrawal. (For withdrawal during the first quarter a W is assigned.) When an IPW is issued, the date of issue will appear on the student's transcript and becomes irreversible at that time.

- **(W) WITHDRAW**
  Given for withdrawal from a course after the first 11 class days of the quarter and by 10 class days before the beginning of final test week. Withdrawals during the first 11 class days of a quarter, or as designated in the calendar of the summer session, are not recorded if the student files with the Office of Admissions and Records the appropriate form prior to the cut-off date.
GENERAL DEGREE REQUIREMENTS

EVALUATION AND APPLICATION FOR GRADUATION
All students anticipating graduation must file an Application for Graduation with the Office of Admissions and Records within the first two weeks of their third term prior to the expected date of completion. Application for Graduation forms may be obtained from the Office of Admissions and Records. It is recommended that the student request an evaluation (personalized summary of graduation requirements) and secure a copy of the current Graduation Regulations from the Office of Admissions and Records early in the junior year of enrollment. A student who in September of the senior year has more than 54 quarter units remaining uncompleted should not expect to graduate the following June. Foundational requirements, other than upper division argumentation and inquiry requirements, must be completed before a student’s senior contract can be approved. For more information, please refer to the University Studies portion of this bulletin.

GRADUATION REQUIREMENTS
On the recommendation of the faculty of the school granting the students’ degrees (the College of Arts and Sciences, the School of Business, or the School of Religion) La Sierra University awards bachelor’s degrees to students who have completed the following minimum academic requirements:

A. 190 units of coursework with an overall grade point average of at least C (2.00), and an overall grade point average of courses taken at La Sierra University of at least C (2.00);

B. At least 60 units of credit in the upper division (courses numbered 300 to 499);

C. A major and any required cognates (and minor, if desired), with no course counted for which the students received a grade lower than a C (2.00);

D. The University Studies Program (general education) curriculum or Honors Program curriculum;

E. Participation in their department and university assessment plan;

F. The residency requirement of 44 of the last 56 units taken in residence at La Sierra University;

G. In the case of transfer students, 16 units in the major program and 8 units in a minor program, if any, completed in residence at La Sierra University; and

H. Possession of an approved Application for Graduation on file in the Office of Admissions and Records.

Students should obtain a copy of the current Graduation Regulations form and file an official request for an evaluation (personalized summary of graduation requirements) with the Office of Admissions and Records early in their junior year of enrollment. Students must also file an Application for Graduation with the Office of Admissions and Records within the first two weeks of the third term prior to the expected date of completion. For the most up-to-date information, contact the Office of Admissions and Records.

UNDERGRADUATE RESIDENCY REQUIREMENT
Credit from another accredited institution of postsecondary education may be transferred to the University if it is received by the Office of Admissions and Records on an official transcript sent directly from the institution granting the credit and bearing the seal of that institution. Credit toward graduation is given for those courses that are also taught by the undergraduate schools of La Sierra University or are normally taught by a liberal arts college (with the exception of pre-foundational courses). Transcripts containing credit to be applied toward degree requirements must be received by the Office of Admissions and Records no later than the end of winter term for spring term graduation. For more information, refer to the “Transfer Credit” sub-section of the “Special Credit Situations” portion in this section of the bulletin.

Upon completion of off-campus coursework approved to be taken during the final term, an official transcript must reach the Office of Admissions and Records no later than 45 days following the conclusion of the term. The prospective June graduate must also have the off-campus instructor submit an expected minimum grade to La Sierra University in time for it to reach the Office of Admissions and Records three weeks before graduation if the student expects to participate in the commencement events.

A minimum of 44 of the last 56 units of credit needed for the graduation with a baccalaureate degree, 16 units in the major and 8 in the minor (if any), must be taken in residence at La Sierra University. This policy allows for 3 classes with labs or a maximum 12 of the last 56 units of coursework before graduation with a baccalaureate degree to be taken at another accredited institution or by correspondence if prior approval has been obtained with an Off-Campus Request form submitted to the Office of Admissions and Records.

GRADUATION WITH HONORS

Summa cum laude 3.90
Magna cum laude 3.80
Cum laude 3.50

Although the official graduation roster indicates the names of graduates who qualify for honors on the basis of their grade point average as of the end of the quarter preceding their final term, the subsequently issued diploma and transcript will indicate graduation with honors if the student’s final quarter’s record has raised the grade point average sufficiently to qualify for honors at that time.

“UNIVERSITY HONORS” DESIGNATION
A student who satisfactorily completes the University Honors Program; the honors project; and the thesis, production, or exhibition; and who has a cumulative GPA of 3.50 will have the designation “University Honors Program” in addition to the listing of degree and major and the appropriate Latin honor. This designation will be added to the commencement program, the diploma, and the transcript.

RECOGNITION OF CANDIDATES FOR DEGREES
Recognition of Candidates for Degrees is a formal recognition event which may occur away from the home campus when a school has a significant number of candidates completing degree requirements in an off-campus or extended campus situation. Diplomas are not formally awarded at this event but will be forwarded to the student later. The names of the candidates are also included in the printed program of the next Commencement event. The Dean of the school or the Director of the off-campus program coordinates this ceremony.
DIPLOMA AND STATEMENT OF COMPLETION
Diplomas are available after the student’s final quarter, after the receipt of all instructor grade reports, after final academic checks have been completed, and after all including financial obligations to the University.

Those candidates who complete the requirements for a degree at times other than the regularly scheduled diploma date may request from the Office of Admissions and Records a statement of completion to be used until the diploma is available, if all financial and academic obligations have been met.

ADDITIONAL GRADUATION INFORMATION
To be eligible to participate in graduation events, candidates are required to have completed all requirements for the degree.

A graduate is considered a member of the class of the calendar year in which the diploma is dated.

A student who completes the requirements for a degree at the end of the spring quarter is expected to be present at the University’s conferring of degrees and the presentation of diplomas in June.

A student who completes the requirements for a degree at the end of the autumn or winter quarter or the summer session is invited and encouraged, but not required, to participate in the subsequent conferring of degrees, at which time the printed program lists all candidates who have completed requirements for degrees since the preceding commencement.

The University reserves the right to limit participation in graduation or recognition ceremonies to students who have satisfactorily completed all the requirements for a degree.

OTHER POLICIES AND PROCEDURES
ACCEPTABLE AND ACADEMIC PROGRESS
For the undergraduate student acceptable academic progress is considered to be:

1. The removal of provisional status during the first quarter (or 12 units) of attendance as determined by the dean at the time of enrollment.
2. The maintenance of an overall cumulative GPA and a La Sierra University (institutional) cumulative GPA of at least 2.00.
3. The completion of the conditions of residency.
4. The maintenance of continuous registration from the completion satisfactorily of all requirements for a bachelor’s degree within eight years.

CONSEQUENCES OF FAILURE TO MAKE ACCEPTABLE ACADEMIC PROGRESS
An undergraduate student failing to make acceptable academic progress is subject to restrictions (as determined by the Dean of his/her school or college) on enrollment status and University-related activities as follows:

1. Academic Warning: A student whose cumulative and LSU grade point average (GPA) remains at 2.00 or higher but whose quarter grade point average falls between 1.00 and 1.99, is placed on academic warning and will receive a letter indicating this status. Students in this category are considered to be in regular standing.
2. Academic Probation: A student whose cumulative and/or LSU grade point average falls below 2.00 or whose term quarter grade point average falls below 1.00, is placed on Academic Probation the next quarter. A student on Academic Probation is subject to a restricted course load, required academic resources, and to restrictions on participation in any extracurricular University activity such as mission trips, athletics, recruiting, etc., and requires the utilization of academic resources. The student is expected to work with university entities (Learning Center, advisors, counseling, etc.) who can supplement the educational experience in order to improve the student’s academic performance. A student may not be on Academic Probation for more than one quarter, consecutively.
3. Critical Academic Probation: A student on Academic Probation who fails to raise his/her cumulative and LSU grade point average to 2.00 or above, or who earns a quarter grade point average below 1.00 is placed on Critical Academic Probation with restrictions on course load, required academic resources, and on participation in any extracurricular University activity such as mission trips, athletics, recruiting, etc., and requires the utilization of academic resources. The student will have a contract with the dean stipulating a working relationship with university entities (Learning Center, advisors, counseling, etc.) who can supplement the educational experience in order to improve their academic performance. A new or transfer student designated as Provisional (One Quarter Basis) is considered to be on Critical Academic Probation.
4. Academic Disqualification: A student on Critical Academic Probation who does not raise his/her cumulative and LSU grade point average to 2.00 or above, or who earns a quarter grade point average below 1.00 during the quarter of Critical Academic Probation, or a student admitted as Provisional (One Quarter Basis) who fails to fulfill his/her admission contract is placed on Academic Disqualification. The Office of Admissions and Records is so notified. The student is not permitted to register for further coursework at the University without readmission. A student on Academic Disqualification wishing to return to LSU must show evidence of academic improvement by taking at least 24 quarter units of transferable college coursework from another institution of higher learning, earning a C (2.00) or better in each course making up the 24 units, raising his/her cumulative grade point average to 2.00 or above, and completing any pre-foundational requirements in English and/or mathematics. A student who has fulfilled the expectations above may reapply for readmission through the Office of Admissions and Records. Non-degree status at La Sierra University is not available during this time of disqualification. A student who is Academically Disqualified for a second time will not be readmitted to the university.

BULLETIN OF GRADUATION
Students who are enrolled continuously in the University for successive years may choose to meet the requirements for graduation listed in the bulletin of the year of their entrance or any subsequent year. If a student discontinues enrollment for one calendar year, residency has been broken and the requirements listed in the bulletin of the year of re-entrance or any subsequent year must be met.

CHANGE OF GRADE
A grade may not be changed by the instructor except when an error has been made in arriving at or recording a grade. Such changes are acceptable up to the end of the following term and are processed by the instructor submitting a change of grade form to the Office of Admissions and Records.

Any exception to this policy must have the signed approval of the chair.
and/or program director, Dean, and Provost before any change is made. The Provost must, in writing, notify the course instructor of the change of grade with the reasons necessitating the change.

**COURSES TAKEN OFF-CAMPUS**
Students wishing to take a course at another school (including correspondence coursework) after having enrolled at La Sierra University must receive approval before the course is taken in order to establish acceptance of the course. Forms for this purpose are available in the Office of Admissions and Records.

**DIVISION OF CONTINUING STUDIES**
Students needing to discontinue enrollment for longer than one calendar year must submit a request in writing to the program director. If approved by the program director and appropriate administrator, the student will be allowed to continue residency for the stated period.

**FINAL EXAMINATIONS**
A four-day examination schedule allowing a two-hour period for each class is printed in the schedule of classes. Students are required to take the scheduled final examination at the appointed time and place in order to secure credit. Examinations may not be taken before or after the scheduled period, nor may the time of an examination be changed without authorization by the dean of the school of the student’s enrollment.

All classes meet at the time scheduled for the final examination. If the time is not needed for an examination, it is to be used for some other educationally appropriate class activity. Exceptions to the examination schedule are granted only for emergency situations. Students with examinations covering more than 12 units on one day may petition the dean of the school of the student’s enrollment to take one examination at another time during the examination week.

**GRADE POINT AVERAGE**
An undergraduate student must maintain a GPA of C (2.00) or higher; a student whose grades fall below this level is placed on academic probation. To be eligible for teaching credential recommendation, the student must maintain a grade point average of 2.75 or higher. Courses with a grade below C (2.00) do not fulfill undergraduate major or cognate requirements.

**GRADE REPORTS**
Under the Buckley amendment of the Family Educational Rights and Privacy Act (1974), students have full rights of privacy with regard to their academic records, including their grade reports. The University will send a copy of the student’s grade report to the parents upon the student’s release or copies will be sent upon request to those qualifying under the Buckley amendment.

**HONOR LISTS**
A Dean’s Academic Honor List is published for each quarter of the school year (but not for the summer session) by each school for the purpose of recognizing undergraduate students who have done outstanding academic work during the quarter. The Dean’s Academic Honor List contains the names of all students who are in regular standing and who have completed at least 15 GPA units of coursework with a grade point average of 3.5, with no grade lower than a B-, with no Incomplete notation on the grade report. Students not wishing to have their names so published should make the request in writing at the Office of the Dean of the student’s enrollment.

A Dean’s Letter of Recognition is sent to those students who are eligible for the Dean’s Academic Honor List and have earned a grade point average of 4.00.

A President’s Letter of Recognition is sent to those students who have been on the Dean’s Academic Honor List for the three consecutive quarters (autumn, winter, spring) of the same school year and have maintained a grade point average for those three quarters of 4.00.

**MULTIPLE DEGREES, MAJORS & MINORS**
A student may simultaneously earn more than one degree at one level in the same school of the University, provided all requirements for the degrees are met.

If there are overlapping requirements between the two majors, 20 units are required that are in one of the majors but not in the other or a combination of 30 units that are mutually exclusive between them. If there are overlapping requirements between a major and a different minor, or between two minors (e.g., Computing and Mathematics), 12 units not used in the major are required as part of the minor, or 12 units are required in one of the minors that are not used in the other minor.

**REPEATING A COURSE**
When a student repeats a course at La Sierra University or any other approved institution, both the original and repeat grades become a part of the student’s permanent file, but only the repeat grade and credit units are computed in the cumulative grade point average and included in the total units earned. In order to assure that the GPA reflects the new situation, the student must check with the Office of Admissions and Records.

To assure course comparability, the Office of Admissions and Records, in consultation with the Chair of the LSU department offering the repeated course, approves all transfer courses allowed to be used to repeat a course taken at LSU in which a student received a grade below C (2.00). Unless the student obtains approval prior to enrollment, it is not guaranteed the course will replace the repeated course.

**TRANSCRIPTS**
The La Sierra University transcript is the official copy of the student’s academic record and includes only all courses attempted and grades earned at the University. The transcript will reflect degree or nondegree status for each quarter’s entry. A transcript of transfer credit is maintained and is intended for internal use only.
NUMBERING
The course number indicates the comparative level of difficulty and the type of credit carried as well as the class standing of the students for which the course is designed:

101-299 Lower division
(Freshman/Sophomore)
300-499 Upper division
(Junior/Senior)
(Limited Application to MA, by special permission)
501-699 Graduate
700-799 Doctoral/Postdoctoral

Courses numbered below 100 and in the 800s and 900s do not offer credit toward any degree or diploma at La Sierra University.

001-099 Pre-foundational
(No credit toward a degree)
800-899 Special certificate programs
(Non-credit)
900-999 Continuing and noncredit education
(Non-credit)
(Prefix either begins with “LS” or ends in “CE”)

Courses offered in an off-campus or extended campus setting, or for an extended degree program that carry the same prefixes and numbers from 100-799 as do the regular on-campus courses, are applicable toward degree requirements.

Undergraduate courses which have numbers ending in 1, 2, and 3 are generally sequential and need to be taken in order.

CONTINUING EDUCATION UNITS
Courses with the prefixes: ASCE (College of Arts and Sciences Continuing Education), or BMCE (School of Business Continuing Education), or ELCE (English as a Second Language Continuing Education), or SECE (School of Education Continuing Education), or SRCE (School of Religion Continuing Education), followed by a number in the 900s, offer continuing education units (CEU).

One CEU is awarded for ten contact hours of participation; hours less than ten are shown as tenths of CEUs. The CEU is a means for measuring and recording noncredit, postsecondary-level study. Courses carrying CEUs may be useful when employers or relicensure agencies require a specific number of hours of instruction for career advancement purposes, and when noncredit study is acceptable.

Note: Continuing education units, contact hours or clock hours cannot be converted at any time into academic units to be used toward any degree or diploma at La Sierra University.

ADDITIONAL INFORMATION
The prefixes LSCA, LSLV, LSSM, and LS VS designate various areas of non-traditional enrollment with the University. LSCA acts as a “holding” status by showing, until the courses have been completed and complete information is available, that enrollment exists. Credit, if any, may be indicated in clock hours.

PREFIXES AND AREAS OF INSTRUCTION
The four-letter prefix preceding each course number is an abbreviation of the subject area in which the course is found. Following is a list of codes referred to in this bulletin, the subject area for which the code stands, the department or program in which the subject is taught, and the school in which the department or program is located. For convenient reference, the areas of instruction are listed alphabetically by code.
<table>
<thead>
<tr>
<th>CODE</th>
<th>SUBJECT</th>
<th>DEPARTMENT/PROGRAM</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>Accounting</td>
<td>Accounting, Economics, and Finance</td>
<td>SB</td>
</tr>
<tr>
<td>AELP</td>
<td>American Language Experience Program</td>
<td>English as a Second Language (Continuing Education)</td>
<td>SB</td>
</tr>
<tr>
<td>ANTH</td>
<td>Anthropology</td>
<td>History, Politics, and Society</td>
<td>CAS</td>
</tr>
<tr>
<td>ARAB</td>
<td>Arabic</td>
<td>World Languages</td>
<td>CAS</td>
</tr>
<tr>
<td>ARTA</td>
<td>Art Appreciation/History</td>
<td>Art</td>
<td>CAS</td>
</tr>
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<td>ARTS</td>
<td>Studio Art</td>
<td>Art</td>
<td>CAS</td>
</tr>
<tr>
<td>ARTX</td>
<td>Professional Studies in Art</td>
<td>Art</td>
<td>CAS</td>
</tr>
<tr>
<td>ASCE</td>
<td>College of Arts and Sciences (Misc.)</td>
<td>Continuing Education</td>
<td>CAS</td>
</tr>
<tr>
<td>BIOL</td>
<td>Biology</td>
<td>Biology</td>
<td>CAS</td>
</tr>
<tr>
<td>BUMA</td>
<td>Business Math</td>
<td>Division of Continuing Studies</td>
<td>CAS</td>
</tr>
<tr>
<td>BENG</td>
<td>Business College Writing</td>
<td>Division of Continuing Studies</td>
<td>CAS</td>
</tr>
<tr>
<td>CFSC</td>
<td>Child and Family Science</td>
<td>Psychology (Additional Courses)</td>
<td>CAS</td>
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<td>CHEM</td>
<td>Chemistry and Biochemistry</td>
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<td>CAS</td>
</tr>
<tr>
<td>CHIN</td>
<td>Chinese</td>
<td>World Languages</td>
<td>CAS</td>
</tr>
<tr>
<td>COMM</td>
<td>Communication</td>
<td>English and Communication</td>
<td>CAS</td>
</tr>
<tr>
<td>CPTG</td>
<td>Computing</td>
<td>Mathematics and Computer Science</td>
<td>CAS</td>
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<tr>
<td>DENT</td>
<td>Pre-Dentistry Additional Courses</td>
<td>Pre-Graduate/Pre-Professional (Additional Courses)</td>
<td>CAS</td>
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<tr>
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<td>Drama</td>
<td>English and Communication</td>
<td>CAS</td>
</tr>
<tr>
<td>ECON</td>
<td>Economics</td>
<td>Accounting, Economics, and Finance</td>
<td>SB</td>
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<tr>
<td>EDAD</td>
<td>Administration and Leadership</td>
<td>Administration and Leadership</td>
<td>SE</td>
</tr>
<tr>
<td>EDCI</td>
<td>Curriculum and Instruction</td>
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<td>Education Technology</td>
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<tr>
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<td>Educational Foundations</td>
<td>(Additional Courses)</td>
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<tr>
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<tr>
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<td>Educational Research and Statistics</td>
<td>(Additional Courses)</td>
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<tr>
<td>ENGL</td>
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Kendra Haloviak  
Associate Professor of New Testament Studies (2001)  
PhD Graduate Theological Union 2002  
new testament studies, biblical languages

Ginger Hanks Harwood  
Associate Professor of Religious and Theological Studies (1997)  
PhD Iliff School of Theology, University of Denver 1991  
social ethics, theology, history of christianity

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Assistant Professor of History (2005)  
PhD University of California, Riverside 2005  
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Maury D. Jackson, 2009.  Assistant Professor of Pastoral Ministry, School of Religion  
DMin Claremont School of Theology

John R. Jones  
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PhD Vanderbilt University 1982  
biblical languages and background, scriptural interpretation and theology, phenomenology of religions

In-Kyeong Kim  
Professor of Psychology (1995)  
PhD Cornell University 1990  
cognitive psychology, perceptual and cognitive development

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Assistant Professor of History (2005)  
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Doug Lainson  
PhD student, Claremont Graduate University  
MBA Biola University 2005  
mission-based business strategy, strategic modeling, leadership, entrepreneurial economics, business as mission

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Leslie R. Martin  
Professor of Psychology (1996)  
PhD University of California, Riverside 1996  
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Sam McBride  
Associate Professor of English (2007)  
PhD University of California, Riverside 1997  
twentieth century literature and fine arts, literary criticism, the inklings

Beatriz Mejia-Krumbein  
Professor of Art (1997)  
MFA James Madison University 1996  
painting, drawing, contemporary art
La Sierra University offers its students a general education curriculum rooted in the concept of liberal education as a formative and transformative process, one that provides students with a permanent foundation for learning through the development of basic human capacities. The University believes that education should go beyond human exposure to disciplines, the accumulation of facts, or even just curricular matters. Instead, education should also encompass such things as the ability to imagine and create, to think and reason analytically, to solve problems, to integrate and synthesize complex information, to use language clearly and persuasively, and to make responsible choices.

At La Sierra University, general education distinctively deals with nothing less than our common humanity -- those essential capacities and qualities that enable us to participate effectively and responsibly in a variety of shared intellectual, social, and moral contexts -- and contributes to the creation of a recognizable “La Sierra graduate.” Only then can the University fulfill its goal to mold citizens fitted with “recognized excellence, integrity, and compassion.”

As the centerpiece of this distinctive approach to general education, the University has developed an integrated curriculum that stimulates the meaning-centered development of its students; familiarizes them with the various academic disciplines; exposes them to intercultural, international, and interethnic concerns; and encourages them to recognize the importance of individually developing a value system that will allow them to distinguish between right and wrong. As part of the general studies program, students have the opportunity to engage in...
community service activities related to their major disciplines. Only then can they come to realize that civic, political, and religious responsibility is not only the clearest evidence of moral commitment but also essential to the survival of a democratic society. The University Studies program includes coursework in the various fields of academic learning, which include the humanities, fine arts, natural sciences and mathematics, social sciences, and religion.

Additionally, La Sierra University is committed to testable levels of competency in the fundamental skills necessary for a productive life. These include demonstrated proficiency in English language composition, the successful completion of minimum requirements in the language and skills of mathematics, demonstrated proficiency in a non-English language, and an established understanding of the principles of personal health and fitness and of their relationship to public health.

**STUDENT LEARNING OUTCOMES OF THE UNIVERSITY STUDIES PROGRAM**

Personal development and educational habits of mind are over-arching goals in the Learning Outcomes of the University Studies program. At the completion of the university experience, the student will have encountered challenging programming in the enriched environment of integrative learning. University Studies includes Foundational Studies, integrated theme units, as well as a selection of breadth classes from within the various disciplines.

University Studies’ thematic and team-taught units provide students with opportunities for developing constructive relationships with teachers while also allowing them to experience interdisciplinary teaching. The integrated theme classes provide appropriate application, integration, and transference of knowledge as well as the opportunity for creative self-expression.

The following outcomes are grouped within the goals of La Sierra University’s Mission Statement: “To Seek, To Know, To Serve.”

**Seeking:**
1. Students will use ethical and moral perspectives to frame goals and accomplishments.
2. Students will seek opportunities to exercise their responsibilities in life through ethical, active, and compassionate actions.
3. Students will actively apply a global perspective of diversity as a multi-dimensional paradigm.
4. Students will become life-long learners and will continuously seek better, more responsible solutions to problems encountered in work, in life, and in society.

**Knowing:**
1. Students will acquire competencies essential for informed inquiry into the fields of Biblical Studies, Fine Arts and Aesthetics, Mathematics, English, Languages, Healthful Living, Humanities, Social Sciences, Natural Sciences; they will gain the necessary skills needed to locate, evaluate, and use resources; and they will obtain the abilities needed to comprehend, study, and understand the religious and spiritual dynamics in human experience.
2. Students will become communicators.
3. Students will interconnect skills, knowledge, and experience.

**Serving:**
1. Students will function effectively within and value a multi-dimensionally diverse society that prepares them to seek and embrace differences to positively influence and effect change in society.
2. Students will develop personal integrity, critical thinking, and religious beliefs as they define their worldview and academic goals.
3. Students will create community from the perspective of multi-dimensional diversity.
4. Students will engage in community service and develop commitment to ongoing service within their community.

**SERVICE-LEARNING**

Service-Learning incorporates community-based volunteer service into academic instruction. It is driven by the learning objectives of the course and, at the same time, responds to real needs of community organizations. In support of La Sierra University’s mission, “To Seek, To Know, To Serve,” all students must complete, as part of the university studies requirements (see below), three courses that integrate Service-Learning into the curriculum.

Service-Learning courses can be found by searching in the University Studies pull-down menu of the Online Course Schedule and are identified by SIR (Service-Learning Required) or S1O (Service-Learning Optional). When a class offers Service-Learning as an option, students wishing to participate will register for S1O on the first day of that class. Additional information can be found on the Service-Learning website: http://www.lasierra.edu/service.

**INTERDISCIPLINARY COURSES**

Students must complete UNST 101 during their freshman year, and are encouraged to complete one course in each of the following interdisciplinary subjects: freshman year, SSCI; sophomore year, HUMN; junior year, RLGN; and senior year, NSCI and UNST 404. All of these courses include attention to the goals and techniques of information literacy: identifying what information is needed and then locating, evaluating, synthesizing, and applying it. Oral and written communication is a teaching and learning tool throughout the interdisciplinary curriculum. Courses at the 200 level and above have a significant writing component intended to further develop the student’s research and composition skills.

**TRANSFER STUDENTS**

A transfer student who qualifies, at minimum, for sophomore standing (44 units) and has completed 8 units that fulfill Theme IA or Theme IB requirements at the time s/he is admitted to La Sierra University may waive the Theme IC interdisciplinary course requirement. Students missing units from Theme I (8 units) will be required to take an SSCI class for Theme I. A transfer student who qualifies, at minimum, for junior standing (88 units) and has completed 12 units that fulfill Theme IIA or Theme IIB requirements at the time s/he is admitted to La Sierra University may waive the Theme IIC interdisciplinary course requirement. Students missing units from Theme II (12 units) will be required to take a HUMN class for Theme II. Juniors and seniors must complete either RLGN 304 or 305 and four additional units which must be in Theme IIC.

**INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM POLICY**
The Intersegmental General Education Transfer Curriculum (IGETC) is a series of courses, offered through the California community college system, that transfer students may complete as a way to satisfy the lower-division breadth/general education requirements at La Sierra University. Completion of the IGETC must be certified by a community college counselor and submitted to LSU with the student’s final transcript before the first term of enrollment.

### IGETC Curriculum

**Area 1: English Communication (6 semester units minimum)**
- 1A English Composition
- 1B Critical Thinking-English Composition

**Area 2: Mathematics/Quantitative Reasoning (3 semester units minimum)**
- 3 semester units

**Area 3: Arts and Humanities (9 semester units minimum)**
- 3A Arts (at least one course)
- 3B Humanities (at least one course)

**Area 4: Social and Behavioral Sciences (9 semester units minimum)**
- At least 2 disciplines

**Area 5: Physical and Biological Sciences (7 semester units minimum)**
- 5A Physical Science (at least one course)
- 5B Life Science (at least one course)
- Laboratory Activity with 5A or 5B course

**Area 6: Language Other Than English (Minimum 8-10 semester units)**
- Minimum 2 consecutive semesters

Physical fitness class must have lifetime fitness as a major component (minimum one semester)

### LSU UNIVERSITY STUDIES REQUIREMENTS

#### A. Rhetoric

I. Three consecutive quarters of College Writing (ENGL 111, 112, 113)
II. Upper division rhetoric class(es)

#### B. Mathematics/Quantitative Reasoning

I. One college math course (4 quarter units)
   - MATH 115 Applications of Math
   - MATH 121 College Algebra
   - MATH 155 Introductory Statistics
   - CPTG 117 Problem Solving Using Computer Programming

#### C. Culture and Context

I. History & Appreciation of Visual or Performing Arts (4 quarter units)
II. Historical or Contemporary Culture and Context (4 quarter units)

#### D. Identity, Citizenship, and Globalization

I. At least two disciplines (8 quarter units)

#### E. Religious Beliefs and Practices

#### F. Scientific Inquiry

I. Life Science (4 quarter units)
II. Physical Science (4 quarter units)

*Must include one lab class from either I or II.*

#### G. World Languages

I. Three consecutive quarters of college language through LANG 153 or appropriate score on language placement exam

#### H. Health and Fitness

I. Lifetime Health and Fitness (2 quarter units)

*IGETC areas and equivalents evaluate all transfer transcripts for students not completing the IGETC Certificate Program.*

See University Honors Program section of this bulletin for specific requirements in that area.

### UNIVERSITY STUDIES 84 UNITS TOTAL

#### FOUNDATIONAL STUDIES (19-28 UNITS)

The foundational studies curriculum provides the competencies, basic skills, and knowledge necessary for success within the student’s discipline and as a broadly trained citizen of the world.

A student must receive a grade of C or better in order for a class to count as a prerequisite for another course and for the class to count towards fulfilling the Foundational Studies requirement. This applies to both individual and sequenced classes unless otherwise specified. Foundational requirements, other than upper division argumentation and inquiry requirements, must be completed before a student’s senior contract can be approved.

#### I. UNST 101 FIRST YEAR SEMINAR (2 UNITS)

Designed for first-year students and those with fewer than 12 university-level units, this seminar introduces the student to the University Studies program, basic study and social skills necessary for success at La Sierra University.

#### II. RHETORICAL SKILLS (4-13 UNITS)

Rhetorical skills focus on writing, speaking, and critical-thinking abilities. The foundational skills emphasized in this section will be reinforced in each discipline with a discipline specific, rhetoric intensive course.
A. FRESHMAN RHETORIC (4-9 UNITS)
Students complete either option 1 or 2.

**OPTION 1**
Three courses focusing on writing, speaking, and critical thinking. Taught and administered by the Department of English and Communication. Students must receive a minimum grade of C in each course to be permitted to go on to the next course in the Sequence.

- ENGL 111 College Writing (3)
- ENGL 112 College Writing (3)
- ENGL 113 College Writing (3)

**OPTION 2**
Qualifying students may complete:
- ENGL 124 Freshman Seminar in Writing (4)

B. UPPER DIVISION RHETORIC
Students complete either option 1 or 2.

**OPTION 1**
Upper division course(s) in the major focusing on advanced critical thinking, speaking and writing skills needed for success within the student’s discipline. (Courses are listed in the following columns, beginning with Art and ending with World Languages.)

**ART**
- ARTA 408A Topics in Art History: Contemporary Art (4)
- ARTA 408B History of Graphic Design (4)

**BIOLOGY**
- BIOL 301L Cell and Molecular Biology Projects Laboratory (1)
- BIOL 302L Genetics Projects Laboratory (1)
- BIOL 303L Developmental Biology Projects Laboratory (1)
- BIOL 405 Biology Seminar (1)

**BIOMATHEMATICS**
- MATH 461 Biomathematical Modeling I (4)
- MATH 462 Biomathematical Modeling II (4)

**BIOPHYSICS**
- PHYS 326 Human Body Mechanics (4)
- PHYS 336 Physics of Biomaterials (4)
- PHYS 386 Biophysics Seminar (1)
- PHYS 389 Rhetorical Experiences in Physics (0)

**BUSINESS**
- MGMT 375 Managerial Communication (4)

**CHEMISTRY & BIOCHEMISTRY**
- CHEM 405 Senior Seminar (1)
- CHEM 408 Introduction to Research (2)
- CHEM 424 Instrumental Analysis I (3)
- CHEM 425 Instrumental Analysis II (3)

**COMMUNICATION**
- COMM 365 Organizational Communication (4)
- COMM 488 Communication Theory II (4)
- COMM 490 Communication Research Design (4)

**COMPUTER SCIENCE & INFORMATION SYSTEMS**
- CPTG 334 Systems Analysis (4)
- CPTG 455 Software Engineering (4)

**ENGLISH**
- COMM 304 Advanced Expository Writing (4)
- ENGL 304 Advanced Expository Writing (4)

**HEALTH & EXERCISE SCIENCE**
- PETH 418C Movement in Cultural Perspective (4)
- PETH 427 Motor Learning (4)

**HISTORY, POLITICS & SOCIETY**
- HPSC 497 Senior Colloquium (1)
- HPSC 498 Senior Thesis (3)

**MATHEMATICS**
- MATH 415 Sets and Number Systems (4)
- MATH 431 Analysis I (4)
- MATH 432 Analysis II (4)

**PHYSICS**
- PHYS 334 Introduction to Optics (4)
- PHYS 404 Biophysics (4)
- Lab teaching or tutoring

**PSYCHOLOGY**
- PSYC 323 Methods and Statistics III: Conducting Research (4)

**RELIGION**
- REL 457 Religion and Gender (4)
- RELT 436 Philosophy of Religion (4)

**SOCIAL WORK**
- SOWK 317 Social Work Methods: Generalist Practice with Children and Families (4)

**WORLD LANGUAGES**
- SPAN 348 Spanish-American Literature (4)
- SPAN 428 Spanish-American Civilization (4)
- SPAN 469 Themes in Spanish-American Literature (4)

**OPTION 2: ARGUMENTATION AND INQUIRY (4 UNITS)**
Junior level course focusing on critical thinking, speaking and writing. Taught and administered by the department of English and Communication.

- COMM 304 Advanced Expository Writing (4)
- ENGL 304 Advanced Expository Writing (4)
III. MATHEMATICS (4 UNITS)
Foundational mathematics focuses on problem solving, symbolic manipulation, and abstraction. Students will learn to interpret problems symbolically, solve them using a variety of mathematical and computational methods, and draw appropriate conclusions from their solutions.

CPTG 117  Problem Solving using Computer Programming (4)
MATH 115  Applications of Mathematics (4)
MATH 121  College Algebra (4)
MATH 155  Introductory Statistics (4)

IV. WORLD LANGUAGE (4 UNITS)
Three consecutive quarters of the same college, non-English language through level 153 or achieve the appropriate score on the language placement exam. Students may complete the required sequence of course work offered through the Department of World Languages, or, four quarters of Greek or the Hebrew sequence offered through the School of Religion.

Courses in American Sign Language may be used to meet this requirement. Certification from an appropriate body or an equivalent number of transfer credits is required.

V. HEALTH AND FITNESS (2 UNITS)

PEAC 120  Lifetime Fitness (2)

VI. WEALTH AND FITNESS (2 UNITS)

GENERAL STUDIES
(52 UNITS, 20 UPPER-DIVISION)
Through four thematic areas and a senior capstone course, the General Studies curriculum provides broad disciplinary and interdisciplinary knowledge necessary for personal and communal success in a complex world.

A maximum of four units from the required courses of the student's major and up to eight units from the required cognates of the student's major can be applied to General Studies. Liberal Studies majors, individual majors (CAS), and customized majors (SBM) may apply up to 12 units from the major to the University Studies requirements.

I. IDENTITY, CITIZENSHIP, SOCIALIZATION, AND GLOBALIZATION (8 UNITS)
Identity, Citizenship, and Globalization focuses on issues of the development of individual and group identity, issues of citizenship in the contemporary world, and the ways globalization is changing both identity and the meaning and practice of citizenship.

A. UNDERSTANDING HUMAN BEINGS (0-4 UNITS)
Analysis of human behavior, especially as influenced by society and culture.

COMM 244  Interpersonal Communication
COMM 344  Gender and Communication

ECON 254  Principles of Macroeconomics
ECON 255  Principles of Microeconomics
HIST 273  Gender, Family, & Society in the Modern World
HIST 430D  Women and Men in American Society
HLED 414  Mental Health and Substance Dependency
MKTG 305  Marketing Principles
MKTG 365  Marketing Research
PSYC 104  General Psychology
PSYC 234  Developmental Psychology (SL)
PSYC 304  Social Psychology
PSYC 314  Psychology of Gender
PSYC 344  Personality
RELE 455  Christian Understanding of Sexuality
RELE 457  Religion and Gender
RELG 235  Introduction to Religious Studies
RELT 464  Religious Development and Nurture
SOCI 104  General Sociology
SOCI 314  Sociology of Love and Marriage
SOWK 405  Social Welfare Policy
C. GLOBALIZATION, IDENTITY, AND CITIZENSHIP (4 UNITS)
Interdisciplinary courses focusing on citizenship and identity in a multicultural and global context.

SSCI 104 Growing Up in America (SL)
SSCI 105 Identity and Society (SL)
SSCI 106 Childhood in Global Perspective
SSCI 107 Gender and Law in Contemporary Society

II. CULTURE AND CONTEXT (12 UNITS)
Culture and Context focuses on cultural production and cultural life both in the United States and globally. It encourages students to understand cultural production within its historical, social and economic context. Must include one course from Theme IIA and IIB.

A. HISTORY AND APPRECIATION OF VISUAL AND PERFORMING ARTS (4 UNITS)
ARTA 205 Language of Art
ARTA 308 Art History (Ancient to Renaissance)
ARTA 309 Art History (Baroque to Modern)
ARTA 408 Topics in Art History
DRAM 246E Introduction to Acting
(DRAM 496 History and Theory of Drama
(Cross-listed as COMM 246E/ENGL 246E)
MUHL 205 Introduction to Music
MUHL 338 Music of Non-Western Cultures
MUHL 339 Contemporary Popular Styles in Music

B. HISTORICAL OR CONTEMPORARY CULTURE AND CONTEXT (4 UNITS)
Study of culture within history, literature, cultural studies, or philosophy.

COMM 170 Experience Communication
COMM 226 Mass Media in Society
COMM 264B Living in the Information Age
ENGL 150 Themes in Literature
ENGL 211 Survey of British Literature (1600-1800)
ENGL 212 Survey of British Literature (1800-1890)
ENGL 213 Survey of British Literature (1890- present)
ENGL 224 Survey of American Literature (to 1860)
ENGL 225 Survey of American Literature (1860-present)
ENGL 414 World Literature
ENGL 425 Major American Authors or Movements
(Courses may vary)
ENGL 445 Biblical Literature
ENGL 458 Shakespeare
HIST 270A History of World Cinema: Asia
HIST 270B History of World Cinema: Europe
HIST 336 Modern America (1914 to present)
HIST 354 Colonial Latin America
HIST 355 Modern Latin America
HIST 430Q Asian American History
HIST 430Z Hollywood and American History

C. EXPLORING CULTURE (4 UNITS)
Interdisciplinary courses focusing on cultural production in a multicultural context with emphasis on technological, social and economic factors in culture.

HUMN 204 Exploring American Culture Through Literature
HUMN 205 Exploring American Culture Through Visual and Performing Arts

III. RELIGIOUS BELIEFS AND PRACTICE (16 UNITS)
Religious Beliefs and Practice focuses on the varieties of religious beliefs and practices, including a foundation in Adventism. It encourages students to make careful decisions about their own religious faith and practice.

A. SPIRITUAL EXPERIENCE AND EXPRESSIONS (4 UNITS)
RELG 235 Introduction to Religious Studies
RELG 237 World Religions
RELG 267 Religious Faith and Life
RELH 464 Religious Development and Nurture
RLGN 305 The Experience of Religion in Three Cultures

B. BELIEFS AND HERITAGE (4 UNITS)
RELH 483 History of Seventh-day Adventism
RELT 104 Introduction to Christianity
RELT 106 Introduction to Seventh-day Adventist Beliefs
RELT 245 Christian Beliefs
RELT 434 Dimensions of Salvation
RELT 453 Christian Theology
Every student must take RLGN 304 or RLGN 30S and 12 additional units, 4 of which must be Theme IIIC. For students enrolled in the Religious Studies major and/or the Pre-seminary Curriculum, the Theme IIIC requirement must be fulfilled by RELB 104.

IV. SCIENTIFIC INQUIRY (12 UNITS)
Scientific Inquiry exposes students to laboratory science, the relationship between science and society, and the philosophical foundations of scientific inquiry. It allows students to engage in the practice of science while encouraging them to think about the role of science in society and science's potential and limitations in creating usable knowledge.

Must include one lab course from either A or B.

A. LIFE SCIENCE (4 UNITS)
- BIOL 111 General Biology I (with BIOL 111L)
- BIOL 112 General Biology II (with BIOL 112L)
- BIOL 113 General Biology III (with BIOL 113L)
- BIOL 107 Human Biology
- BIOL 131 Human Anatomy and Physiology (with lab)
- BIOL 327 Survey of Biological Principles
- CHEM 103 Introductory Biochemistry (with CHEM 103L)
- CHEM 373 Organic Chemistry III (with CHEM 373L)
- HLED 225 Nutrition Theory and Practice

B. PHYSICAL SCIENCE (4 UNITS)
- CHEM 102 Introductory Organic Chemistry (with CHEM 102L)
- CHEM 111 General Chemistry (with CHEM 111L)
- CHEM 112 General Chemistry II (with CHEM 112L)
- CHEM 113 General Chemistry III (with CHEM 113L)
- GEOL 314 Earth Science
- GEOL 316 Earth and Space Science
- PHYS 117 Introduction to Physics (with lab)
- PHYS 231 General Physics (with PHYS 231L)
- PHYS 232 General Physics (with PHYS 232L)
- PHYS 233 General Physics (with PHYS 233L)
- PHYS 304 Astronomy

C. SCIENTIFIC FOUNDATIONS (4 UNITS)
Exploring the philosophical underpinnings of scientific practice. Upper division, interdisciplinary courses including philosophy of both the natural and the social sciences.

- NSCI 404 Humans and the Environment
- NSCI 405 Scientific Thinking and Religious Belief
- NSCI 406 Nature and Human Values (SL)
- NSCI 407 Religion and Rationality (SL)

V. SENIOR CAPSTONE (4 UNITS)
A senior capstone to the University Studies program, considering religious, moral, and social issues raised within the student’s major program of studies. Students explore significant issues both theoretically and as specific problems of contemporary life, bringing their experience and knowledge to bear on the interaction of their values with their discipline. Letter designations following UNST 404 in the class schedule indicate disciplines that offer these courses.

UNST 404 Religious, Moral, and Social Aspects of the Academic Discipline

COURSES

STATEMENT OF GUIDELINES REGARDING UNST 100 AND 101

- First-year students who have not been full-time college students or transfer students with less than 24 units are required to take the two-quarter sequence of UNST 100 or 101.
- Half-time ESL students are required to take UNST 101. UNST 101 does not count as one of the "two regular" classes that a half-time ESL student can take.
- Non-degree seeking (pre-professional) students are required to take the two-quarter sequence of UNST 100 or UNST 101.
- UNST 100 or UNST 101 requirement must be completed within three quarters of LSU residence, excluding summer.
- Students who do not successfully complete the UNST 100 or 101 requirement within three quarters, excluding summer, must take an additional (beyond University Studies Requirements) 4-unit University Studies Class (SSCI, HUMN, RLGN, NSCI, UNST 404).
- Students who do not successfully complete UNST 101A or UNST 101B must enroll in the trailer section of the following quarter.
- Students who do not pass UNST 100B must take the trailer section of UNST 101.
- First-year students or transfer students with less than 24 units who begin spring quarter must enroll in the trailer section of UNST 101B spring quarter and UNST 101A fall quarter.
- Students with junior standing and above are not allowed to enroll in UNST 101 classes.
UNST 100 Critical Thinking Skills for the University Student (3)
This course will help first-year students develop their critical faculties through their participation in higher-level thinking activities. The course structure contains a strong emphasis on reading comprehension and written and oral communication. A focus on creative expression is used in the course to instill in students a sense of curiosity. In addition, students will develop learning strategies including, but not limited to, time management, goal setting, multi-level thinking, effective reading, memory strategies, and stress management. Students will also be introduced and encouraged to utilize the technology and learning resources offered by the University. All provisionally-accepted first-year students and provisionally-accepted transfer students with 24 units or less are required to take UNST 100.

UNST 101 A & B First Year Seminar (1, 1)
An introduction to La Sierra University life, including the history and ethos of the University, the general education curriculum, and the University’s information technology and other learning resources. The course also addresses characteristic modes of thinking in the various academic disciplines and develops effective learning strategies and skills. Must be enrolled during first and second quarters of attendance at LSU.

SSCI 104 Growing Up in America (4)
An interdisciplinary study of issues associated with childhood, adolescence and parenting with particular attention to sociocultural (social, cultural, and diversity) factors in the United States that affect development. The course paints a picture of childhood in the United States and, at the same time, focuses on factors that optimize the development of children. At the end of the class, students should not only be knowledgeable about the issues surrounding childhood in this country but have reflected about their responsibility as citizens and future parents. This is a Service-Learning course.
Prerequisite: ENGL 111 or 124

SSCI 105 Identity and Society (4)
An exploration of relationships among individuals, social groups, and institutions, emphasizing the uses of power and authority and the roles of oral communication and networking in constructing social ties and mediating disputes. Major social groups such as the state, the workplace, the school, the church, and the family are examined from the perspectives of politics, economics, education, religion, and science. This is a Service-Learning course.
Prerequisite: ENGL 111 or 124

SSCI 106 Childhood in Global Perspective (4)
An interdisciplinary survey of issues impacting the development of children around the world, with particular emphasis on developing regions and non-Western contexts. The course will consider children’s health and well-being within the context of familial, cultural, economic, and political systems, and how these are affected by global economic and political forces. By the end of the class, students should not only be knowledgeable about the issues surrounding childhood, but have reflected about their responsibility as citizens of the world.
Prerequisite: ENGL 111 or ENGL 124

SSCI 107 Gender and Law in Contemporary Society (4)
This course is a general study of how issues of gender and law interact in determining how societies construct and enforce expectations concerning relations between the sexes. It will cover historic gender-driven court cases as well as contemporary American law and how it engages issues of gender-related behaviors and rights. This course will also look at some global concerns about legal discrimination against women. It will also include an investigation of the aspects of human perception and memory related to gender factors and the effects of socio-cultural traditions on eyewitness interpretation and testimony.
Prerequisite: ENGL 111 or ENGL 124

HUMN 204 Exploring American Culture Through Literature and Film (4)
With a focus on American literature and film, this course seeks to make LSU students educated participants in the creation and evolution of American culture. To achieve this fundamental objective, the course introduces students to basic skills of critical analysis as applied to cultural “texts” produced in the United States. Students then learn to use these skills and respond to specific explorations of contested dimensions of culture such as religion, society, culture, politics, and economics.
Prerequisite: ENGL 113 or 124

HUMN 205 Exploring American Culture Through the Visual and Performing Arts (4)
With a focus on American visual and performing arts, this course seeks to make LSU students educated participants in the creation and evolution of American culture. To achieve this fundamental objective, the course introduces students to basic skills of critical analysis as applied to cultural “texts” produced in the United States. Students then learn to use these skills and respond to specific explorations of contested dimensions of culture such as religion, society, culture, politics, and economics.
Prerequisite: ENGL 113 or 124

UNST 202 Additional Service Learning (1)
Optional Service-Learning component of an academic course. Enrollment requires signature of the instructor and the Service-Learning office. May be repeated for different courses. Students limited to one UNST 202 per academic quarter.

UPPER DIVISION

RLGN 304 Adventism in Global Perspective (4)
An interdisciplinary study of Adventism from its inception in nine-teenth-century New England to its present situation as a multicultural community of faith, including an examination of the major figures and historical turning points. The course traces the development of Adventist beliefs and their relationship to those of other Christian denominations. The course also considers various aspects of the Adventist lifestyle; surveys the principal Adventist enterprises, such as health care, education, media, and missions; and, looks at Adventist spirituality and the problems it encounters in a predominantly secular environment.
Prerequisites: ENGL 113 or 124
Restriction: Students must have junior or senior standing

58 UNIVERSITY STUDIES PROGRAM
RLGN 305 The Experience of Religion in Three Cultures (4)
An examination of the phenomena of religious belief and experience, and a study of the theologies and institutions that formalize belief, establish community, and insure their preservation and perpetuation. Special attention is given to Christianity and to two of the following: Judaism, Islam, Hinduism, Buddhism, and Animism. The course interacts with the contemporary world by exploring ways of developing relevant, persuasive individual and communal value systems and the influence of these systems on individual and communal judgments and choices. Not open to students with credit in RELT 237.
Prerequisites: ENGL 113 or 124
Restriction: Students must have junior or senior standing

RLGN 307 Faith and Worship in the Inland Empire (4)
Exploration of faith communities in the Inland Empire, with emphasis on immigrant groups and their religious adaptations to local needs and contexts. This exploration will be traced especially through worship styles and experiences, educational programs for youth, interactions with other faith groups, and provisions for pasturing across generational and linguistic gaps. This course includes a Service-Learning component.
Restriction: Must be a student in the Division of Continuing Studies

NSCI 404 Humans and the Environment (4)
An interdisciplinary survey of issues impacting the environment. The course will consider environmental ethics and/or moral leadership in issues such as ecology, environmental resources, resource management, health and the environment, pollution, etc. and how ethics and/or leadership impacts the idea of creation as the grounding of Christian environmental concerns. A major goal is to help students understand the importance of their role as responsible citizens in the content of environmental ethics.
Prerequisites: ENGL 113 or 124; 4 units that fulfill either Theme IVA or Theme IVB requirements & CPTG 117, MATH 115, 121, or 155
Restriction: Students must have junior or senior standing

NSCI 405 Scientific Thinking and Religious Belief (4)
This course is an introductory study of the nature of scientific thinking, its various kinds of interactions with religious belief, and its impact on contemporary issues. A major goal is to lead both science and non-science students to understand both the importance and limitations of science.
Prerequisites: ENGL 113 or 124; 4 units that fulfill either Theme IVA or Theme IVB requirements & CPTG 117, MATH 115, 121, or 155
Restriction: Students must have junior or senior standing

NSCI 406 Nature and Human Values (4)
This course is an introductory study of the ways humans try to make sense out of the nature of the universe and their place in it. The relationships between science and religion are a prominent theme of the course. A major goal is to lead both science and non-science students to understand both the importance and limitations of science.
Prerequisites: ENGL 113 or 124; 4 units that fulfill either Theme IVA or Theme IVB requirements & CPTG 117, MATH 115, 121, or 155
Restriction: Students must have junior or senior standing

NSCI 407 Religion and Rationality (4)
An introductory study of the relationship between rational reflection and religious conviction. This course will focus particularly, but not exclusively, on links between the methods appropriate to natural scientific analysis and those useful for the assessment of religious claims. It will also examine the substantive implications of the findings of the natural sciences for religious belief and of religious beliefs for judgments in the natural sciences. A major goal is to help students understand the importance and limitations of the natural sciences.
Prerequisites: ENGL 113 or 124; 4 units that fulfill either Theme IVA or Theme IVB requirements & CPTG 117, MATH 115, 121, or 155
Restriction: Students must have junior or senior standing

UNST 404 Religious, Moral, and Social Aspects of the Academic Discipline (4)
A senior-level seminar and capstone to the general education program and to each student’s major program of studies. This course will consider the epistemological, moral, and social issues raised by the student’s discipline. Students explore significant issues both theoretically and as specific problems of contemporary life, bringing their experience and knowledge to bear on the interaction of their values with their discipline.
Prerequisite: ENGL 113 or 124
Restriction: Students must have junior or senior standing
PROGRAM IN

University Honors

PROGRAM FACULTY

**Douglas R. Clark**, Director
Associate Dean, School of Religion
Professor of Biblical Studies and Archaeology (2007)
PhD Vanderbilt University 1984
biblical languages, old testament, archaeology

**Gary L. Bradley**, Professor of Religion (1972)
PhD University of California, Davis 1982

gene
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**Gary Chartier**, Associate Dean, School of Business
Associate Professor of Law and Business Ethics (2001)
JD University of California at Los Angeles 2001
PhD University of Cambridge 1991
theology, philosophy, ethics, political theory, public policy, law and legal theory

**Robert P. Dunn**, Emeritus Professor of English (1968)
PhD University of Wisconsin 1970
RelM School of Theology at Claremont 1977
english renaissance, religion and literature

**Andrew C. Howe**, Assistant Professor of History (2005)
PhD University of California, Riverside 2005
american history and civilization, culture studies & film studies

**John R. Jones**, Associate Professor of New Testament Studies and World Religions (1990)
PhD Vanderbilt University 1982
biblical languages and background, scriptural interpretation and theology, phenomenology of religions

**Wonil Kim**, Associate Professor of Old Testament Studies (1994)
PhD Claremont Graduate University 1996
exegesis, theology, and hermeneutics of the old testament

**Paul M. Mallery**, Professor of Psychology (1993)
PhD University of California, Los Angeles 1994
social and political psychology, intergroup relations

**Suzanne Mallery**, Associate Professor of Psychology (2001)
PhD Fuller Theological Seminary 1998
clinical psychology, pediatric psychology

**Krista Motschiedler**, Assistant Professor of Chemistry (2002)
PhD University of California, Los Angeles 2000
physical organic chemistry

**Elvin S. Rodríguez**, Professor of Music (1998)
EdD Teachers College of Columbia University 1991
piano, music technology

**Dan Tinianow**, Assistant Professor of Communication (2003)
PhD Syracuse University 1997
mass communication, television, radio and film

**James R. Wilson**, Professor of Biology (1991)
PhD University of Cincinnati 1976
cell biology

ADMISSION INTO THE UNIVERSITY HONORS PROGRAM

The University Honors program is a rigorous and intensive program and is not designed for everyone. It is for this reason that the program has specific criteria and guidelines concerning admission. For the most current information, please contact the University Honors Program Office or visit http://www.lasierra.edu/honors.

OBJECTIVE

The La Sierra University Honors Program is a community that gives special attention to undergraduates of outstanding intellectual and creative ability. It brings substantial breadth, depth, and integrative experiences to students in Honors courses. The program aims to charge the imagination and to enable students to recognize their own potential and responsibilities in an environment where student initiative is the guiding force. Courses are small and encourage discussion and interaction among students and between faculty and students. The environment is designed to be both challenging and supportive.

The particular objectives of this curriculum are organized in the context of the University mission “To Seek, to Know, to Serve:”

- **Seeking**: Students are encouraged to contribute to the definition of their own education as they develop excellence in scholarship in a manner and with a subject that is uniquely their own. This is foundational to the lifelong process of seeking truth through intellectual inquiry, analytical rigor, religious understanding, and moral courage.

- **Knowing**: Students are challenged to understand a wide variety of perspectives across space and time, and to explore the ways these perspectives interrelate.

- **Serving**: Students are encouraged to engage in their communities (civic, professional, religious, cultural, and global) to transform and build them with integrity, courage, openness, and compassion.
HONORS PROGRAM
LEARNING GOALS AND OUTCOMES

Students will be:

1. Competent in General Academic Skills: Students will have excellent computational, analytical, and rhetorical skills.
   a. Students can apply quantitative skills to the resolution of social and scientific issues, and understand their relevance.
   b. Students can write papers that exhibit clarity of analysis for specialists in their disciplines, general academic audiences, and general non-academic audiences.
   c. Students can prepare and deliver oral presentations that exhibit clarity of analysis for academic and non-academic audiences.

2. Brodly Knowledgeable: Students will understand the liberal arts.
   d. Students will comprehend the key issues, debates, and current events in the areas of religion, science, the arts, politics, society, and philosophy.

3. Deeply Knowledgeable: Students will be involved in extending knowledge in at least one discipline, working collaboratively with project sponsors.
   e. Students will show initiative and self-direction in scholarship through research or creative activity.

4. Appreciative of Diversity: Students will identify and evaluate the perspectives of different groups across space and time.
   f. Students can analyze and evaluate a problem or issue from each of the following viewpoints: religious, scientific, artistic, political, economic, societal, and philosophical.
   g. Students can understand and evaluate relationships between worldviews and various group identities (for example, gender, race, or religion).

5. Integrated in Their Viewpoints: Students will seek to integrate different perspectives; value openness to paradigm shifts; engage in serious moral reflection; and demonstrate that they understand the relevance of La Sierra’s Seventh-day Adventist Christian vision to other perspectives.
   h. Students will identify and appraise their worldviews in light of other disciplinary, socioeconomic, philosophical, and religious perspectives, and evaluate the strengths and weaknesses of other worldviews in relation to their own worldviews.
   i. Students will value integrating and synthesizing their own worldviews with others’ worldviews.

6. Impactful Citizens: Students will be productively engaged and involved in their campus and other communities in a manner reflective of the University’s Seventh-day Adventist Christian values.
   j. Students in the Program will be highly engaged in student government, clubs, and the spiritual life of the campus.
   k. Students will apply their skills and knowledge developed in the Program through being significantly involved in their civic, religious, cultural, and global communities.

7. Self-Aware as Lifelong Learners: Students will view learning and spiritual formation as lifelong processes involving continual growth.
   l. Graduating students will value the transformations of their own worldviews throughout their college careers, and beyond.

SOME SPECIAL FEATURES OF THE UNIVERSITY HONORS PROGRAM

- An international experience is integrated into the curriculum in the summer between the sophomore and junior years. Students, in their travels, are prepared to analyze and study locations, going not just as tourists but also as scholars.
- A portfolio is developed documenting students’ growth throughout the program and providing a showcase of their best work when they graduate.
- Students complete an Honors Scholarship project, in which they develop an original research or creative project that is presented publicly.
- Service Learning is significantly incorporated into the curriculum, with each student completing a Community Involvement Project.
- The curriculum is designed to promote faculty development, encouraging pedagogical experimentation and innovation.

GRADES

An Honors course requires a grade of at least a C to satisfy University Honors Program requirements. Honors courses with lower grades may still fulfill general education or elective requirements but not University Honors Program general education requirements.

An honors scholar must have a cumulative grade point average of 3.50 for all courses and of 3.25 for all Honors courses prior to enrolling for Honors Scholarship (UHNR 464) units.

A student is no longer allowed Honors status when the cumulative grade point average for all courses is below 3.25, or for all Honors courses is below 3.00.

PORTFOLIO

All students in the program will complete an Honors portfolio, used by both the program and the student to evaluate the student’s progress and develop his or her rhetorical skills.

GENERAL EDUCATION REQUIREMENTS

The following list of program requirements fulfills general education requirements (as an alternative to the University Studies curriculum) for students admitted into the University Honors Program. A student may elect not to complete the Original Scholarship component of the Program and still fulfill general education requirements (but not graduate with University Honors designation). For further up-to-date information, see http://www.lasierra.edu/honors.
PROGRAM REQUIREMENTS

Required: 70-95 units

- Honors Core Courses: (42 units)
- Community Involvement: (3 units)
  UHNR 354
- Original Scholarship: (5-13 units)
  UHNR 364 & 464
- Competencies: (20-37 units)
  - ENGL 111, 112, 113 College Writing or ENGL 124 Freshman Seminar in Writing Class
  - MATH 121 College Algebra and either MATH 131 Calculus I or a Statistics course
  - Modern or Ancient Language through Intermediate I level (e.g. SPAN 201)
  - PEAC 120 Lifetime Fitness (2)
  - UHNR 201 Seminar in Rhetoric
- Portfolio

All students in the program will complete an Honors portfolio, used by both the program and the student to evaluate the student’s progress and to develop the student’s rhetorical skills.

COURSES

A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified.

Note: Membership in the University Honors Program is a prerequisite for all Honors courses.

LOWER DIVISION

UHNR 101 Beginning to Seek (1)
An introduction to the University Honors Program and La Sierra University, including the history and ethos of the Program and University, the Honors curriculum, and available campus and community resources. Students begin to articulate their worldviews and start their Honors Portfolios. To be taken during the first year in which the student is a member of the University Honors Program.

UHNR 114/114L The Scientific Process (4)
Models science as practiced by the profession, with an emphasis on the process of science. Asks the questions, “What is science?” and “How is science done?” while focusing on selected topics in science in their social and historical context.
Recommended Corequisite: ENGL 112 or 124

UHNR 115/115L The Arts (4)
An analysis of the structural elements of various visual and performing arts, and a study of the form, content and context as it relates to aesthetic response. Selected primary texts or classics of Western and Eastern literature, art, music, or other forms of aesthetic expression are examined. This course is intended for all students who fall under the 2009-2010 bulletin and all later bulletins.

UHNR 201 Seminar in Rhetoric (2)
Advanced study of prose and narrative forms and techniques, and oral communication of ideas to others. Includes intensive practice in writing and revising prose and oral presentations and the preparation and delivery of public speeches. Student portfolios are used in the practice of revision.
Prerequisite: ENGL 113, or ENGL 124 with a grade of B or better

UHNR 224 Religious Understandings (4)
An exploration of religious traditions as sources of insight, personal meaning, social structure, and moral guidance. Such topics as sacred time and place, ritual, and religious understandings of community, human nature, creation, and revelation are examined in a global, historical, social, political, theological, and philosophical context. Attention will be given to the content, adequacy, and implications of Christian faith.

UHNR 231 Global Cultures in Context: Theories and Perspectives (4)
An examination of global cultures and worldviews, focusing on both the content of cultures and the processes present within and between cultures. One or more cultures are selected to study in greater depth in preparation for UHNR 232.
Prerequisite: Language through level 152 (can be concurrently enrolled)

UHNR 232 Global Cultures in Context: The Experience (4)
Exploring an international location, focusing on its cultures, communities, and global context. Includes a three-week international experience.
Prerequisite: UHNR 231 (can be concurrently enrolled)

UHNR 299 Directed Study (1-4)
Lower division independent study in an area to be specified, to be completed in consultation with an advisor.

UPPER DIVISION

UHNR 314/314L Changing Communities (5)
An examination of the way communities change over time, and the way that individuals and groups may transform communities. Includes social and historical context for community change, political and philosophical understandings of community, and connections with religion. Students participate in local community agencies, and prepare and propose a plan for the Honors Community Involvement Project (UHNR 354).
Prerequisite: UHNR 231

UHNR 324 Science and the Future (4)
Examination of one or more subjects in the sciences or mathematics, emphasizing the current “state-of-the-art” and future directions in the field. Includes social and historical context; moral, political, and legal implications of scientific developments; and connections with religion and philosophy.
Prerequisites: One quarter of a calculus or statistics course & UHNR 114 & 114L

UHNR 354 Honors Community Involvement (1-3)
A project that engages the student in a community as he or she seeks to transform and build that community. Culminates in a written summary and analysis of the ways the community involvement has changed the student and the community. May be repeated for additional credit up to 3 units total; 3 units required to fulfill graduation requirement. It is recommended that this course be taken immediately following UHNR 314/314L.
Prerequisite: UHNR 314/314L
UHNR 364 Honors Scholarship Colloquium (1)
The preparation and presentation of a proposal for the Honors Scholarship Project (UHNR 464).
Prerequisite: Sophomore standing

UHNR 404 Religious, Moral, and Social Aspects of the Academic Discipline (4)
A senior-level seminar considering epistemological, moral, and social issues raised by the student’s discipline. Students explore significant issues both theoretically and as specific problems of contemporary life, bringing their background from the University Honors Program (particularly his or her community involvement and thesis) to bear on the interaction of their values with the discipline. Credit may not be given for both UHNR 404 and UNST 404.
Prerequisites: UHNR 354 (can be concurrently enrolled) & UHNR 364

UHNR 414 Religion and the Future (4)
An examination of contemporary issues facing the Christian community and the Seventh-day Adventist Church in their social and philosophical contexts. Attention will be given to the process of critical, constructive, and contextualized philosophical, ethical, and theological thinking.
Prerequisite: UHNR 224

UHNR 424 Seeking, Knowing, and Serving (4)
A senior-level capstone seminar in which students explore themes throughout the University Honors Program, evaluate the development of their personal philosophies and worldviews and the future of their worldviews, and understand how these worldviews relate to the perspectives of different groups across space and time. Special emphasis is paid to the religious and global implications of these worldviews. Revision of the student’s portfolio is a central component of this process, and a reflective essay on the entire portfolio is produced.
Prerequisites: Senior standing & UHNR 354 (can be concurrently enrolled)

UHNR 464 Honors Scholarship Project (1-12)
A research or creative project of significance that culminates in a written thesis, production, or exhibition, as well as an oral presentation in an off- or on-campus forum. A minimum of 4 and a maximum of 12 units satisfy University Honors Program requirements. May be repeated for additional credit up to 12 units total; 4 units minimum required to fulfill graduation requirement. May be included in the credit for a major with the consent of the major department.
Prerequisites: Senior standing & UHNR 364

UHNR 499 Directed Study (1-4)
Upper division independent study in an area to be specified, to be completed in consultation with an advisor.
**OBJECTIVE**

The Division of Continuing Studies (DCS) seeks a broad base of students from many faiths, and it values student diversity as a strength. DCS offers evening classes to adult students who wish to complete their bachelor degrees. The Division of Continuing Studies is designed to encourage personal excellence, physical and emotional health, intellectual breadth, appreciation of the fine arts, and commitment to supreme values.

The Division of Continuing Studies fulfills the aims of the University through two academic programs:

- The undergraduate degree completion program (ACCESS) is specifically designed to meet the academic needs of students 22 years of age and older and provides undergraduate degrees (BA and BSW), which combine career-related and general education courses that may include credit for prior experiential learning.
- The iMBA program (integrated Master of Business Administration) is entitled “integrated” because it incorporates both bachelor and master-level management degrees. The iMBA program is designed to allow a student to earn both the Bachelor of Arts (BA) degree in management and a Master of Business Administration (MBA) degree in about three years. The undergraduate and graduate academic degrees in management are awarded by the School of Business.

**ACCESS**

**ADMISSION INFORMATION**

Division of Continuing Studies ACCESS students must:

- Be at least 22 years of age
- Have completed at least 44 transferable quarter units (30 semester units) with a minimum 2.0 grade point average

ACCESS students are admitted into the University for a period of four years. Students needing to discontinue enrollment for longer than one calendar year (12 months) and desiring a leave of absence must request permission in writing before the end of the 12-month period. Students must submit a written request to the program director that explains the absence, verifies the intent to continue studies, details a plan, and outlines a schedule of expected return. Requests will be reviewed by the ACCESS program director and appropriate administrators. Students will be notified in writing of the decision.

**iMBA**

**ADMISSION INFORMATION**

iMBA students must:

- Be 22 years of age or older
- Have completed an Associate degree, IGETC certification, or 90 transferable units (60 semester units)
- Have a minimum cumulative grade point average of 2.5

Exceptions to this standard must be petitioned in writing; petitions will be reviewed by the appropriate Division of Continuing Studies, School of Business, and Office of Admissions and Records administrators. Completion of the undergraduate (BA) segment of the iMBA program does not guarantee automatic admission into the graduate (MBA) portion of the iMBA program. Students must meet all School of Business graduate admission requirements.

**FINANCIAL INFORMATION**

The Division of Continuing Studies promotes its liberal arts and social work programs independently of other degree programs on campus and promotes the iMBA program in cooperation with the School of Business admission requirements. Prospective students should check with the DCS office for applicable tuition charges and services for the ACCESS and iMBA programs. Financial assistance (grants, loans) is available. Refer to the “Federal Programs,” “California State Programs,” and “Other Programs” portions of the Financial Information section of this bulletin for more information.

**FEES**

Current tuition rates, vehicle registration fees, and graduation fees are available from the DCS office. The portfolio evaluation fee is based on the number of quarter units to be assessed. Additional portfolio information is available in this section of the bulletin as well as at the DCS office.

**GENERAL EDUCATION REQUIREMENTS**

Track III general education requirements are specifically designed for adult students. These requirements encourage intellectual breadth and depth, appreciation of fine arts, responsible social relationships, understanding of religious studies, and experiential service-learning. The ACCESS and iMBA programs are designed to be flexible and complement the transfer of earned college-level credit.

The specific general education curricula required for the Bachelor of Arts in liberal arts, the Bachelor of Social Work, and the Bachelor of Arts in management are available at the office of the Division of Continuing Studies or at the office of the Associate Provost.
UNDERGRADUATE MAJORS

BACHELOR OF ARTS

LIBERAL ARTS
The Liberal Arts major is a diversified curriculum leading to the Bachelor of Arts degree. Major requirements are distributed among the following areas: English and Communication; Humanities; Math, Natural and Physical Science; Social Science; and an individualized area of concentration (chosen from one of the four areas listed or Studio Arts).

Students interested in preparing for teaching certification should contact the Department of Curriculum and Instruction in the School of Education for academic advice regarding the process of fulfilling credential requirements and preparing to take the California Basic Education Skills Test (CBEST), the California Subject Examinations for Teachers (CSET), or the Single Subject Assessment Test (SSAT).

In addition to Track III general education requirements, the following courses are required for the major:

Required: 68 units (32 upper division) including:

- English and Communication - 16 units (8 upper division) to be chosen from:
  - Communication Skills
  - English Composition
  - Literature

- Humanities - 16 units (8 upper division) to be chosen from:
  - Fine Arts (history or appreciation of architecture, art, drama, theatre)
  - History and Culture
  - Music (history or appreciation)
  - Philosophy
  - Religious Studies (except RELP Church & Ministry)
  - World Languages

- Math, Natural and Physical Science - 12 units (8 upper division) to be chosen from:
  - Biology
  - Chemistry
  - Computer Science
  - Environmental Science
  - Geology
  - Mathematics/Statistics
  - Physical Anthropology
  - Physical Geography
  - Physics

- Social Science - 12 units (8 upper division) to be chosen from:
  - Anthropology (except Physical)
  - Child Development (Early Childhood Education)
  - Economics
  - Geography (except Physical)
  - Political Science
  - Psychology
  - Sociology

- Area of Concentration - 12 units chosen from:
  - One of the four areas listed above or Studio Arts

All graduates of the ACCESS Program participate in the University’s June commencement ceremonies and are awarded traditional La Sierra University diplomas.
BACHELOR OF SOCIAL WORK
This major provides an education for students wishing to enter the field of social work or improve current skills. Such a background leads to professional employment in social service agencies and/or preparation for graduate studies in social work.

In addition to Track III general education requirements, the following courses are required for the major:

Required: 75 units (47-51 upper division) as follows:
- SOWK 204 Colloquium (1, 1, 1)
- SOWK 205 Heritage of American Social Work (4)
- SOWK 214 Introduction to Social Work Practice I (4)
- SOWK 215 Introduction to Social Work Practice II (4)
- SOWK 252/252L Understanding Social Work Research Methods (4)
- SOWK 286/386 Special Topics (Electives) (2, 2)
- SOWK 311 Human Behavior and the Social Environment I (4)
- SOWK 312 Human Behavior and the Social Environment II (4)
- SOWK 314 Social Work Methods: Generalist Practice with Individuals (4)
- SOWK 315 Social Work Methods: Generalist Practice with Groups (4)
- SOWK 316 Social Work Methods: Generalist Practice with Communities and Organizations (4)
- SOWK 317 Social Work Methods: Generalist Practice with Children and Families (4)
- SOWK 349/349L Generalist Social Work Research Methods (5)
- SOWK 388 Field Practicum Orientation (1)
- SOWK 405 Social Welfare Policy (4)
- SOWK 488 Field Seminar (2, 2, 2)
- SOWK 498 Field Practicum (4, 4, 4)

Required Cognates: 16 units, as follows:
- BIOL 107 Human Biology (or equivalent) (4)
- MATH 155 Introductory Statistics (or equivalent) (4)
- PSYC 104 General Psychology (or equivalent) (4)
- SOCI XXX Sociology (one course) (4)

iMBA PROGRAM
The iMBA program is composed of a diversified curriculum leading to the Bachelor of Arts in Management (BA) and the Master of Business Administration (MBA) degrees. Academic requirements include general education courses, undergraduate courses in business management, and graduate coursework in business administration.

It is expected that iMBA students will have completed the following 90 units of undergraduate coursework, typically part of an Associate degree (referenced in quarter units) prior to the start of the program:

- College Writing Sequence (9 units)
- College Level Math (4 units)
- Laboratory Science (4 units)
- Social Science (8 units)
- Humanities (4 units)
- Fitness and Wellness (2 units)
- General Electives (59 units)

Business math and college-level writing are prerequisites to all iMBA courses and must be completed prior to the start of the program. iMBA students may elect to take the following coursework at La Sierra University if the college level math and the college writing sequence have not been completed upon transfer.

- BUMA 009 Business Math Review*
- BUMA 112 Business Math*
- BENG 108 College Writing for Business*
- BENG 109 College Writing for Business*
- BENG 110 College Writing for Business*

*Courses must be completed with a minimum grade of C before registering for other iMBA program courses.

In addition to Track III general education requirements (integrated into the program) and the 90 units of transfer coursework, the following courses are required for the undergraduate major:

Required: 56 units, as follows:
- ACCT 211 Financial Accounting (4)
- ACCT 212 Managerial Accounting (4)
- ECON 254 Macroeconomics (4)
- ECON 255 Microeconomics (4)
- ECON 341 Managerial Statistics (4)
- ECON 444 Operations Research Methods (4)
- FNCE 354 Managerial Finance (4)
- MGMT 304 Management & Organizational Behavior (4)
- MGMT 356 Human Resource Management (4)
- MGMT 375 Managerial Communication (4)
- MGMT 381 Business Law I (4)
- MGMT 382 Business Law II (4)
- MGMT 491 Business Policy and Strategy (4)
- MKTG 305 Marketing Principles (4)

All courses must be completed with a grade of C or better.

Following the completion of undergraduate studies, iMBA students must possess a 3.0 minimum cumulative grade point average to demonstrate eligibility and readiness for graduate studies. All graduate-level coursework and eligibility requirements are available through the School of Business and can be found in the School of Business section of the graduate bulletin.
BENG 108 College Writing For Business (3)
This English course emphasizes the development and use of research skills essential for creating college-level papers applicable for a variety of purposes and audiences. Students will work on descriptive writing, organization, logical flow, diction, sentence structure, and standard grammar and usage.
Prerequisite: BENG 108 (or comparable transfer credit)

BENG 109 College Writing For Business (3)
This English course focuses on the production of explanation, argumentation, and persuasion prose that incorporates credible sources. Student papers will demonstrate an understanding of effective writing, argumentative, critical, and documented research-based papers using either MLA or APA writing styles.
Prerequisite: BENG 109 (or comparable transfer credit)

Successful completion of BENG 108, 109, and 110 with a C grade or better in each course is required of all iMBA students. This sequence fulfills the General Education English Writing requirement. Completion of this sequence is prerequisite for many business courses and most upper division general education courses.

Students taking an entire English writing sequence at an institution other than La Sierra University must successfully complete the entire required writing sequence for that institution with a C grade or better. The college-level writing sequence need not be equivalent to BENG 109, 110, and 111, but the sequence must be complete.

BENG 110 College Writing For Business (3)
This course emphasizes the development and use of research skills essential for creating college-level research papers applicable for a variety of business purposes and audiences. The course stresses writing argumentative, critical, and documented research-based papers using either MLA or APA writing styles.
Prerequisite: BENG 109 (or comparable transfer credit)

BUMA 112 Business Math (4)
This course emphasizes patterns and inductive reasoning, set theory and deductive reasoning, algebra, probability, statistics, t-distribution, chi-square distribution, testing of hypotheses, and estimation. This course is designed for students majoring in business, business management, or for students in the iMBA program. This course fulfills the General Education mathematics requirement.
Prerequisite: BUMA 009

EXPERIENTIAL LEARNING CREDIT
La Sierra University recognizes that learning is a lifelong process that occurs in many environments both inside and outside of classrooms. A quality education can and does result from a variety of activities. Consequently, the experiential learning program has been established to award academic credit for knowledge and skills acquired through life experience. Students may earn a maximum of 45 quarter units of academic credit beyond the traditional classroom environment through equivalency examinations and/or portfolio development as follows (Refer to the “Credit by Equivalency Examination” portion of the Academic Policies and Procedures section of this Bulletin for more information):

EQUIVALENCY EXAMINATIONS
Students may take equivalency examinations administered by the appropriate school and department of the University. Such examinations are at least equal in scope and difficulty to the final examination in the courses and may not be available for all courses. A maximum of 24 units may be earned through equivalency examinations. (Refer to the “Credit by Equivalency Examination” portion of the Academic Policies and Procedures section of this Bulletin for more information.)

Standardized CLEP and DANTES examinations may be taken at the University’s Learning Support and Testing Center (951) 785-2453; call for schedule and fees. A maximum of 32 quarter units may be earned through these programs. (Refer to the “CLEP Examinations and Advanced Placement Program” portion of the Academic Policies and Procedures section of this Bulletin for more information.)

PORTFOLIO DEVELOPMENT
A portfolio developed by the student is used to present the knowledge gained from experiential learning for which academic credit is sought. The life experiences to be considered for presentation in a portfolio may include paid employment, volunteer work, community service activities, military training, extensive independent reading, personal artistic achievement, recreation, travel, special accomplishments, and non-university courses or training.

This process includes three components: preliminary assessment, portfolio development, and evaluation. Credit for prior learning is awarded only for University-level learning. It must not duplicate previously transferred courses or credit earned by taking equivalency examinations. A maximum of 45 quarter units may be earned through portfolio development.

ARMED FORCES SCHOOLING
Credit for students at an Armed Forces School is granted according to the recommendations of the American Council on Education.
COLLEGE OF ARTS & SCIENCES

James W. Beach, DA, Dean

Nate Brandstater, PhD, Associate Dean

MISSION
As a community of Christian scholars, the fundamental purpose of the College of Arts and Sciences is to provide an environment for learning and personal growth that challenges and enables students to develop their intellectual skills, to examine their values, and to mature in character and in Christian commitment. The liberal arts study in which a person may carry on an individual search for truth and value is joined in some disciplines to professional study. The College is a center for the expression of the values of the liberal arts within the University. The College identifies its mission as an academic institution within the larger mission of La Sierra University. In this mission, the College is not only serving the church but this is also one of the ways that the church serves the community. From its graduates is drawn a creative cadre of church workers; its faculty constitute a resource of talent and information to church and society; and its students and faculty form a community for the expression and development of Christian values that ultimately aid in human healing.

PRIMARY OBJECTIVE
The primary objective of the College is the education of Seventh-day Adventist men and women for the fulfillment of the worldwide mission of the church. Some of these men and women will be employed by the church in its professional ministry, educational system, medical services, as well as elsewhere. Many others will participate in the mission of the church by the witness of their lives in personal integrity, generous service, and Christian devotion.

Accordingly, the College provides an explicitly religious context for the encouragement of personal excellence, physical and emotional health, intellectual breadth and depth appropriate to the baccalaureate level, appreciation of the fine arts, responsible social relationships, and unconditional commitment to supreme values. To this end, campus life incorporates study, work, recreation, and worship.

EXPRESSION OF THE MISSION
Commitment to excellence in scholarship must always be expressed in terms of individual goals and abilities. The College commitment is to provide opportunities for persons of varied backgrounds and abilities to develop their maximum potential. To do this, the University has an Honors Program, with restrictive entrance requirements; programs designed to aid in the development of particular skills necessary to success in college work; and an adult-degree program. For all students, a depth of study in a chosen major is balanced by a broadly based general studies program, as outlined in the University Studies section of this bulletin. College graduates expect to be able to enter professions adequately prepared by the criteria of the licensing board or accrediting association of their discipline or to be prepared to enter the graduate or professional school of their choice. Within the scope of its offerings, the College designs curricula to meet these needs with distinction.

Commitment to Christianity expresses itself in various ways that contribute to the College mission. The quest for truth and understanding essential to liberal education and the College’s sense of purpose from basic Christian convictions can be applied to every discipline. Moreover, a curriculum of deliberately designated religion courses, offered through the School of Religion, is required for every college degree. These courses explore the subjects of faith, Scripture, the church, ethics, and the particular relationship existing between religion and the various disciplines and professions. A variety of religious activities and services are provided as part of the college experience. Worship in the residence halls and in classes, Thursday University Worship, Sabbath church, religious retreats, Christian counselors, and a campus chaplain provide opportunities for religious growth and understanding, and present a context for a campus lifestyle. This Christian orientation is informed throughout by the Seventh-day Adventist life and faith.

In offering opportunity for education, the College draws a majority of its student population from persons of Seventh-day Adventist background, while at the same time recruiting and welcoming persons of other faiths, who acknowledge the values of the education and lifestyle offered. In this, the College does not discriminate in regard to age, gender, ethnic origin, or handicap. Since the church is largely interethic and international in its scope, the student population enriches campus life with a great variety of cultural backgrounds. The result is a community with a strong central focus and yet with a rich diversity. The University offers an English as a Second Language program to help develop the English language skills for non-native English speakers as well as courses designed to introduce students of other faiths to Seventh-day Adventist thought.

The College expects its citizens to live in harmony with the Seventh-day Adventist lifestyle and support its perspective on education.
Excellence in scholarship and excellence in teaching are joint commitments. It is the objective of the College to employ faculty with the highest qualifications and a commitment to quality instruction and to supply these faculty with an environment that challenges them to grow professionally.

The College subscribes to the ideals of responsible academic freedom and encourages faculty to engage in research and other professional activity that enriches their expertise and contributes to human knowledge. The College is a center for the liberal arts in a variety of ways, both in the University community and in the larger communities served by the University. The College has an art gallery and a museum of natural history. In addition, it provides major support for art exhibits, musical productions and performances, drama productions, special lectures, and occasional symposia. Contributions to this function are also made by faculty who do scholarly research, edit scholarly journals, act as consultants, perform as artists, and produce works of art.

**DEPARTMENTS & PROGRAMS IN THE COLLEGE**

The following is a list of departments and programs in the College that offer majors leading to a baccalaureate degree:

- Art
- Biology
- Chemistry and Biochemistry
- English and Communication
- Health and Exercise Science
- History, Politics, and Society
- Individual Major
- Liberal Studies
- Mathematics and Computer Science
- Music
- Physics
- Psychology
- Social Work
- World Languages

**ORGANIZATION & ADMINISTRATION**

**Dean:**
The dean is the chief administrative officer of the College and is responsible for its academic program and is assisted by the associate dean. The dean holds a faculty appointment in the College.

**Officers:**
Officers of the faculty include the dean, who serves as its chair and presides at its general meetings; a faculty moderator, who chairs faculty meetings when faculty policy committees report; a secretary; and a parliamentarian (the latter three officers are elected by the faculty).

**Committees:**
The College Executive Committee consists of the dean, associate dean, and chairs of the departments of instruction. Administrative committees, in general, are appointed by the dean and/or the College Executive Committee. Policy committees, in general, are elected by the faculty. All committees report to the body or office that appointed them, and in the final analysis are advisory to the dean.

**BACCALAUREATE DEGREES**
The Bachelor of Arts (BA) curriculum is four years of coursework that places a major concentration within the context of a comprehensive liberal education. The Bachelor of Fine Arts (BFA), Bachelor of Music (BMus), Bachelor of Science (BS), and Bachelor of Social Work (BSW) curricula also consist of four years of coursework, with somewhat greater concentration in a major field.

The College of Arts and Sciences offers 13 Bachelors of Arts degrees, a Bachelor of Fine Arts degree, a Bachelor of Music degree, 13 Bachelors of Science degrees, and a Bachelor of Social Work degree.

- BA – Art
- BA – Chemistry
- BA – Communications
- BA – English
- BA – Global Studies
- BA – History
- BA – Individual Major
- BA – Liberal Arts
- BA – Liberal Studies
- BA – Music
- BA – Psychology
- BA – Sociology
- BA – Spanish
- BA – Studio Arts
- BMus – Music
- BSW – Social Work
- BS – Biology
- BS – Biochemistry
- BS – Biomathematics
- BS – Biophysics
- BS – Chemistry
- BS – Computer Science
- BS – Exercise Science
- BS – Health Science
- BS – Information Science
- BS – Mathematics
- BS – Music Technology
- BS – Physical Science
- BS – Psychobiology
PRE-PROFESSIONAL PROGRAMS
The college offers coursework to prepare the student for admission to a variety of professional career programs and curricula. The career programs for which La Sierra University provides such preparation include:

- Pre-Architecture
- Pre-Engineering
- Pre-Law
- Pre-Seminary (Pastoral Studies)

Pre-Health Professions
- Chiropractic Medicine
- Cytotechnology
- Dental Hygiene
- Dentistry
- Dietetic Technology (AS)
- Health Information Administration
- Medical Radiography
- Medicine
- Naturopathic Medicine
- Nursing (BS)
- Nutrition and Dietetics
- Occupational therapy
- Occupational Therapy Assisting (AS)
- Optometry
- Osteopathic Medicine
- Pharmacy
- Physical Therapy (DPT)
- Physician’s Assistant
- Podiatric Medicine
- Respiratory Therapy (AS)
- Speech-Language Pathology and Audiology
- Veterinary Medicine

A student interested in any of the above professional career programs should, prior to admission to the professional program, communicate with the school to which he/she ultimately plans to attend and consult its bulletin for information concerning specific courses to be completed at La Sierra University.

PRE-PROFESSIONAL CERTIFICATE PROGRAMS
Listed below are pre-professional programs offered at La Sierra University for which a certificate of completion can be earned:

One-Year Programs:
- Dietetic Technology
- Occupational Therapy Assistant
- Medical Radiography/Radiation

Two-Year Programs:
- Clinical Laboratory Scientist
- Cytotechnology
- Dental Hygiene
- Emergency Medical Care (1-2 years)
- Engineering
- Health Information Management
- Nursing (BS)
- Nutrition & Dietetics
- Public Health: Biomedical Data (Management concentration)
- Public Health: Health Geographics
- Respiratory Therapy
- Speech Language Pathology & Audiology

Three-Year Programs:
- Chiropractic Medicine
- Pharmacy
- Physical Therapy (DPT) - Loma Linda University
- Podiatric Medicine

Program Requirements:
- Residency:
  - One-year programs--24 units
  - Two and three-year programs--36 units
- Current enrollment at La Sierra University
- GPA requirement:
  - Cumulative--2.0 minimum
  - La Sierra University--2.0 minimum
- Courses required for program:
  - No courses with less than a “C” grade
- Students are not eligible for graduation ceremony participation
SPPA 284 Introduction to Speech-Language Pathology and Audiology (3)
Introduction to major types of disorders including terminology, etiology, and diagnosis/treatment. This is a survey course for pre-Speech-Language Pathology and Audiology majors, prospective teachers, and others who may interact with individuals having speech-language or hearing disorders.

UPPER DIVISION

MDCN 385 Seminar - Preparation for Medical School (0.5)
Information and procedures relevant to medical school application. Prerequisite: At least junior standing

CHILD DEVELOPMENT

A concentration in child development is one of the options in the Liberal Studies major. Courses are offered alternate years.

LOWER DIVISION

CFSC 264 Foundations in Child Development (4)
Topics include social-emotional behavior and development of children, health and safety issues, children with special needs, effective methods of working with children and parents, historical and theoretical perspectives of child development advocacy, and ethical and legal issues related to children. Laboratories are included as part of this course.

CFSC 265 Developing Creativity in Children (4)
Facilitation of the child’s natural creative development and expression through various creative modalities, including art, music, movement, play, drama, and language. Laboratories are included as part of this course.

CFSC 266 Learning Experiences for Young Children (4)
Planning learning environments for young children; facilitating learning experiences for children in areas that include language arts, science, math, music, social studies, religion, and cooking for preschool children. Laboratories are included as part of this course.

CFSC 267 Learning Environments for Infants and Toddlers (4)
Planning the infant/toddler environment and curriculum, study of state regulations, developmentally appropriate practice and health issues. Observation and laboratory interaction included as part of the course at centers away from campus.
CFSC 405 Children and Stress (2)
Developmental and situational life crises as they relate to the dynamics of stress in the lives of children and families.

CFSC 486 Contemporary Parenting (4)
Course includes analysis of current theories and patterns of child rearing and parenting skills related to the holistic development of the young child and exploration of contemporary issues in child-rearing.

CFSC 488 Seminar in Child Development (2-4)
Variable content based on the needs and interests of child development students and faculty. May be repeated with new content for additional credits.

GEOLOGY

UPPER DIVISION

GEOL 314 Earth Science (4)
An introductory geology course providing the student with a broad picture of geological processes operating on and within the earth. Includes an introduction to minerals, sedimentary and igneous rocks, and fossils. Processes such as weathering, earthquakes, volcanism, erosion and sedimentation, and mountain building are presented. Sunday labs and off campus field exercises required.

GEOL 316 Earth and Space Science (4)
Earth and Space Science is designed to acquaint the student with a practical introduction to the earth and the universe. Specific focus is on the solar system and the universe, the structure and composition of the earth, the earth’s atmosphere, and the earth’s water. Sunday labs and off campus field exercises required.
DEPARTMENT OF ART

DEPARTMENT FACULTY

Beatriz Mejia-Krumbein, Chair
Professor of Art (1997)
MFA James Madison University 1996
painting, drawing, contemporary art

Timothy Musso
Assistant Professor of Art (2008)
MFA California State University, Long Beach 2007
design, typography, printmaking, history of graphic design

Susan D. Patt
Associate Professor of Art (1979)
MEd Miami University 1976
textiles and fibers, drawing, book arts, art appreciation

Terrill Thomas
Assistant Professor of Art (2001)
BFA Art Center College of Design 1992
interactive design

COLLABORATING FACULTY

Susan Elizalde-Holler
MFA California State University, Fullerton 2000
ceramics, sculpture

Peter White
MA University of California, Riverside 2005
art history

DEGREES OFFERED

• Bachelor of Arts degree in Art

• Bachelor of Fine Arts degree in Studio Art, with two optional areas of emphasis: Fine Art or Graphic Design

• Minor in Art

The non-art major may elect to take art courses for personal enrichment and to fulfill general education requirements. These include courses in art appreciation, art history, and a variety of studio courses offering experiences in the creative process and art making.

PREPARATION FOR TEACHING

Students interested in learning more about the preparation involved for teaching at the elementary and secondary levels, should refer to the Department of Curriculum and Instruction section in this bulletin.

MISSION

In context with the University’s mission: “To Seek, To Know, To Serve”, the Department of Art expects students to be transformed into artistically trained and skilled graduates, ones who are socially aware and ready to contribute to society through a trans-disciplinary university experience. Regarding specific learning outcomes, we expect our graduates:

1. To have a solid foundation in color theory, visual design, and contemporary digital media.
2. To grow in their spiritual awareness and social awareness.
3. To expand the awareness and appreciation of the history, culture, and individuals that produce art throughout history.
4. To increase interdisciplinary collaboration.

ART DEPARTMENT LEARNING OUTCOMES

The Art Department has the following core learning outcomes:

Introductory Level:
1. Students begin to practice technical skills.
2. Students practice effective use of elements and principles of design.
3. Students practice and understand effective use of the theory of color.
4. Students practice basic skills of contemporary digital media.
5. Students begin to apply critical thinking and develop the skills to visualize concepts.

Intermediate Level:
1. Students begin to identify and analyze works of art, start to articulate their own work, and respond to the work of others.
2. Students produce art work in a variety of media that demonstrate a developing quality.
3. Students demonstrate sensibility to media.
4. Students demonstrate a sense of inventiveness or creativity and a willingness to explore and experiment.
5. Students can use appropriate technology tools.

Students Graduating with an Art Major:
1. Students demonstrate awareness and appreciation of the history, culture, and individuals that produced art throughout art history.
2. Students demonstrate clear writing skills. They can support an argument and present evidence through quotation, paraphrase, or other means. They can also write clear artist statements.
3. Students plan and install an exhibit of their original work (senior exhibit).

Students Graduating with a BA in Art:
1. Students apply skills and concepts to create a unique work exhibit.
2. Students can describe the major factors that influenced the development of art history.
3. Students demonstrate visual literacy.
4. Students critique, both in written and oral form, their own work, work of their peers, and other works of art in social context.

Students Graduating with a BFA in Fine Arts:
1. Students produce a research-based senior project, with a high quality of work, presented in a professional manner.
Students demonstrate proficiency in a variety of techniques and working methods.

3. Students demonstrate a high level ability to analyze and interpret art forms.

4. Students demonstrate a personal style and produce a cohesive body of work.

5. Students produce a professional portfolio to apply to graduate school or for gallery representation.

Students Graduating with a BFA in Graphic Design:

1. Students produce a professional portfolio to apply to graduate school or for employment.

2. Students successfully finish a graphic design related internship.

3. Students are visually literate and understand the visual culture.

4. Students develop effective visual communication.

5. Students demonstrate a knowledge of digital technology.

6. Students are able to understand and to prepare for responding to future technological changes.

MAJORS

Core Curriculum: (48 units) Required of all students majoring in the Department of Art

Required:
- ARTA 205 & 309
- ARTS 115, 116, 117, 194B, 234, 254 & 255
- 12 units of drawing (to include ARTS 224, 324A & 324B)

BACHELOR OF ARTS

ART

Required: 75 units in art, including:
- Core Curriculum
- ARTA 308 & 408A
- ARTS 274 or 284 (4 units total)
- 8 units in studio area of concentration (beyond introductory class)
- ARTX 486B
- 6 units of studio electives

BACHELOR OF FINE ARTS

FINE ART

BFA fine art candidates must choose a primary area of concentration from: Painting, Ceramics, Printmaking, and Textiles. The secondary emphasis may be chosen from Painting, Ceramics, Printmaking, Textiles, Drawing, Photography, Sculpture, or Graphic Design.

Required: 103 units in art, including:
- Core Curriculum
- ARTA 308 & 408A
- ARTS 274 or 284 (4 units) & 314
- 12 upper division units of primary studio emphasis
- 8 units of secondary studio emphasis
- 8 units of studio electives
- ARTX 486A, 486B & 495 (6 units)

GRAPHIC DESIGN

Required: 103 units in art, including:
- Core Curriculum
- ARTA 408B
- ARTS 248, 266, 314, 344, 345 (8 units), 394C & 395A
- 8 units of studio electives
- ARTX 486A, 486B & 497 (6 units)

MINOR

ART

Required: 30 units (4 upper division) in art, including:
- ARTA 205 or 308 or 309
- ARTS 115, 116 & 224 (4 units)
- Remaining 14 units selected in consultation with department advisor

COURSES

A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

ART APPRECIATION AND HISTORY

LOWER DIVISION

ARTA 205 The Language of Art (4)
Basic concepts, materials, and history of the visual arts which will enable the student to develop an art vocabulary and aesthetic judgment to enhance the appreciation of various art forms.

ARTA 308 Art History: Ancient through Renaissance (4)
Chronological study of art in Western cultures from the prehistoric cave paintings of Lascaux through the Renaissance with an introduction to the art of non-Western cultures.

ARTA 309 Art History: Baroque through Modern (4)
Continuation of chronological study of art in Western cultures from the Baroque period through the Modern era.

ARTA 408 Topics in Art History (2-4)
Period and/or topical studies in art history. May be repeated for additional credit with new content.

ARTA 408A Contemporary Art Issues (4)
Exploration of the drastic shift in thinking of artists and art movements in the contemporary world: from style and formalism, to social relevance and content.
Prerequisite: ARTA 309
Restriction: Only open to art majors with junior or senior standing

ARTA 408B History of Graphic Design (4)
Exploration of the dynamics of visual communication from a sequentially historical perspective. A study of the impact of art movements, political and social events, and technological developments on graphic design trends. Emphasis will be placed on graphic design of the 20th century.

CERAMICS

LOWER DIVISION

ARTS 274 Ceramics

274A Wheel Throwing (4)
Introduction to the process of wheel throwing, glazing, and firing.

274B Hand-building (4)
Introduction to the process of hand-building to include pinch, slab, and coil construction in addition to glazing and firing.

UPPER DIVISION

ARTS 374 Ceramics Workshop (2-4)
Various aesthetic and technical topics explored, such as surface decoration, form, clay and glaze calculation, kiln building. Topics change from quarter to quarter. May be repeated for additional credit. 
Prerequisite: ARTS 274

DESIGN

LOWER DIVISION

ARTS 115 Design Principles (4)
Conceptually affective application and appreciation of the elements and principles of design. Emphasis placed on line, form, color, and texture as created and manipulated according to design principles on a two-dimensional surface.

ARTS 116 Color for Artists & Designers (4)
The study of color as an element of design to include the physics of color, practical applications and communication through color. Understanding the aspects of color and how humans perceive it are two key objectives of this class.

ARTS 117 Creative Visual Thinking (4)
The exploration of art as a tool for communication and creative problem solving. Emphasis is placed on the creative process, conceptual thinking, skill development, craftsmanship, and personal expression.

UPPER DIVISION

ARTS 314 Three Dimensional Design (4)
Conceptually affective application and appreciation of the elements and principles of design. Emphasis placed on line, form, color, and texture as created and manipulated according to design principles on a three-dimensional surface.
Prerequisites: ARTS 115, 116 & 117

DRAWING

LOWER DIVISION

ARTS 224 Drawing (4)
A sequence of exercises that develops confidence in the ability to see and draw representationally and expressively. Emphasis on line, shape (both positive and negative), and value utilizing traditional drawing media.

UPPER DIVISION

ARTS 324 Drawing Workshops
Development of representational skills and subjective expression using both traditional and non-traditional drawing media. Emphasis changes from quarter to quarter.

324A Structure (4)
Building on a foundation in drawing skills through observation with a two-part focus: both light and shade (value) and linear perspective. Emphasis on strong composition through expressive and descriptive qualities of line, value, space, and texture.
Prerequisite: ARTS 224

324B Figure (4)
Introduction to the human figure as historically traditional subject matter, as well as an important component in self-expression. Covers the human structure, the skeleton, the muscles, gesture, proportion, foreshortening, and composition.
Prerequisite: ARTS 224
Restriction: Only open to junior and senior art majors

324C Special Projects (2-4)
Faculty and students, in collaboration, create a special topic in drawing. May be repeated for additional credit.
Prerequisite: ARTS 224

FIBERS AND FABRICS

LOWER DIVISION

ARTS 264 Images on Fabric (4)
The exploration of a wide range of both traditional and contemporary surface design techniques including dye and pigment application, screen printing, and surface embellishments. Emphasis on strong composition by applying the elements and principles of design to image, pattern, and surface texture.

ARTS 265 Weaving (4)
Introduction to the processes of hand and loom weaving. Through the weaving of samplers and a range of projects, students gain experience designing and producing cloth for a variety of uses.

ARTS 266 Handmade Books (4)
Stretching the conceptual and aesthetic boundaries of the book as a structure for creative expression and visual communication. Students develop basic bookmaking skills through the production of one-of-a-kind books.
ARTS 248 Introduction to Graphic Design (4)
An introduction to the business of graphic design and the professional options it offers. The course makes a transition from design theory to design application as it relates to the development of effective visual communications. Projects take the student from utilization of basic skills through design of print communication pieces. Design principles, design with letterforms, formal development processes, and the use of digital media in the preparation of comprehensive layouts are covered, along with a focus on intelligent creativity, morality, and awareness of contemporary society.
Prerequisites: ARTS 194B, 248 & 344

ARTS 344 Typography (4)
An introduction to the beauty and function of letterforms and their interaction with other graphic elements (photography, illustration, surface) in printed and electronic media. Type readability and legibility, expressiveness and "personality" are explored in design projects developed to encourage creativity, and to give students design experiences which mirror those they will likely encounter professionally.
Prerequisite: ARTS 264

ARTS 345 Visual Communication Design (4, 4)
A series of courses offered on a rotating basis, focused on the development of goal-oriented creativity applied to the design of variety of visual communication media. (Publication, advertising, packaging, environmental, corporate identity/logo design, etc). Courses give students practical experiences in professional approaches to graphic design and opportunities for development of advanced computer skills and software knowledge for effective visualization and production of visual concepts.
Prerequisites: ARTS 194B, 248 & 344

ARTS 346 Illustration
Intensive and experimental use of color media based on direct observation of still life and live model. May be repeated for additional credit.

346A Introduction to Illustration (2-4)
Techniques utilized in editorial and commercial work.

346B Advanced Illustration Techniques (2-4)
Communication of an idea or story through traditional and digital media.
Prerequisite: ARTS 224

ARTS 394 Multimedia, 3D, and Video (4)
A series of project-based courses designed to introduce students to the latest digital tools used in Multimedia, 3D, and Video. Each course focuses on conceptual development, technical training, and a deep understanding of the principles in each medium.

ARTS 394A Maya 3D Modeling (2-4)
An introductory course to working in 3-Dimensional space and time using Maya. Projects cover nurb and polygon modeling, texturing, lighting, camera, and special effects. Final project consists of creating an animated 3-Dimensional city.

ARTS 394B Maya 3D Character Design (2-4)
An advanced course in 3D modeling with an emphasis on character design and animation. Projects include creating skeleton joins, binding skin, organic modeling and character controls. Character driven final project will integrate audio.
Prerequisite: ARTS 394A

ARTS 394C Flash Interface Design (4)
An advanced Flash course with a focus on developing intuitive multimedia presentations and nonlinear animations. Topics include using variables in actionscript, encoding video using flash, dynamic menus, preloaders, and working with external assets.
Prerequisite: ARTS 395A

ARTS 394D Final Cut Pro Video (4)
Introductory course to video editing and visual storytelling with an emphasis on concept development and understanding visual language, time, and space. Projects consist of short shooting exercises such as documenting a person, place, or event.

ARTS 395 Web Design
A study of processes and principles of information design in an online environment. Courses will focus on proven methodologies to develop intuitive interactive environments optimized for a target audience. Advanced elements explored include user interface design, navigation, usability testing and effective sequencing of images and text.

395A Communication Principles (4)
An introduction to professional web design tools using modern CSS and HTML to create search engine friendly websites. Projects include setting up one's own web domain, installing and customizing blogs, and embedding Flash and Video into one's websites.
Prerequisites: ARTS 115, 116, 194B & 244

395B Advanced Concepts (4)
A study of professional web design practices including estimating projects, interacting with clients, and project workflow. Projects focus on developing the user interface, customized CSS styles, Flash navigation, and installing customized scripts.
Prerequisites: ARTS 115, 116, 194B & 244

395C Special Project (4)
Faculty and students, in collaboration, create a special topic in web design.
Prerequisites: ARTS 115, 116, 194B & 244

PHOTOGRAPHY

LOWER DIVISION

ARTS 255 Photography (4)
Introduction to digital editing and manipulation and fine printing techniques.

UPPER DIVISION

ARTS 355 Photography Workshop (2-4)
An introduction to traditional black and white photographic media and fine printing techniques, with an emphasis on creative exploration, interpretation, and technical proficiency. Historic backgrounds and instruction in the use of cameras, light meters, and darkroom procedures, chemicals, and equipment.
Prerequisite: ARTS 255

PRINTMAKING

LOWER DIVISION

ARTS 254 Printmaking (4)
An introduction to major printmaking processes. A primary goal is the development of technical capabilities which allow the student to produce images that represent personal concepts, vision, and creativity.
Prerequisite: ARTS 224

UPPER DIVISION

ARTS 354 Printmaking Workshop (2-4)
The printmaking workshop offers students the opportunity to further explore one or more of the major historic and/or contemporary printmaking methods which they have found most effective in expressing or communicating their ideas and/or emotions. This may include digital image development. May be repeated for additional credit.
Prerequisite: ARTS 254

SCULPTURE

LOWER DIVISION

ARTS 284 Sculpture (4)
Studio practices including clay modeling, waste-molding, stone and woodcarving, and assemblage.

UPPER DIVISION

ARTS 384 Sculpture Workshop (2-4)
Advanced studies in sculpture. May be repeated for additional credit.
Prerequisite: ARTS 284
ARTX 298 Workshop in Art (1-4)
Variety of studio media including watercolor and papermaking. May be repeated for additional credit with new content. May be repeated for up to 12 units of credit.

ARTX 299 Directed Study (1-4)
Independent project in fine art, graphic design, or art history.
Restriction: Only for art majors

ARTX 486 Topics in Art (2-4)
Faculty and students, in collaboration, design topics in art. May be repeated for up to 12 units of credit.

ARTX 486A Professional Practices (4)
This course addresses career goals as well as introduces students to a variety of art and design business practices. Topics covered include portfolios, resumes, contracts, graduate school applications, and gallery representation. Includes photography for portfolio, special lectures, and workshops.
Restriction: Only for art majors

ARTX 486B Senior Exhibit (1)
All graduating senior fine art and graphic design majors are required to plan, prepare, and install an original exhibit accompanied by a written personal statement.

ARTX 495 Senior Project (1-6)
A cohesive body of work that must relate to the student’s area of specialization. Written statement and exhibition of work required.
Prerequisite: Project proposal must be approved by art faculty during quarter prior to enrollment

ARTX 496 Art Seminar (2)
A variety of experiences that relate to the production of art and design. May include visits to museums and galleries, as well as lectures and workshops. May be repeated for additional credit.

ARTX 497 Internship (2-8)
On-the-job training experience in the professional environment as it relates to the student’s major.
Prerequisites: Submission of "Notice of Intention Form" & approval by art faculty during quarter prior to enrollment

ARTX 498 Workshop in Art (1-4)
Continued exploration with a variety of studio media, including watercolor and papermaking. May be repeated for additional credit with new content.
Prerequisite: ARTX 298

ARTX 499 Directed Study (1-4)
Advanced independent project in fine art, graphic design, or art history.
Restriction: Only open to art majors

UNST 404A Religious, Moral, and Social Aspects of Art (4)
An evaluation of the artistic and cultural forms by which religious values, beliefs, and experiences are expressed, which will culminate in the production of artwork that expresses the student’s religious beliefs and philosophy of life.
Restriction: Only open to art majors with junior or senior standing

ARTX 498 Workshop in Art (1-4)
Continued exploration with a variety of studio media, including watercolor and papermaking. May be repeated for additional credit with new content.
Prerequisite: ARTX 298

ARTX 499 Directed Study (1-4)
Advanced independent project in fine art, graphic design, or art history.
Restriction: Only open to art majors
DEGREES OFFERED

- Bachelor of Science degree in Biology, with a required emphasis in one of the following areas: biological science or biomedical science

- Minor in Biology

PREPARATION FOR TEACHING

Students interested in learning more about the preparation involved for teaching at the elementary and secondary levels, should refer to the Department of Curriculum and Instruction section in this bulletin.

BIOLOGY MISSION STATEMENT

The Biology Faculty actively supports the La Sierra University mission: to Seek, to Know, to Serve. We believe that both Scripture and Nature speak to us about God. The Biology Department's curriculum provides both breadth and depth in both the Biological Sciences and Biomedical Sciences emphases and includes opportunities for research with faculty, experience in field biology, and training in biotechnology. To support the continued success of our students in graduate or professional schools and in their careers, the Biology Department teaches about, and we expect students to master current foundational biological principles. As such, the department's curriculum is in accordance with the American Association for the Advancement of Science guidelines. As faculty in a Seventh-day Adventist university we respect and affirm each student’s faith journey and seek to expand their faith and knowledge of a creator God during their continuing quest for truth.

OBJECTIVES

The objectives of the Department of Biology are to help students better understand themselves and the living things around them, to develop a scholarly approach to the study of scientific information, and to prepare for careers in biology and in medicine.

BIOLOGY STUDENT LEARNING OUTCOMES

1. The student will demonstrate knowledge of Cell Biology: biochemistry and cell energetics along with cellular structure, organization, and function.

2. The student will demonstrate knowledge of Molecular Biology and Genetics, with regard to molecular genetics and heredity.

3. The student will demonstrate knowledge of Organismal Biology: diversity of organisms; animal organ systems (vertebrates and invertebrates): comparative structure, function, and organization; animal reproduction, growth, and development; plant organ systems (seed plants and non-seed plants): comparative structure, function, and organization; plant reproduction, development, and growth.
4. The student will demonstrate knowledge of Population Biology, Evolution, and Ecology, including population genetics and natural selection, processes of evolution, environmental factors, population ecology, biography, community ecology, ecosystems, and human impacts.

5. The student will demonstrate analytical skills which include science as a way of knowing, hypotheses-testing, experimental design, interpretation, data analysis, inductive reasoning, and drawing conclusion from data and effective communication of scientific results.

6. The student will examine the intersection of Faith and Science through the Adventist Christian and broader religious views on Faith and Science while experiencing service-oriented occupational responsibilities.

UNDERGRADUATE RESEARCH
The Department of Biology is committed to providing undergraduate students with the opportunity to do research. The biology faculty are actively engaged in research. They welcome qualified and highly motivated students to participate with them in their laboratories. Interested students are encouraged to discuss research opportunities with individual faculty. Limited support in the form of grants and assistantships may be available.

FIELD STUDY OF BIOLOGY
To provide first-hand experiences in field biology, in conjunction with accumulating book knowledge, we offer fieldwork-based opportunities through our Field School. Currently, we coordinate an annual 2-3 week course, typically in late June and July, in a tropical environment. The most recent trips have involved studies of island herpetofaunas on the Bay Islands in Honduras and on Pulau Tioman in Peninsular Malaysia. The locations, departure date, and duration may change from year to year depending on research objectives.

During this course, students plan and conduct fieldwork, including travel logistics, equipment selection and coordination, specimen collection and preparation, and organization of a field notebook. The research conducted during this course has consistently led to publication of articles in peer-reviewed scientific journals.

COURSES TAUGHT AT ROSARIO BEACH MARINE STATION*

| BIOL 111R | Ecosystem Biology (5) (includes lab) |
| BIOL 112R | Processes in Biology (5) (includes lab) |
| BIOL 113R | Biology of Organisms (5) (includes lab) |
| BIOL 400R | Paleobiology (5) |
| BIOL 406R | Marine Biology (5) |
| BIOL 408R | Biology of Marine Invertebrates (5) |
| BIOL 426R | Marine Phycology (5) |
| BIOL 454R | Behavior of Marine Organisms (5) |
| BIOL 460R | Marine Ecology (5) |
| BIOL 462R | Ichthyology (5) |
| BIOL 465R | Ornithology (5) |
| BIOL 477R | Natural History of Vertebrates (5) |
| BIOL 485R | Systematic Botany (5) |

BIOL 486R | Topics in Biology (1-5) |
BIOL 446R | Human Anatomy (5) |

* The General Biology series (BIOL 111R -113R) is taught every summer and is a prerequisite for all other Rosario Beach classes. Normally four to six of the upper-division courses are offered during any given summer. To see a current listing of courses offered, go on-line to rosario.wallawalla.edu.

MAJORS

BACHELOR OF SCIENCE

BIOLOGY

Required: 60 units in biology, including:
- BIOL 111, 111L, 112, 112L, 113, 113L, 221, 222, 223, 301, 301L, 302, 302L, 303, 303L, 350 & 405
- An area of emphasis in biology (see below)
- In addition to the 60 biology units, majors must take during their final year: UNST 404B

1 unit may be applied to the major from CHEM 491 and 492
2 units may be applied from CHEM 493

Required Cognates:
- MATH 131
- PHYS 231, 231L, 232, 232L, 233 & 233L

The student chooses one of the following areas of emphasis:

Biological Science:
- BIOL 376; & 414 or 415; & 477
- Plus 12 units from:
  BIOL 408, 410, 434, 436, 439, 446, 466, 467, 469, 474, 485, 487

Biomedical Science:
- BIOL 376 or 414 or 415
- Plus 12 units from:
  BIOL 434, 436, 439, 446, 466, 474

Biomathematics:
Offered with the Department of Mathematics and Computing
(See requirements listed under that department.)

Biophysics:
Offered with the Department of Physics
(See requirements listed under that department.)

Psychobiology:
Offered with the Department of Psychology
(See requirements listed under that department.)
M I N O R

BIOLOGY
Required: 30 units in biology, including:
- BIOL 111, 111L, 112, 112L, 113 & 113L
- Remaining units to be selected from 300 or 400 level biology courses

C O U R S E S

A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

LOWER DIVISION

BIOL 107 Human Biology (4)
The human being as an integrated organism; systems of the body; the basis of healthful living. Four class hours per week. Not open to students who have taken any other course in physiology, or to students majoring in Biology.

BIOL 111 General Biology I (4)
Introduction to life and its processes. Includes basic biological chemistry, the biology of the cell (including membranes, respiration, communication, and division), genes and inheritance, genomes, DNA, and the genetic basis of development. Students must earn a C or better to move to BIOL 112 and BIOL 112L. Four class hours per week.

BIOL 111L General Biology I Laboratory (1)
One three-hour laboratory per week, presenting experimental aspects of the topics presented in BIOL 111. To be taken concurrently with BIOL 111. Students must earn a C or better to move to BIOL 112 and BIOL 112L.

BIOL 112 General Biology II (4)
Science-based evidence for the origin of biological diversity, speciation, phylogeny, and systematics. Descriptions of vertebrate and invertebrate diversity. Includes the principles of animal form, function, nutrition, circulation, immunity, excretion, hormones, reproduction, development, and neuronal systems. Students must earn a C or better to move to BIOL 113 and BIOL 113L. Four class hours per week. Prerequisites: BIOL 111 & 111L

BIOL 112L General Biology II Laboratory (1)
One three-hour laboratory per week, presenting experimental aspects of the topics presented in BIOL 112. To be taken concurrently with BIOL 112. Students must earn a C or better to move to BIOL 113 and BIOL 113L. Prerequisites: BIOL 111 & 111L

BIOL 113 General Biology III (4)
Introduction to plant biology, including photosynthesis, evolution, transport, nutrition, reproduction, and environmental responses. Additionally includes basic ecological principles and processes and behavioral ecology. Four class hours per week. Prerequisites: BIOL 111 & 111L

BIOL 113L General Biology III Laboratory (1)
One three-hour laboratory per week, presenting experimental aspects of the topics presented in BIOL 113. To be taken concurrently with BIOL 113. Prerequisites: BIOL 111 & 111L

BIOL 131 Human Anatomy and Physiology I (5)
A systematic approach to the integrated study of human anatomy and physiology. Designed primarily for students in associate and baccalaureate degree programs in allied health sciences and nursing. Topics covered are organization of the body, cells, tissues, integumentary system, skeletal system, muscular system, and nervous system. Three classes, one hour each, and two three-hour laboratories per week. Does not apply toward a major in biology. Prerequisite: BIOL 131

BIOL 132 Human Anatomy and Physiology II (5)
A systematic approach to the integrated study of human anatomy and physiology. Designed primarily for students in associate and baccalaureate degree programs in allied health and nursing. Topics covered are special senses, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system. Four class hours and one three-hour laboratory per week. Does not apply toward a major in biology. Prerequisite: BIOL 131

BIOL 185 Basic Medical Microbiology (5)
Surveys human pathogens and diseases and provides a medicine-based overview of related concepts, such as bacterial metabolism and reproduction, drugs, drug resistance, and basic immunology. Designed primarily for students expecting to enter the allied health sciences (nursing, dental hygiene, physical therapy, etc.) Four class hours and three laboratory hours per week. Does not apply toward a major in biology.

BIOL 221 Tools and Methods I (1)
This is an introductory laboratory methods course which develops student skills in notebook journaling, experimental design, problem solving, and biotechniques. Students learn to determine protein concentrations using protein concentration curves, separate and determine MW of proteins using the SDS-PAGE, and also measure enzyme activity. Students learn to do calculations, to make solutions, use balances and pH meters, and also become proficient in the use of spectrophotometers and centrifuges. Meets for a three-hour time period once per week. Prerequisites: BIOL 113 & 113L

BIOL 222 Tools and Methods II (1)
This laboratory course builds on information presented in Tools and Methods I. In addition to the laboratory skills developed in BIOL 221, particular interest is given to techniques and concepts in microbiology and molecular biology. Students learn the Gram stain method, bacterial transformation, DNA electrophoresis, the polymerase chain reaction (PCR), and aseptic techniques for performing transfers in microbiology and molecular biology. Students are introduced to the principles of the scientific method and experimental design. Meets for a three-hour time period once per week. Prerequisite: BIOL 221
BIOL 223 Tools and Methods III (1)
This course instructs students in methods of scientific study. Initially, students are presented with a number of different approaches, which are discussed by faculty, in order to study particular phenomena; students develop hypotheses and then take measurements to test their hypotheses. The use of appropriate controlled variables and methods of graphical presentation is discussed. A brief introduction to statistical methods is included so that appropriate methods and sample sizes can be proposed. Students are guided in the development of a hypothesis-based research proposal, do a literature search, and then write and present a research proposal. Meets for a three-hour time period once a week. 
Prerequisite: BIOL 222

BIOL 295 Undergraduate Research (1-4)
Original investigation pursued under the direction of a faculty member. The student may take up to four units maximum. 
Restriction: Limited to freshman and sophomores with a minimum overall GPA of 3.0

BIOL 299 Directed Study (1-4)
Lower division independent project, not involving original research, taught on an arranged basis. Up to four units maximum may be taken. 
Prerequisite: Consent of the Biology Department Chair & arrangement with an instructor

UPPER DIVISION

BIOL 301 Cell and Molecular Biology (4)
The basic concepts of current molecular and cell biology, including cellular regulation, function, and control; processing of information; and cell organelle function and processes. Introduction to the techniques used in modern cell and molecular biology, and their application to answer questions about the cell. Four class hours per week. 
Prerequisites: BIOL 113, 113L & CHEM 371

BIOL 301L Cell and Molecular Biology Projects Laboratory (1)
Investigation-based laboratories designed for student research experience. Projects focus on methods of modern cell biology and draw from techniques learned in the Tools and Methods labs (BIOL 221, 222, 223). Two to four weeks devoted to demonstration laboratories and the remaining laboratory time dedicated to the development and execution of the discipline-related project. To be taken concurrently with BIOL 301. Meets for a three hour time period once a week. 
Prerequisite: BIOL 223

BIOL 302 Genetics (4)
Principles of genetic analysis of viruses, bacteria, and eukaryotes; molecularly based but includes classical concepts. Four class hours per week. 
Prerequisites: BIOL 301 & 301L

BIOL 302L Genetics Projects Laboratory (1)
Investigation-based laboratories designed for student research experience. Projects focus on methods of modern genetics and draw from techniques learned in the Tools and Methods labs (BIOL 221, 222, 223). Two to four weeks devoted to demonstration laboratories and the remaining laboratory time dedicated to the development and execution of a discipline-related project. To be taken concurrently with BIOL 302. Meets for a three hour time period once a week. 
Prerequisites: BIOL 301 & 301L

BIOL 303 Developmental Biology (4)
Molecular and genetic mechanisms of gametogenesis, fertilization, morphogenesis, differentiation, and regeneration. Processes of development caused by cell and molecular interactions, under the control of gene expression. Four class hours per week. 
Prerequisites: BIOL 302 & 302L

BIOL 303L Developmental Biology Projects Laboratory (1)
Investigation-based laboratories designed for student research experience. Projects focus on methods of modern developmental biology and draw from techniques learned in the Tools and Methods labs (BIOL 221, 222, 223). Two to four weeks devoted to demonstration laboratories and the remaining laboratory time dedicated to the development and execution of a discipline-related project. To be taken concurrently with BIOL 303. Meets for a three hour time period once a week. 
Prerequisites: BIOL 302 & 302L

BIOL 327 Survey of Biological Principles (4)
An introduction to basic biological processes, this course is designed to give the student a modern treatment of the fundamental processes and principles of living organisms. This is an interdisciplinary study focusing on the biological paradigm, built on the fundamental principles of chemistry, physics, and biology. Does not apply toward a major in biology. Four class hours per week.

BIOL 350 Colloquium (1)
Upper division departmental course involving invited speakers who present the results of their current research. A grade of IP is assigned until the student has attended 12 colloquia, over six consecutive quarters. One class hour per colloquium. 
Prerequisites: BIOL 113 & 113L

BIOL 376 Biostatistics (4)
Statistical analysis of biological systems, including both parametric and non-parametric methods. Four class hours per week. 
Prerequisites: BIOL 113 & 113L

BIOL 389 Topics in Biology (4)
Courses on various current topics in biological science, specifically designed for non-majors. The student may repeat different sections of the course for additional credit. Typically taught as an evening class. Does not apply toward a major in biology. Four class hours per week. 
Prerequisites: BIOL 113 & 113L

BIOL 405 Biology Seminar (2)
Recent developments and current topics in selected areas of modern biology. May be repeated for a total of 4 units. Two class hours per week. 
Prerequisites: BIOL 113 & 113L

BIOL 408 Biology of Marine Invertebrates (4)
An introduction to the biology of the invertebrate phyla. Treatment organized phylogenetically and covers a broad spectrum of current knowledge about the biology of individual representatives of marine invertebrate organisms. Three class hours and one three-hour laboratory per week, with extended field trips as substitution for some labs. Offered occasionally. 
Prerequisites: BIOL 113 & 113L
BIOL 410 Science at the Cutting Edge (2)
The flow of scientific information from the research laboratory to textbooks and the popular media. The presentation of current research and its integration into the body of knowledge. Requires attendance at a minimum of one national scientific meeting within the Southern California area. Limited class size. Two class hours per week.
Prerequisites: BIOL 113 & 113L
Restriction: May not be taken concurrently with UHNR 324

BIOL 414 General Ecology (4)
Basic concepts concerning the relationships of organisms to their environment. Emphasis on physiological responses of individuals; structure and dynamics of populations; interactions between species; and the structure, dynamics, and functions of communities and ecosystems. Includes equivalent of one three-hour laboratory per week. May substitute for BIOL 415. Taught alternate years. Three class hours per week.
Prerequisites: BIOL 113 & 113L

BIOL 415 Environmental Science (4)
Environmental Science is an interdisciplinary study of how the physical, chemical, and biological conditions of the earth work, and how we are affecting the earth's life-support systems (the environment). This course introduces students to the very complex interlocking environmental problems facing us today. Beginning with basic ecological principles, the course goes on to examine population dynamics, energy utilization, resource consumption, the various forms of pollution, and conservation methods to preserve our natural resources, natural areas, and native species. This is a Service-Learning course and includes a three-hour laboratory period per week. May substitute for BIOL 414. Taught alternate years. Three class hours per week.
Prerequisites: BIOL 113 & 113L

BIOL 434 Histology (4)
Descriptive and functional analysis of normal human tissues and organs. Three class hours and one three-hour laboratory per week.
Prerequisites: BIOL 113 & 113L

BIOL 436 Immunology (4)
This course introduces students to the diverse roles of the vertebrate immune system with special attention paid to events that occur at the level of cellular communication and signalling. The immune response to disease will be studied and the components of the immune response will be explored in light of available experimental evidence. Four class hours per week.
Prerequisite: BIOL 461 or BIOL 474

BIOL 439 Neurobiology (4)
An advanced course on the functions of the mammalian nervous system. Neuronal substrates of behavior including perception, motivation, emotion, memory, consciousness, and abnormal thought and behavior are explored. Genetic correlates of behavior also considered. Cross-listed as PSYC 452.
Prerequisite: BIOL 466

BIOL 446 Human Gross Anatomy (5)
An intensive, basic course in clinically-oriented human anatomy, including laboratory study of the human cadaver. Three class hours and two three-hour laboratories per week. This is a Service-Learning course.
Prerequisites: BIOL 113 & 113L
Restriction: Permission of the instructor is required for enrollment

BIOL 461 Virology (4)
This course introduces students to fundamental principles of viruses. Physical structure, classification, and life cycles are presented with in-depth examples from different families. Four class hours per week.
Prerequisites: BIOL 113 & 113L

BIOL 466 Systems Physiology (4)
Current concepts and principles of the mechanisms and processes of body function and the regulation of its internal environment. Topics include respiration, circulation, membrane transport, nervous integration, metabolic regulation, hormonal control, nutrition, and reproduction. Three class hours and one three-hour laboratory per week.
Prerequisites: BIOL 113 & 113L

BIOL 467 Herpetology (4)
Identification, evolution, distribution, and life history of amphibians and reptiles. Three class hours per week and one three-hour laboratory, or the equivalent, per week.
Prerequisites: BIOL 113 & 113L

BIOL 469 Animal Behavior (4)
A survey of basic principles and classic studies underlying the science of animal behavior. Behavior is presented as a manifestation of the structure and function of animal, one that is subject to rigorous analysis and experimentation based on objective data. Four class hours per week.
Prerequisites: BIOL 113 & 113L

BIOL 474 Microbiology (4)
Biology of bacteria, viruses, protozoans, other microorganisms, and their interactions with their environment. Includes surveys of microbial adaptation and taxonomy, human-microbe relationships, environmental and industrial microbiology. Three class hours and one three-hour laboratory per week.
Prerequisites: BIOL 113 & 113L

BIOL 477 Vertebrate Natural History (4)
An evolutionary approach to the morphology, physiology, behavior, and ecology of major vertebrate groups with special emphasis given to the vertebrates of southern California. Treats the question of how members of different vertebrate groups live their lives, and critiques scientific hypotheses on how these different life strategies evolved. The course is designed to engage students in the scientific thought process required to go from the observed to the theoretical. Weekend field trips will be taken to different regions of southern California. Three class hours per week and one three-hour laboratory, or the equivalent, per week.
Prerequisites: BIOL 113 & 113L
BIOL 485 Systematic Botany (4)
Classification of vascular plants with focus on flowering plants. Emphasis is made on identification of species with the aid of botanical keys, recognition of plant families, and notation of habitats where various species occur. Other taxonomic methods are introduced. Three class hours and one three-hour laboratory, or the equivalent, per week.
Prerequisites: BIOL 113 & 113L

BIOL 486 Topics in Biology (1-4)
Review of specific areas in biological science, offered at the discretion of the department. The student may repeat different sections of the course for additional credit, up to four units maximum.
Prerequisites: BIOL 113 & 113L

BIOL 487 Field Study in Biology (1-5)
Field courses offered at the discretion of the department. Recent examples have included BIOL 487C Natural History of Baja California (4 units), and BIOL 487E Tropical Field Biology/Tioman (5 units). Normally offered during the summer. Involves a considerable amount of travel and fieldwork. Different sections may be approved for additional credit.
Prerequisites: BIOL 113 & 113L

BIOL 490 Survey of Bioinformatics and Genomics (4)
A practical overview of the multidisciplinary field of bioinformatics, with emphasis on genomics and its subdisciplines. Survey of the structure and querying of primary and curated biological databases, methods of genomic sequencing and annotation, and quantitative hypothesis testing and prediction. Includes methods of pairwise and multiple molecular sequence alignment; prediction of genes; genetic code and codon usage, orthology, phylogenetic systematics (maximum likelihood, parsimony, neighbor-joining, and Bayesian) with statistical tests; matching molecular evolution models with sequence datasets; detection of molecular signatures of purifying, balancing, and adaptive natural selection; location of regulatory regions by phylogenetic footprinting; and prediction of secondary structure in RNA and proteins. Applications of gene expression, proteomics, systems theory, and genome-wide association studies (GWAS) and their medical significance. A general upper division elective. Four class hours per week.
Prerequisites: BIOL 302, 376 & MATH 131

BIOL 495 Undergraduate Research (1-4)
Original investigation pursued under the direction of a faculty member. Students may register for BIOL 495 multiple quarters. Up to a total of 4 units of BIOL 495 can apply as electives toward either Biology major emphasis; subsequent units can be used to satisfy the general electives requirement.
Prerequisites: BIOL 113, 113L & formal agreement with the supervising instructor
Restriction: Limited to students with a minimum overall GPA of 3.0 & upper division status

BIOL 499 Directed Study (1-4)
Upper division independent project, not involving original research, taught on an arranged basis. The student may take up to four units maximum.
Prerequisites: BIOL 113, 113L, consent of the department chair & arrangement with the supervising instructor

UNST 404B Religious, Moral, and Social Aspects of Biology (4)
The department’s capstone course, dealing with current philosophical issues in biology. Four class hours per week.
Restriction: Only for biology majors with senior standing
Students interested in learning more about the preparation involved for teaching at the elementary and secondary levels, should refer to the Department of Curriculum and Instruction section in this bulletin.

OBJECTIVES
Developing a sense of intellectual curiosity concerning chemical theory and an appreciation of the practical role of chemistry in life constitute the general objectives of the department. Additional objectives include preparing students to enter graduate programs in chemistry or biochemistry, professional programs in the health sciences, and careers in the chemical industry. In addition to majors in chemistry and biochemistry, the department offers a major in physical science designed for those planning to teach science at the secondary level.

CHEMISTRY & BIOCHEMISTRY LEARNING OUTCOMES
1. Demonstrate proficiency in the major content areas of chemistry at the bachelors degree level as specified by the American Chemical Society. The major content areas are:
   - (1) General chemistry
   - (2) Organic chemistry
   - (3) Inorganic chemistry
   - (4) Analytical chemistry
   - (5) Physical chemistry (thermodynamics and dynamics)
2. Be able to solve complex theoretical and quantitative problems accurately and efficiently.
3. Communicate scientific information effectively through writing and oral presentations as well as effectively utilize scientific information presented by other scientists through writing and oral presentations.
4. Perform an independent chemical research project under the supervision of a faculty member.
5. Anticipate, recognize, and respond to chemical hazards included in the storage, handling, and disposal of chemicals, and laboratory accidents.
6. Be able to efficiently obtain and utilize data from and understand the principles of GC-MS, HPLC, FT-IR, UV-vis, and NMR instruments.
7. Be able to perform basic lab skills including synthesis of inorganic and organic compounds, accurate and precise measurement, data collection, and experiment design and be able to keep legible, accurate and complete experimental records.
8. Demonstrate ethical behavior in presenting and reporting results, utilizing chemical information and pursuing research as well as being aware of current ethical issues in society which involve chemistry.

SENIOR ASSESSMENT
All department majors must participate in the department’s assessment program. This may include taking a comprehensive chemistry assessment test during the winter or spring term of the senior year (on the specified date announced) and/or tests in UNST 404D.
MAJORS

Core Curriculum: (45 units) Required of all students majoring in the Department of Chemistry & Biochemistry

Required:

Required Cognates:
• MATH 131, 132
• PHYS 231, 231L, 232, 232L, 233, 233L

BACHELOR OF ARTS

CHEMISTRY

Required: 60 units in chemistry, including:
• Core Curriculum
• CHEM 353, 353L and two of the following: 424 & 424L; or 425 & 425L; or 426 & 426L
• Remaining units to be selected in consultation with advisor

BACHELOR OF SCIENCE

CHEMISTRY

Required: 69 units in chemistry, including:
• Core Curriculum
• CHEM 353 & 353L
• 1 unit of either CHEM 498 or 499
• Remaining units to be selected from courses applicable to a chemistry major

MINORS

CHEMISTRY

Required: 35 units in chemistry, including:
• Remaining 8 units to be selected from those upper division courses applicable to a chemistry major

BIOCHEMISTRY

Required: 35 units in chemistry, including:
• At least 6 units of upper division biochemistry
• Remaining 2 units must be selected from upper division courses applicable to a biochemistry or chemistry major

MINORS

CHEMISTRY

Required: 35 units in chemistry, including:
• Remaining 8 units to be selected from those upper division courses applicable to a chemistry major

COURSES

A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

LOWER DIVISION

CHEM 101, 102, and 103 are designed for liberal arts students and those preparing to enter nursing and other allied health programs. Credit does not apply toward a major or minor in chemistry, biochemistry, or physical science, or toward pre-professional requirements for dentistry, medicine, or medical technology.

CHEM 101 Introductory Inorganic Chemistry (4)
Introduction to the fundamental principles important to inorganic chemistry, including atomic structure, equilibrium, gas behavior, oxidation-reduction and acid-base chemistry. Three class periods per week. Does not apply toward a major or minor in chemistry or toward pre-professional biology.
Prerequisite: CHEM 101L (can be concurrently enrolled) & MATH 007 (can be concurrently enrolled)
CHEM 101L Introductory Inorganic Chemistry Laboratory (0.5)
Laboratory work in the techniques of chemistry. Five three-hour labs per quarter. Must be taken concurrently with CHEM 101.

CHEM 102 Introductory Organic Chemistry (3)
Introduction to the fundamental chemistry of carbon compounds, including nomenclature, properties and reactions of hydrocarbons, alcohols, aldehydes, ketones, carboxylic acids, amines, and carbohydrates, with an emphasis on their relationship to living systems. Three class periods per week. Concurrent registration in or credit in CHEM 102L is required. 
Prerequisite: CHEM 101 or 113 & 102L (can be concurrently enrolled)

CHEM 102L Introductory Organic Chemistry Laboratory (0.5)
Laboratory work in the techniques of organic chemistry. Five three-hour labs per quarter. Must be taken concurrently with CHEM 102.

CHEM 103 Introductory Biochemistry (3)
A study of the structures and properties of compounds essential to life, including lipids, proteins, nucleic acids, and the primary metabolic pathways of living organisms. Three class periods per week. Concurrent registration in or credit in CHEM 103L is required.
Prerequisites: CHEM 102 or 372 & 103L (can be concurrently enrolled)

CHEM 103L Introductory Biochemistry Laboratory (0.5)
Laboratory work in the techniques of biochemistry. Five three-hour labs per quarter. Must be taken concurrently with CHEM 103.

CHEM 111 General Chemistry I (4)
First course in a year-long general chemistry sequence. Investigation into structure and reactivity of chemical materials, including atomic structure; mass; mole; formulas; naming of compounds; balancing equations; reaction types and stoichiometric relationships in reactions; qualitative and quantitative aspects of solutions; acid-base chemistry; electron configurations; and elementary quantum theory. Four class periods per week. Must be taken in sequence. Concurrent registration in CHEM 111L is required. Students must earn a C or better to move to CHEM 112 & 112L.
Prerequisite: Eligibility for MATH 121

CHEM 111L General Chemistry Laboratory I (1)
Hands-on laboratory work in the principles and techniques of inorganic quantitative and qualitative analysis. Experiments are coordinated with the lecture material of CHEM 111. Computer data acquisition, graphing, and quantitative calculations are emphasized. One-three hour laboratory per week. Concurrent registration in CHEM 111 is required. Students must earn a C or better to move to CHEM 112 & 112L.
Prerequisite: Eligibility for MATH 121

CHEM 112 General Chemistry II (4)
Continuation of the general chemistry sequence. Topics covered include thermochemistry, and introductory thermodynamics (energy, entropy, free energy, and spontaneity of reactions and natural processes); reaction dynamics (kinetics, homogeneous and heterogeneous, acid-base, and solubility equilibria); redox reactions; and electrochemistry. Four class periods per week. Must be taken in sequence. Concurrent registration in CHEM 112 is required. Students must earn a C or better to move to CHEM 113 & 113L.
Prerequisites: CHEM 111 & 111L

CHEM 112L General Chemistry Laboratory II (1)
Continuation of hands-on laboratory work in the principles and techniques of inorganic quantitative and qualitative analysis. Experiments are coordinated with the lecture material of CHEM 112. Computer data acquisition, graphing, and quantitative calculations are emphasized. One-three hour laboratory per week. Must be taken in sequence. Concurrent registration in CHEM 112 is required. Students must earn a C or better to move to CHEM 113 & 113L.
Prerequisites: CHEM 111 & 111L

CHEM 113 General Chemistry III (4)
Continuation of the general chemistry sequence. Topics covered include thermochemistry, and introductory thermodynamics (energy, entropy, free energy, and spontaneity of reactions and natural processes); reaction dynamics (kinetics, homogeneous and heterogeneous, acid-base, and solubility equilibria); redox reactions; and electrochemistry. Four class periods per week. Must be taken in sequence. Concurrent registration in CHEM 113 is required.
Prerequisites: CHEM 112 & 112L

CHEM 113L General Chemistry Laboratory III (1)
Continuation of hands-on laboratory work in the principles and techniques of inorganic quantitative and qualitative analysis. Experiments are coordinated with the lecture material of CHEM 113. Computer data acquisition, graphing, and quantitative calculations are emphasized. One-three hour laboratory per week. Must be taken in sequence. Concurrent registration in CHEM 113 is required.
Prerequisites: CHEM 112 & 112L

CHEM 205 Chemistry Seminar (0.5)
Relevant topics of interest and concern to chemists covered in greater detail than in most other classes. One class period per week. May be repeated for credit with a maximum of two units applying toward the major.

CHEM 208 Everyday Chemistry (4)
A course specifically designed for the non-department majors that presents fundamental principles of science by exploring the chemistry of drugs, detergents, petroleum products, plastics, foods and other everyday materials and their effects on the environment. Does not apply toward a major or minor in the Department of Chemistry. Four class periods per week. Credit not allowed if student has previous credit for college chemistry.

CHEM 224 Analytical Chemistry (4)
Quantitative analysis of chemical systems emphasizing development of accurate and precise laboratory technique and statistical treatment of data applied to gravimetric, volumetric, acid-base, oxidation-reduction, compleximetric, and colorimetric methods of analysis. Two class periods and two three-hour laboratories per week.
Prerequisite: CHEM 113

CHEM 298 Directed Research (1-2)
Completion of a laboratory research project under the direction of an on-campus faculty member or approved off-campus research supervisor. Minimum three laboratory hours per week, per unit of credit.
Prerequisite: Consent of the instructor
CHEM 299 Directed Study (1-4)
Independent study of a chemically-related topic selected jointly by the student and a supervising chemistry faculty member.
Prerequisite: Consent of the instructor and department chair

UPPER DIVISION

CHEM 301 Topics in Chemistry
Courses on various current topics in chemical science, specifically CHEM 301 Topics in Chemistry
oscillator, rigid rotator, orbitals, and spectra. Includes computer appli-
Principles of quantum mechanics applied to the H-like atom, harmonic
CHEM 353 Physical Chemistry: Thermodynamics (3)
Principles of thermodynamics applied to chemistry. Entropy and energy concepts used to predict direction and extent of reactions. Includes computer applications. Three class periods per week.
Prerequisites: CHEM 224, MATH 132 & PHYS 233

CHEM 351L Physical Chemistry Laboratory I (1)
Emphasizes laboratory computer use for acquiring data from laboratory instruments and equipment, statistical processing of data, and graphical presentation of experimental results. Use of MathCAD and LabVIEW software, and thermal and electrical methods of analysis in experiments for determination of kinetic, equilibrium, and physical constants of chemical systems. One three hour laboratory per week.
Prerequisite: CHEM 351 (can be concurrently enrolled)

CHEM 352 Physical Chemistry: Dynamics (3)
Principles of the kinetic molecular theory, chemical kinetics, electrochemistry, and transport processes. Concepts of distributions, rates, gradients and determination of properties of macromolecules. Includes computer applications. Three class periods per week.
Prerequisites: CHEM 351 & 351L

CHEM 352L Physical Chemistry Laboratory II (1)
Emphasizes use of optical instruments for determination of kinetic, equilibrium, and physical constants of chemical systems. One three-hour laboratory per week.
Prerequisite: CHEM 352 (can be concurrently enrolled)

CHEM 353 Physical Chemistry: Quantum Mechanics (3)
Principles of quantum mechanics applied to the H-like atom, harmonic oscillator, rigid rotator, orbitals, and spectra. Includes computer applications. Three class periods per week. Cross-listed as PHYS 316.
Prerequisites: CHEM 352 & 352L

CHEM 353L Physical Chemistry Laboratory III (1)
Emphasizes use of spectroscopic and chromatographic instruments for determination of kinetic, equilibrium, and physical constants of chemical systems. One three hour laboratory per week.
Prerequisite: CHEM 353 (can be concurrently enrolled)

CHEM 371 Organic Chemistry I (4)
Principles, properties, and reactions of carbon-based molecules. Nomenclature, structure, and reactions involving alkanes, alkenes, alcohols, and ethers. Introduction to substitution and elimination reactions, mechanisms, acid-base reactions, and retrosynthesis. Four one hour class periods her week.
Prerequisites: CHEM 113 & 113L

CHEM 372 Organic Chemistry II (3)
Nomenclature, structure, and reactions involving aromatics, phenols, and carbonyls. Introduction to spectroscopic methods of compound identification including UV, IR, 13C NMR, 1H NMR, and MS. Continuation of mechanisms and retrosynthesis. Three one hour class periods her week.
Prerequisite: CHEM 371

CHEM 372L Organic Chemistry Laboratory II (1)
Introduction to organic laboratory techniques and apparatus including filtration, separation, dying, reflux, distillation, TLC, and GC. Basic usage of GC, IR, and NMR instruments. One three hour laboratory per week.
Prerequisites: CHEM 371 & 372 (can be concurrently enrolled)

CHEM 373 Organic Chemistry III (3)
Nomenclature, structure, and reactions involving carboxylic acids and carbonyl compounds. Continuation of mechanisms and retrosynthesis. Structure and reactions of basic biological molecules-amino acids, carbohydrates, sugars, proteins, and lipids. Three one hour class periods her week.
Prerequisites: CHEM 372 & 372L

CHEM 373L Organic Chemistry Laboratory III (1)
Continuation of organic laboratory techniques and apparatus including sublimation, essential oil isolation using steam distillation, column chromatography, identification of unknown organic compounds, vacuum distillation, and fermentation. One three hour laboratory per week.
Prerequisites: CHEM 372, 372L & 373 (can be concurrently enrolled)

CHEM 375 Advanced Organic Laboratory (1)
Planning and completion of a multistep synthesis utilizing information from chemical literature; utilization of proper laboratory notebook keeping; and characterization of products using IR, GC/MS, and NMR. One three-hour laboratory per week.
Prerequisites: CHEM 373 & 373L

CHEM 405 Senior Seminar (1)
Student presentations on topics of chemical interest. Each student must make a presentation. One class period per week.
Prerequisite: Senior standing in department

CHEM 408 Introduction to Research (2)
Development of skills basic to conducting chemical research, including literature searching, experimental design, and proposal writing. Students will develop a proposal for a research project. One class period per week.
Prerequisite: At least 27 units of chemistry
CHEM 415 Topics in Inorganic Chemistry (4)
Varied content from quarter to quarter on descriptive and theoretical inorganic chemistry topics with specific areas listed in the class schedule. Four class periods per week. May be repeated with new content for additional credit.  
Prerequisite: CHEM 113

CHEM 417 Chemistry of the Periodic Table (4)
Inorganic chemistry using atomic and molecular structure and periodic properties of the elements to understand physical and chemical properties of inorganic molecules and chemical reactions emphasizing the representative (s- and p-block) groups of elements on the periodic table. Four class periods per week.  
Prerequisite: CHEM 371

CHEM 424 Instrumental Analysis I (3)
Basic theory of instrument design and operational parameter optimization of chemical instrumentation. Application to optical methods of analysis involving molecular and atomic refraction, polarization, scattering, emission, absorption, fluorescence, and phosphorescence in the ultraviolet and visible regions of the spectrum. Includes computer applications. Three class periods per week.  
Prerequisite: CHEM 224

CHEM 424L Instrumental Analysis Laboratory I (1)
Emphasizes laboratory use of UV and visible spectroscopic instruments (see CHEM 424) for optical analysis of chemical systems. One three hour laboratory per week.  
Prerequisite: CHEM 424 (can be concurrently enrolled)

CHEM 425 Instrumental Analysis II (3)
Basic theory of instrument design and operational parameter optimization of chemical instrumentation. Application of modern FT/IR, NMR, and GC/MS methods of spectroscopic and spectrometric analyses. Includes computer applications to chemical analysis.  
Prerequisite: CHEM 224

CHEM 425L Instrumental Analysis Laboratory II (1)
Emphasizes laboratory use of FT/IR, NMR, and GC/MS methods of analysis in chemical systems. One three hour laboratory per week.  
Prerequisite: CHEM 425 (can be concurrently enrolled)

CHEM 426 Instrumental Analysis III (3)
Basic theory of instrument design and operational parameter optimization of chemical instrumentation. Application to electrochemical methods involving potentiometry, coulometry, amperometry, and voltammetry. Includes computer applications to chemical analysis.  
Prerequisite: CHEM 224

CHEM 426L Instrumental Analysis Laboratory III (1)
Emphasizes laboratory use of electrochemical instrumentation (see CHEM 426) for electrical analysis of chemical systems and use of laboratory computers for data acquisition, information processing and presentation of results. One three hour laboratory per week.  
Prerequisite: CHEM 426 (can be concurrently enrolled)

CHEM 470 Introduction to Medicinal Chemistry (4)
Introduction to drugs with an emphasis on action, structure, discovery, activity, and synthesis. Including looking at several case studies of drugs currently in use. Four class periods per week.  
Prerequisite: CHEM 492

CHEM 475 Topics in Organic Chemistry (4)
Varied content from quarter to quarter related to theory and application of organic chemistry with specific areas listed in the class schedule. Four class periods per week. May be repeated with new content for additional credit.  
Prerequisite: CHEM 373

CHEM 485 Topics in Biochemistry (2-4)
Varied content from quarter to quarter on theory and applications of biochemistry, with specific areas listed in the class schedule.  
Prerequisite: CHEM 492

CHEM 491 Biochemistry I (3)
Basic concepts of biomolecules, including: buffers, amino acids, protein structure and dynamics, sugars and polysaccharides, lipids and membranes, enzymes and enzyme kinetics.  
Prerequisite: CHEM 373

CHEM 491L Biochemistry I Laboratory (1)
Techniques of modern experimental biochemistry including: characterization of amino acids; sequencing of peptides; protein isolation, purification and characterization; protein-ligand binding interactions; polarimetric analysis of sugars; isolation of lipids; and enzyme kinetics.  
Prerequisites: CHEM 224 & 491 (can be concurrently enrolled)

CHEM 492 Biochemistry II (3)
Molecular structure and function of biomolecules, including: carbohydrate metabolism and glycolysis; citric acid cycle; gluconeogenesis; glyoxylate pathway; pentose phosphate pathway; cytochrome system and oxidative phosphorylation; photosynthesis; and lipid, amino acid, and nucleotide metabolism.  
Prerequisite: CHEM 491

CHEM 492L Biochemistry II Laboratory (1)
Techniques of modern experimental biochemistry including: isolation, purification and characterization of enzymes by techniques including affinity chromatography, electrophoresis, HPLC, photosynthesis, subcellular fractionation and enzymatic analysis.  
Prerequisites: CHEM 491L & 492 (can be concurrently enrolled)

CHEM 493 Biochemistry III (3)
Additional functions of biomolecules including: nucleic acid structure; DNA replication, repair and recombination; transcription and reverse transcription; translation; viruses; and eukaryotic gene expression.  
Prerequisite: CHEM 492
CHEM 493L Biochemistry III Laboratory (1)
Techniques of modern experimental biochemistry including: extraction and characterization of DNA from bacterial cells; micro- and semi-preparative-scale isolation and purification of plasmids; action of restriction enzymes on nucleic acids; binding of polyamines to DNA, followed by ethidium fluorescence assay; and isolation of rRNA and mRNA.
Prerequisites: CHEM 492L & 493 (can be concurrently enrolled)

CHEM 498 Directed Research (1-4)
Completion of an advanced laboratory research project under the direction of an on-campus faculty member or approved off-campus research supervisor. Minimum three laboratory hours per week, per unit of credit. A maximum of four units may be applied toward the major.
Prerequisite: Consent of the department chair

CHEM 499 Directed Study (1-4)
Independent advanced study of a chemically-related topic selected jointly by the student and a supervising chemistry faculty member.
Prerequisites: Consent of the instructor & department chair

UNST 404D Religious, Moral & Social Aspects of Chemistry (4)
Explores the philosophical interaction between the practice of science and the basic tenets of the Christian faith, with an emphasis on chemically-related topics. Does not apply towards a major or minor. Satisfies general education requirement. Includes a service-learning component.
Prerequisite: Senior standing in department
COLLABORATING FACULTY

Robert P. Dunn
Emeritus Professor of English (1968)
PhD University of Wisconsin 1970
ReLM School of Theology at Claremont 1977
English Renaissance, Religion and Literature

Elissa Kido
Professor of English (2001)
EdD Boston University 1980
Composition and Rhetoric

Nanci Geriguis-Mina
Instructor in Journalism (1996)
MA La Sierra University 1989
Public Relations, News and Featured Writing

DEGREES OFFERED

- Bachelor of Arts degree in Communication, with a required emphasis in one of the following areas: public relations/advertising or theory
- Minor in Communication

PREPARATION FOR TEACHING

Students interested in learning more about the preparation involved for teaching at the elementary and secondary levels, should refer to the Department of Curriculum and Instruction section in this bulletin.

THE MISSION OF THE ENGLISH AND COMMUNICATION DEPARTMENT

The faculty of the Department of English and Communication recognize that communication, on both the personal and social levels, is the foundation of human interaction. Our mission is to understand ourselves and our world more fully by returning again and again to those linguistic forms which have continually shaped and reshaped us, which define and limit us and then wonderfully set us free—recast in new forms. We take language seriously as a tool of self- and social-understanding, as a means of entry into the life and responsibilities of the adult, the church member, and the citizen, and as a means to professional advancement, yet not so seriously as to overlook the important roles language plays in recreation and entertainment. Finally, the department emphasizes the importance of a liberal arts education with a firmly grounded knowledge of the communication process to prepare students for graduate education and for success in a wide variety of occupations.
OBJECTIVES
The department has three objectives: a) to enhance the creative and critical competency of all students across multiple modes of communication; b) to provide courses that assist students in understanding the complexity of their world by exploring literature and mass media as avenues to truth, social commentary, service, and self-understanding; c) to offer a well-balanced program that examines social and personal responsibilities within literary, theoretical, and cultural frameworks.

COMMUNICATION LEARNING OUTCOMES
The English and Communication Department has six core learning outcomes for all majors. Students graduating should be able to:
1. Read and listen perceptively, analytically, and empathically.
2. Write (create content) effectively for a variety of styles and genres.
3. Design and deliver effective presentations.
4. Analyze and critically evaluate texts.
5. Demonstrate knowledge of basic rhetorical and critical perspectives from classical traditions through contemporary innovations.
6. Retrieve, evaluate, and employ information.

DIRECTED STUDY POLICY
General provisions: Directed study is strongly discouraged on the undergraduate level. Exceptions will be made only for unusual cases (i.e., transfer students needing requirements, or department majors having taken all required courses) and will be considered, provided that the directed study does not duplicate earlier course work. Students may not take a directed study of a course that is currently being offered. Only Communication majors may take COMM 299 and 499.

Approval Procedure: Complete a Directed/Independent Study Request Form, available at Admissions and Records’s office. Submit the form first to the course instructor and then to the advisor, who will in turn present it to the department faculty. The form must be accompanied by a proposal explaining the need for directed study and outlining an intended study plan. Deadline for submitting the request is before the end of the 10th week of the preceding quarter.

INTERNSHIPS
Internships in journalism, public relations, radio, television, film, and advertising are available to qualified English and Communication majors. All internships must be approved by the internship director and will be graded on a satisfactory/unsatisfactory basis.

SENIOR EXIT INTERVIEW
Immediately prior to graduating, all seniors will be interviewed by the department chair. The results of the interview will be used by the department to assess its own effectiveness.

SENIOR PORTFOLIO
Students completing a major in English and/or Communication will prepare a portfolio of work that represents their LSU journeys. As part of their portfolio, they will analyze their work in an academic paper, paying particular attention to the department’s learning objectives. Specific requirements of the portfolio will be detailed in UNST 404E. Students will give a presentation over their portfolio to a committee of faculty members. The faculty will evaluate the portfolio as an assessment of students’ achievements. The portfolios will also be used by the department to assess its own effectiveness.

MAJORS

BACHELOR OF ARTS

COMMUNICATION
Core Curriculum: (38 units) Required for all communication majors, for both public relations & advertising and theory emphases
Required:
- COMM 104, 226, 238, 244, 285, 288, 328, 344, 354, 485 & 490

Required Cognates:
- MATH 155 or MATH 251 or ECON 341

The student chooses one of the following areas of emphasis:

Public Relations & Advertising:
Required: 78 units total (37 units upper division), as follows:
- Core Curriculum
- COMM 215, 237, 315, 338 or 339, and 465L
- ARTS 194B, 248, 255, 344 & 345

Required Cognates:
- ARTS 115 & ARTS 116 (prerequisites for ARTS 248)

Recommended:
- COMM 494 Internship (4)

Theory:
Required: 74 units total (33 units upper division), as follows:
- Core Curriculum
- Remaining 12 Communication units (4 units must be upper division) to be selected in consultation with advisor

MINOR

COMMUNICATION
Required: 32 units (16 upper division), as follows:
- COMM 202, 226, 244, 288 & 285/485
- Remaining units to be selected in consultation with advisor
COURSES

A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

LOWER DIVISION

COMM 104 Fundamentals of Speech (4)
Oral communication of ideas to others; self-appraisal; evaluation of the speech of others. Includes practice in preparation and delivery of public speeches.
Prerequisite: Placement examination performance satisfactory for entrance to ENGL 111 (Students for whom English is a second language must first complete ENGL 111)

COMM 170 Experience Communication (4)
Designed for non-majors, this course is not applicable to the Communication major. COMM 170 offers a broad overview of the field of Communication: Interpersonal, Mass Media, and Communicating across cultures.
Prerequisite: ENGL 111 or ENGL 124 (can be concurrently enrolled)

COMM 202 Communication in Society (4)
Examines the role of communication in social change and social movements, including but not limited to, media campaigns, grassroots movements, and linguistic determinism (the concept that how language is used influences how human beings think and/or act). One example was the political impact of rephrasing the estate tax as the "death tax." If the expression "words have power" is accepted, one still needs to examine what kind of power they have and how such power operates. Special emphasis will be placed on ethical use of communication in the societal context. Offered alternate years.
Prerequisite: ENGL 113 or ENGL 124

COMM 206 Introduction to Media Technologies (4)
An introduction to the theories, principles, and techniques of mass media, including print, television, film, radio, and Internet-based multimedia. Includes the preparation, production, presentation, and critical analysis of media content. Students will complete page layout, audio and video production and web-page design projects making extensive use of computers. Offered alternate years.

COMM 215 Public Relations (4)
An examination of the use of communication strategies in public relations in both profit and nonprofit organizations. Topics include the history of public relations, use of media in PR, as well as ethical and legal responsibilities. Students may be required to participate in the development of a public relations campaign or work in a PR office. Offered alternate years.
Prerequisite: ENGL 113 or ENGL 124

COMM 226 Mass Media in Society (4)
Examines the role of print and broadcast media in a democratic society. Social-media issues are viewed as contributing to or reflecting the values, tensions, and conflict in society.
Prerequisite: ENGL 113 or ENGL 124

COMM 237 Principles of Advertising (4)
A survey of advertising theory and practice. Also an introduction to media and audience analysis. Offered alternate years.
Prerequisite: ENGL 113 or ENGL 124

COMM 238 Introduction to Writing for the Print Media (4)
Introduction to basic skills of print news writing, news-gathering, interviewing, news judgment, and construction of print news stories. Social responsibility and ethical framework for journalists is emphasized. Ability to use word processing software required. Cross-listed as ENGL 238.
Prerequisite: ENGL 113 or ENGL 124

COMM 244 Interpersonal Communication (4)
Examines face-to-face dialogue. Investigates elements important for effective communication in contexts such as interviews, counseling sessions, public speaking, social conversation, and problem-solving groups. Study of various frameworks used to describe and explain interpersonal communication.
Prerequisite: ENGL 113 or ENGL 124

COMM 246E Introduction to Acting (4)
A survey of the craft, philosophy, and theory of acting involving close analysis, evaluation, and discussion of a written text in preparation for formal presentations and guided feedback on peer presentations. Through written assignments and a journal, students will respond to both written and performed texts which focus on exploring issues of diversity including race, ethnicity, gender, social class, and religion. Cross-listed as DRAM 246E and ENGL 246E.

COMM 264 Topics in Communication (1-4)
Courses in various content areas (communication, journalism, public relations, advertising, broadcasting, and aesthetics). Some topics, especially those involving debate, are taught on a yearly cycle. See class schedule each quarter for possible offerings. May be repeated with new content for additional credit.

COMM 264B Living in the Information Age (4)
Introduces and advances understanding and use of the Internet and World Wide Web in a variety of communication contexts, including but not limited to intrapersonal, interpersonal, small group, and mass media. Offered alternate years.

COMM 264C Edutainment (4)
This course examines entertainment with purposeful and planned educational objectives. Students will utilize communication theory, research, and various media to produce “fun” activities that teach prosocial behaviors and/or educational lessons. The course integrates service and academic learning. The practical application of theory and learned materials will help students gain a greater understanding of the concepts addressed in this course.
Prerequisite: ENGL 113 or ENGL 124; or consent of the instructor

COMM 285 Communication Colloquium (1)
Lower division course required of all majors. Discussion of issues pertinent to the discipline and with a goal of intellectual engagement. A student with three or more years of residence requires 1.0 unit of 285 and 1.0 unit of 485. Cross-listed as ENGL 285.
COMM 288 Communication Theory I (4)
Introductory survey of fundamental content in communication. Focuses on the practical usefulness of a social science approach to the study of communication (description, explanation, prediction, and application). 
Prerequisite: ENGL 113 or ENGL 124

COMM 297 Drama Production
Preparation and formal performance of a dramatic production through the English and Communication department. Students may receive credit for a variety of tasks, including acting, lighting, staging, etc. All sections are cross-listed as DRAM 297 & as ENGL 297. See below for specific topics.

COMM 297A Performance (1-2)
Students must successfully audition for a specific role in a production prior to being admitted to this class which involves a public performance at the conclusion of the quarter. Students will learn to pare down extraneous actions and movement to get to the simple, technical base of character, plot, and relationship. Maximum of 4 units can count toward the minor. 
Restriction: Students must audition to enter this class

COMM 297B Technical Production (1-2)
Students gain a basic overview of the technical production of a play as they assist with the design and/or construction of a technical aspect of a production in one or more of the following areas: stage/house management, set construction, lighting, sound, costume, or makeup production. Maximum of 4 units can count toward the minor.

COMM 297C Technical Design (1-2)
Students work closely with both the director and technical director on a production, in creating the design for a production-specific aspect of the show or on one or more of the following areas: stage/house management, set construction, lighting, sound, costume, or makeup production. 
Prerequisite: ARTS 115 or permission of the instructor

COMM 297D PR & Publications (1-2)
Students work closely with the director(s) on the development of a basic marketing and public relations strategy for a production as they assist in the preparation of a portfolio that will include the following: poster design, printing, and distribution points; ticket design, printing, and sales; playbill design, writing, editing, and printing; creation of a press kit with press releases and rehearsal photos and distribution.
Prerequisite: ARTS 194B

COMM 297E Directing (1-2)
Students work closely with an ensemble of actors and technical crew in a collaborative environment to create a live show or film for public performance.

COMM 297F Play Reading (1-2)
Students gain both a theoretical framework for directing a play, along with practical experience as they learn about various theories of play direction. Students also read a wide-selection of one-act plays, in preparation to direct for the Festival of One-Acts or the Festival of New Works.

COMM 299 Directed Study (1-4)
Lower division independent study in consultation with an advisor. May be repeated for additional credit to a maximum of 4 units. See policy above. 
Prerequisite: Consent of the instructor

COMM 304 Advanced Expository Writing (4)
Advanced study of writing forms with particular emphasis on creative nonfiction and argument. An application of purpose, audience, rhetorical modes and devices enables students to develop voice and effective expression of ideas. Cross-listed as ENGL 304.
Prerequisite: ENGL 113 or ENGL 124

COMM 315 Public Relations Marketing and Development (4)
A class designed for advanced students that focuses on the role of public relations as a contemporary marketing tool. Corporate identity and image development, fund-raising, and community responsibility are also emphasized. Offered alternate years.
Prerequisites: COMM 215 & 238

COMM 328 Persuasion and Rhetoric (4)
The psychology of persuasion. Classical concepts and communication theory research from psychology and modern behavioral studies. Practice in oral and written forms.

COMM 338 Advanced Writing for Print Media (4)
Refines news writing skills acquired in COMM 238, extending to cross-media content, copy-editing and print production layout, headline and caption writing, the analyses of major 20th century journalists. Assignments in the shorter forms of general and specialized media feature stories including: the profile, the light feature, the news feature, and the in-depth story. Cross-listed as ENGL 338.
Prerequisite: COMM 238

COMM 339 Writing for the Digital Media (4)
Application of the fundamental media writing skills acquired in COMM 238 (and COMM 338) to the special needs of digital media. Digital media differ from print media in three significant ways: the medium itself, the addition of audio and motion content, and the nonlinear nature of many digital media products. Planning, writing, and developing digital media products will be the focus. Also emphasizes basic technical skills for digital audio and video as well as web page creation. Basic computer skills required. Cross-listed as ENGL 339. Offered alternate years. 
Prerequisite: COMM 238

COMM 344 Gender and Communication (4)
Focuses on the interactive relationships between gender and communication in contemporary American society.

COMM 354 Advanced Public Speaking (4)
Expanding on the essentials of public speaking, this course emphasizes the development of individual style as a speaker. Through a set of seven speeches, students will improve their public speaking-related skills and develop an understanding of speaking style. Includes an on-camera speech.
Prerequisite: COMM 104
COMM 365 Organizational Communication (4)
Broad overview to the study of organizational communication. Theories and communication processes relevant to contemporary organizations are discussed. Offered alternate years.
Prerequisite: COMM 288

COMM 405 Creative Writing
Advanced theoretical and practical application of writing techniques. Focus is provided in a genre. All sections are cross-listed as ENGL 405.
Prerequisite: ENGL 113 or ENGL 124

COMM 405A Short Story (4)
In order to inform and inspire the students in the production of their own original works, a selection of short stories from different periods and styles are read, discussed, and then responded to in written assignments. Students will read numerous short stories by masters of the craft, watching and listening for the ways they shape their fiction in order to better develop their own skills.
Prerequisite: ENGL 113 or ENGL 124

COMM 405B Poetry (4)
While investigating the methods of the great poets of the Romantic, Modern, and Contemporary eras, students will write their own original verse with an eye towards form, rhyme, and imagery.
Prerequisite: ENGL 113 or ENGL 124

COMM 405C Playwriting (4)
Advanced theoretical and practical application of playwriting techniques. While consulting models from a variety of historical eras, writers will brainstorm, draft, and revise a full one-act play. Techniques of character invention, plot construction, and dialogue will be practiced in a workshop setting.
Prerequisite: ENGL 113 or ENGL 124

COMM 405D Screenwriting (4)
Advanced theoretical and practical application of scriptwriting techniques. Film, television, and radio scripts are the focus of the course. Techniques of narrative and documentary storytelling will be emphasized equally with media and format standards. Students will complete a variety of scripts for different media and genres during the quarter.
Prerequisite: ENGL 113 or ENGL 124

COMM 405E Humor Writing (4)
Students will be introduced to technical humor terms. They will read work by writers at the top of their game and will examine what makes the pieces funny, paying attention to how written humor differs from visual humor. For the first half of the quarter, students will write a flash humor piece each week, which they will share with their classmates. The second half of the class will be devoted to formal workshops. This is a reading and writing intensive class.
Prerequisite: ENGL 113 or ENGL 124

COMM 405F The Long Project (4)
Students will consider what it means to tell a story for the larger canvas—be it fiction or memoir. Students will read books in each, examining such craft issues as structure, point of view, plot, theme, and characterization. Students will write a book proposal and two sample chapters.
Prerequisite: ENGL 113 or ENGL 124

COMM 406 Writing for Publication (4)
Focuses on writing processes of professional writers, writing venues, analysis of publication specifications, revision strategies, and working in a community of writers. Students are expected to produce/revise and submit a piece to a publication at the end of the course. Cross-listed as ENGL 406.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

COMM 407 Writing for Children (4)
Focuses on writing processes of professional writers, writing venues, analysis of publication specifications, revision strategies, and working in a community of writers. Students are expected to produce/revise and submit a piece to a publication at the end of the course. Cross-listed as ENGL 407.
Prerequisite: ENGL 113 or ENGL 124

COMM 465 Topics in Communication (1-4)
Seminars in various content areas (communication, journalism, public relations, advertising, broadcasting, and aesthetics). Specific topics listed in class schedule. May be repeated with new content for additional credit.
Restriction: Only for students with junior or senior standing

COMM 465G Intercultural Communication (4)
This course looks at intercultural communication as culture happens through communication, shapes communication, and improves communication. Recommended for students who plan to work with international clients, spend time overseas, or understand the complexity of intercultural communication and interaction.
Restriction: Only for students with junior or senior standing

COMM 465L Advanced Advertising (4)
Using the basic principles of advertising, along with modern design skills, this class is built around the stimulated advertising agency experience and critique of professional advertisements. Three clients’ (two assigned and one open choice) needs are addressed by in-class agency groups to develop campaign “pitches.” Students are free to focus on individual interests within the requirements of the agency and are expected to document their individual work within their agency and turn in their advertising campaign portfolios.
Prerequisites: ARTS 248, ARTS 345, & COMM 237
Restriction: Only for students with junior or senior standing

COMM 466 Topics in Film (4)
Seminars in various film topics. Specific topics listed in class schedule. May be repeated with new content for additional credit. Cross-listed as ENGL 466.

COMM 485 Communication Colloquium (1)
Upper division course required of all majors. Discussion of issues pertinent to the discipline and with a goal of intellectual engagement. A student with three or more years of residence requires 1.0 unit of 285 and 1.0 unit of 485. Cross-listed as ENGL 485.
COMM 487A Classical Rhetoric and Criticism (4)
A consideration of the formative theories of persuasion and interpretation, dating from the Greek, Roman, and early Christian eras. Particular emphasis is given to the relevance of classical theory to contemporary rhetoric and literature. Offered alternate years. Cross-listed as ENGL 487A and PHIL 487A.

COMM 488 Communication Theory II (4)
Seeks to develop frameworks for explaining and better understanding human communication. Analyzes theoretical models of the process of communication from a wide variety of disciplinary bases. Offered alternate years.
Prerequisite: COMM 288

COMM 490 Communication Research Design (4)
Conversational analysis, discourse analysis, content analysis, and empirical research are introduced. Both "contemporary" and "communication" methods of scholarly inquiry are examined. Traditional social scientific empiricism is blended with analytical and critical methods derived from the arts and humanities. Offered alternate years.
Prerequisites: COMM 288 & MATH 155, or MATH 251, or ECON 341

COMM 494 Internship (2-8)
On-the-job experience arranged and supervised for students. Internships must be arranged in coordination with the internship director. Students may take up to eight units of internship; however, not all eight units need to be in the same internship. Graded on a Satisfactory/Unsatisfactory basis.
Restriction: For advanced department majors only

COMM 497 Drama Production
Preparation and formal performance of a dramatic production through the English and Communication department. Students may receive credit for a variety of tasks, including acting, lighting, staging, etc. All sections are cross-listed as DRAM 497 & as ENGL 497. See below for specific topics.
Restriction: Only for students with junior or senior standing

COMM 497A Advanced Performance (1-2)
Students must successfully audition for a specific role in a production prior to being admitted to this class which involves the analysis and rehearsal of a complex or leading role that requires the student to critically read and analyze a substantial text in preparation for performance.
Prerequisite: DRAM 297A or permission of the instructor
Restrictions: Students must audition to enter this class & must have junior or senior standing

COMM 497B Advanced Technical Production (1-2)
Students work closely with both the director and technical director on a production, in creating the design for a production-specific aspect of the show or on one or more of the following areas: stage/house management, set construction, lighting, sound, costume, or makeup production.
Prerequisite: DRAM 297B or permission of the instructor
Restriction: Only for students with junior or senior standing

COMM 497C Advanced Technical Design (1-2)
Students work closely with both the director and technical director to refine the skills learned in 297C, in creating the design for a production-specific aspect of a show or on one or more of the following areas: stage/house management, set construction, lighting, sound, costume, or makeup production.
Prerequisites: ARTS 115 & DRAM 297C or permission of the instructor
Restriction: Only for students with junior or senior standing

COMM 497D Advanced PR & Publications (1-2)
Students work closely with the director(s) on the development of a basic marketing and public relations strategy based on research conducted for a production which also involves overseeing the preparation of a portfolio that will include the following: poster design, printing, and distribution points; ticket design, printing, and sales; playbill design, writing, editing, and printing; creation of a press kit with press releases and rehearsal photos and distribution information.
Prerequisites: ARTS 194B & DRAM 297D or permission of the instructor
Restriction: Only for students with junior or senior standing

COMM 497E Advanced Directing (1-2)
Students work closely with an ensemble of actors and technical crew in a collaborative environment to create a live show or film for public performance, refining skills learned in 297E.
Prerequisites: DRAM 491 & 297E or permission of the instructor
Restriction: Only for students with junior or senior standing

COMM 497F Advanced Play Reading (1-2)
Students study the theory and practice of play direction, designed to familiarize the student with the skills necessary to lead a cast and technical crew. Includes the study of elements such as play selection and analysis; collaboration with the cast, designers, stage managers, and dramaturge; casting and rehearsal technique and management; and aesthetic, ethical, and economic concerns. Students also read a wide selection of one-act plays in preparation to direct for the Festival of One-Acts or the Festival of Original Works.
Prerequisite: DRAM 297F or permission of the instructor
Restriction: Only for students with junior or senior standing

COMM 499 Directed Study (1-4)
Upper division independent study in consultation with an advisor. See policy above.
Restriction: For advanced department majors only

UNST 404E Religious, Moral & Social Aspects of Communication (4)
A review and critique of mimetic, theological and communication theories in an attempt to understand how belief is created, expressed, and sustained. Does not apply to a major or minor. UNST 404E is for Communications majors only; UNST 404F is for English majors only.
Restriction: Students must be seniors
DEPARTMENT FACULTY

Jon D. Vanderwerff, Chair
Professor of Mathematics (1998)
PhD University of Alberta 1992
FUNCTIONAL ANALYSIS, GEOMETRY OF BANACH SPACES

Vernon W. Howe
Professor of Mathematics and Computer Science (1974)
PhD Dartmouth College 1971
ALGEBRA, MODELING, THEORETICAL COMPUTER SCIENCE

Enoch O. Hwang
Professor of Computer Science (1988, 1999)
PhD University of California, Riverside 1999
DATABASES, NETWORKING, HARDWARE

Barbara Kreaseck
Associate Professor of Computer Science (1989)
PhD University of California, San Diego 2003
PROGRAM ANALYSIS, DISTRIBUTED COMPUTATION

Ping-Herng Denny Lin
Assistant professor of Computer Science (2001)
MS California State University, Fullerton 2002
SOFTWARE ENGINEERING, DISTANCE LEARNING

Cheng F. Ng
Professor of Computer Science (1991, 2002)
PhD University of California, Irvine 1991
ALGORITHMS, DATA STRUCTURES

COLLABORATING FACULTY

Hilmer W. Besel
Emeritus Professor of Mathematics and Computer Science (1960)
MA University of Nebraska 1952
COMPILER THEORY, COMPUTER ARCHITECTURE

DEGREES OFFERED

• Bachelor of Science degrees in:
  Computer Science
  Information Systems

• Minor in Computer Science

COLLABORATING FACULTY

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Emeritus Professor of Mathematics and Computer Science (1960)
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  Information Systems

• Minor in Computer Science

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

PREPARATION FOR TEACHING

Students interested in learning more about the preparation involved for teaching at the elementary and secondary levels, should refer to the Department of Curriculum and Instruction section in this bulletin.

OBJECTIVES

The department provides a curriculum in computer science to provide a technological background for all liberal arts students, as a basic tool for students entering a wide variety of vocations, and as a preparation for professionals in the computing industry and for graduate study.

LEARNING OUTCOMES

The program in Computer Science and Information Systems has eight core learning outcomes for all majors. Students graduating should:
1. Be able to correctly analyze problems for possible computer solutions; design and implement efficient solutions.
2. Understand how core data structures work; be able to implement and apply them to solve problems.
3. Know how machine instructions are stored and executed; be able to program at the machine/assembly language level.
4. Understand professional ethics and the impact of computers on society.
5. Be able to design a large-scale software system.
6. Be able to communicate and work effectively in a team environment.
7. Be able to design appropriate test data for a given software solution/application.
8. Be able to develop software solutions in more than one high-level language.

Students graduating in Computer Science additionally should:
1. Understand the concept and design of computer architecture components such as adders, ALU, memory, cache, control unit, data path, CPU.
2. Understand the core network protocols and be able to design/implement programs that utilize them.
3. Understand the components of an operating system such as resource scheduling, memory management, process management, security.

Students graduating in Information Systems additionally should:
1. Be able to analyze/understand the informational needs of an organization and to provide a high-level design of an information system.
MAJORS

BACHELOR OF SCIENCE

COMPUTER SCIENCE

Required: 78 units, as follows:

- CPTG 121, 122, 244, 245, 255, 324, 345, 434, 445 & 455
- MATH 131, 132, 133, 231 & 276
- 2 units from CPTG 485 or MATH 485
- 16 additional units from the following (at most 8 from MATH):
  - CPTG 334, 364, 424, 454, 486, 494, 499
  - MATH 361, 362, 461, 462

Required Cognates:
- PHYS 231 & 232

INFORMATION SYSTEMS

Required: 54 units, as follows:

- CPTG 121, 122, 226, 244, 245, 324, 334, 424 & 445
- 2 units from CPTG 485 or MATH 485
- MATH 131
- 12 additional units of upper division computer science or mathematics courses

Required Cognates:
- ACCT 211 & 212
- ECON 254, 255 & 444
- MATH 155 or ECON 341
- MGMT 304 & 356

MINOR

COMPUTER SCIENCE

Required: 36 units, as follows:

- CPTG 121, 122, 244 & 245
- 12 additional units of upper division CPTG
- 8 units of additional coursework, selected with departmental approval

A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

LOWER DIVISION

CPTG 104 Introduction to Information Systems (4)
Conceptual basis of computer operations and logic; introduction to use of word processing, spreadsheet, database, and Internet access software. Applications to both personal and business problems.
Prerequisite: MATH 007 or appropriate score on placement examination

CPTG 117 Problem Solving Using Computer Programming (4)
An introduction to problem solving using computer programming. This course fulfills the general studies foundational mathematics requirement. Topics will be chosen from the history of computing, basic computer operation, algorithms, and programming constructs such as variables, expressions, input/output, data types, control structures, and functions. Does not apply to any mathematics or computer science program, but may be useful for students wanting additional preparation for CPTG 121. Three class periods, one three-hour laboratory per week.
Prerequisite: MATH 007 or appropriate score on placement examination

CPTG 121 Introduction to Computer Science I (4)
Solving problems through structured programming of algorithms on computers, using an object-oriented language. Topics include variables, expressions, input/output, branches, loops, functions, parameters, arrays and strings. Also covers software design, testing and debugging. Three class periods, one three-hour laboratory per week.
Prerequisite: MATH 121

CPTG 122 Introduction to Computer Science II (4)
Structured and object-oriented programming, emphasizing good programming principles and development of substantial programs. Topics include searching and sorting arrays, strings, classes, inheritance, polymorphism, virtual functions, pointers, abstract data types, and libraries. Three class periods, one three-hour laboratory per week.
Prerequisite: CPTG 121

CPTG 226 File Processing (4)
The file processing environment, records and blocking, various file access methods, file maintenance, control systems, and utilities.
Prerequisite: CPTG 122

CPTG 244 Data Structures (4)
Basic data structures such as lists, stacks, queues, priority queues (heaps), binary search trees and hashing. Sorting algorithms. Three class periods, one three-hour laboratory per week.
Prerequisite: CPTG 122

CPTG 245 Computer Organization and Assembly Language Programming (4)
Numbering systems and computer arithmetic. Computer operations, memory organization, addressing modes, and interrupt handlers. Machine language instructions and assembly language programming. Three class periods, one three-hour laboratory per week.
Prerequisite: CPTG 122

COURSES
CPTG 255 Systems and Network Programming (4)
Programming projects using application program interfaces in the operating system and distributed environment. Projects selected from file services, concurrent processes, inter-process communications, sockets, remote procedure calls, TCP/IP, network protocols.
Prerequisite: CPTG 244

CPTG 286 Programming (1-4)
Instruction in a specific computer language for the advanced programmer. May be repeated, provided a different language is used.
Prerequisite: CPTG 122

CPTG 299 Directed Study (1-4)
A lower division level study of topics or problems not covered in courses currently being taught.
Prerequisite: Consent of the department chair

UPPER DIVISION

CPTG 324 Programming Languages (4)
A formal definition of programming languages, including specification of syntax and semantics. Study of the design and implementation of high-level languages. Offered alternate years.
Prerequisites: CPTG 244 & 245

CPTG 334 Systems Analysis (4)
Approaches to the analysis and design of management and information systems. Offered alternate years.
Prerequisite: CPTG 244

CPTG 345 Digital Logic Design (4)
Design of digital systems. Topics include Boolean algebra, combinational and sequential logic design, design and use of arithmetic-logic units, carry-lookahead adders, multiplexors, decoders, comparators, multipliers, flip-flops, registers, and simple memories. Laboratories involve use of hardware description languages, synthesis tools, programmable logic, and hardware prototyping. Three class periods, one three-hour laboratory per week. Offered alternate years.
Prerequisite: CPTG 245

CPTG 364 Analysis of Algorithms (4)
Techniques for the design and analysis of efficient algorithms, including divide-and-conquer, greedy algorithms, and dynamic programming. Applications selected from scheduling, matching, text-pattern processing, combinatorics, graphs, and advanced data structures. Offered alternate years.
Prerequisites: CPTG 244 & MATH 276

CPTG 424 Database Design and Management (4)
Data models, data description languages, query languages, file organization, data security and reliability. Offered alternate years.
Prerequisite: CPTG 244

CPTG 445 Computer Architecture (4)
Computer organization and architecture, RISC, pipelining, memory hierarchy, cache, virtual memory. Offered alternate years.
Prerequisites: CPTG 244 & 245

CPTG 454 Compiler Theory (4)
Fundamentals of compiler design, lexical analysis, parsing, semantic analysis, code generation, and error detection. Offered alternate years.
Prerequisite: CPTG 324

CPTG 455 Software Engineering (4)
Concepts and methodologies of object-oriented analysis and software design. Students will discuss and implement moderately large software systems as team projects. Three class periods, one three-hour laboratory per week. Offered alternate years.
Prerequisites: CPTG 324 or CPTG 334; & ENGL 113 or ENGL 124

CPTG 485 Seminar (0.5-2)
Informal seminars dealing with topics chosen from areas of pure or applied mathematics or computer science, which are not usually covered in regular mathematics or computer science courses. Level of accessibility may vary by topic. May be repeated with new content for additional credit. Four units maximum may be counted on any program in the Department of Mathematics and Computer Science. Cross-listed as MATH 485. May not register for both CPTG 485 and MATH 485 during the same term.
Prerequisite: MATH 131

CPTG 486 Topics in Computer Science (2-4)
Content determined by interests of faculty and students, with specific areas listed in class schedule. May be repeated with new content for additional credit.
Prerequisites: CPTG 244 & 245

CPTG 494 Internship (0-8)
A minimum of 10 weeks of structured and supervised work experience. Credit given for only one internship. May be registered for more than one term. Total credit limited to a maximum of 8 units.
Prerequisites: CPTG 244, 245, 4 units of upper-division CPTG courses & consent of the department chair
Restriction: Limited to juniors and seniors majoring in computer science/information systems

CPTG 499 Directed Study (1-4)
An upper division level study of topics or problems not covered in courses currently being taught. May be repeated for additional credit.
Prerequisites: CPTG 244, 245 & consent of the department chair
Restriction: Limited to majors in the Department of Mathematics and Computer Science
CRIMINAL JUSTICE PROGRAM’S STUDENT LEARNING OUTCOMES

Students who graduate from the program will:

1. Know and understand the basic foundation of the major components of the criminal justice system (i.e., law enforcement, courts, prosecution, and corrections).

2. Identify issues and apply theories and principles of substantive and procedural criminal law that regulate the criminal justice system.

3. Use critical thinking skills to assess and explain theories, policies, practices and processes of the criminal justice system.

4. Identify the major historical and contemporary issues, policies, programs, and events using the lenses of race, ethnicity, culture, gender, and religion.

5. Demonstrate research skills necessary in the criminal justice system including information literacy in searching, analyzing, synthesizing, and reporting data relevant to the field of criminal justice.

6. Demonstrate effective oral and written skills as it applies to the basic knowledge of information technology related to the criminal justice field.

7. Exhibit knowledge of ethical principles and attitudes of professional responsibility in the field of criminal justice.

MISSION STATEMENT AND OBJECTIVES

The Criminal Justice Program provides students with an understanding of the criminal justice system through scientific theories, field studies, research methods and the sociological study of crime, criminal behavior, as well as the policies and systems designed to control criminality. It offers students from various social, racial, ethnic and economic backgrounds a strong base for academic excellence, spiritual growth and successful career development. Additionally, the program provides students an intensive, innovative and comprehensive curriculum in an environment that promotes a continuous culture of pride, respect and community service. Consequently, successful students of the program will integrate practical knowledge gained through coursework, professional integrity as exemplified by the program’s faculty, and the incontrovertible character needed to pursue individual careers within the criminal justice field.

The program offers an interdisciplinary curriculum that provides educational opportunities for students at the baccalaureate levels. The objective of the program is to prepare students to seek entry level positions in the criminal justice system (public and private sector) and/or for admission to graduate programs in law and other related fields. The program also prepares students with a strong foundation for critical, balanced, and responsible administrative responses to the changing dynamics in the field of Criminal Justice.

MAJORS

BACHELOR OF SCIENCE

CRIMINAL JUSTICE

Required: 80 units as follows:

Core Requirement: 48 units as follows:
- CJUS 105, 219, 107, 111, 205, 231, 232, 334, 354, 367, 374, 384, & 437

Breadth Requirement: 24 units chosen from the following courses:

Remaining units from CJUS courses.

Required Cognate:
- UNST 404CJ

Notes:
Individual graduate programs require specific classes. Please consult program-specific entrance requirements.
COURSES

Students in the Criminal Justice Program must receive a grade of C or better in CJUS 105 before proceeding to subsequent Criminal Justice courses.

LOWER DIVISION

CJUS 105 Introduction to the Criminal Justice System (4)
Introduction to the history, philosophy, and function of the major components of the criminal justice system. Topics include an overview of the criminal justice system; the interrelationship of law enforcement, courts, prosecution and corrections; definitions of an explanations for crime; criminal law; and due process of law.

CJUS 107 Correction in America (4)
An in-depth overview of the United States correctional system. Topics include the history, development and functions of jails, prisons, and community-based correctional programs, the processes and people that constitute the primary make up in the correctional system.

CJUS 111 Criminology (4)
An examination into classical and modern perspectives of criminology that include the definition of criminology; biological, sociological, and psychological theories of criminal behavior; and theories of crime pattern and causation of different types of crime, delinquency and recidivism.

CJUS 205 The American Criminal Courts System (4)
An exploration into the federal, state and local court structure of the United States court system. Topics include types of court jurisdiction, due process of defendants, differences between the federal and state courts and the fundamental organizational structure of both systems, and issues such as bail, grand jury, arraignment, plea bargaining, criminal trial, sentencing, and appeals.

CJUS 219 Criminal Justice Colloquium (0.5)
Colloquium devoted to exploring current topics in criminal justice and professional issues in the field. Students register for this colloquium each year of residence as a criminal justice major. S/U grade. May be repeated up to 4 times for credit. Attendance at nine colloquia is required per half-unit of enrollment.

CJUS 231 Criminal Law (4)
Overview of the history and development of substantive criminal law. Topics include the types of crime, common law, statutory law, elements of a crime; accomplice liability, inchoate crimes, crimes against a person and property, principles of justification and excuse of the defendant such as self defense, insanity and diminished capacity.

CJUS 232 Criminal Procedure and the US Constitution (4)
Examination into the procedural due process of law and its protections guaranteed by the United States Constitution. Topics include search and seizure under the Fourth Amendment, prohibition against self incrimination under the Fifth Amendment, the Sixth Amendment right to assistance of counsel, and the legal procedures before trial, during trial and post trial. Prerequisite: CJUS 231

CJUS 295 Directed Research (1-4)
Research project under the direction of a faculty member or an approved off campus research supervisor. May be repeated for additional credit and may extend through a second or third quarter. Approximately 40 clock hours of work per quarter per unit of credit. Prerequisite: CJUS 105, consent of instructor & a minimum GPA of 2.5

CJUS 299 Directed Study (1-4)
Limited to Criminal Justice majors who wish to pursue independent investigations in Criminal Justice under the direction of a program faculty member. Approximately 40 hours of work per quarter per unit of credit. Prerequisite: Consent of Instructor
Restriction: Criminal Justice majors & approval of Program Director.

UPPER DIVISION

CJUS 334 Ethics and the Administration of Criminal Justice (4)
Identifies and explores ethical dilemmas within the criminal justice system. Topics include utilitarianism, ethical formalism, determining moral and ethical behavior, ethical theories and the concerns of administrative justice, management and leadership roles in the various fields of criminal justice, ethics and law enforcement, and other related criminal justice fields.

CJUS 354 Interpersonal Communication for Criminal Justice Professionals (4)
This course develops effective oral and written skills pertinent to the criminal justice system, interview techniques and interrogation techniques. It also demonstrates how individuals can listen respectfully and reflectively, gather information in a non-judgmental manner and communicate in a manner that is effective and necessary in the criminal justice world.

CJUS 367 Cultural Diversity in the Criminal Justice System (4)
A comprehensive discussion of issues related to race, ethnicity and law enforcement in the criminal justice system. Topics include: the definition of race, ethnicity, discrimination and disparities, the relationship between the different race, ethnicity and social class structures in America and examination into the statistical data on crime and punishment related to race.

CJUS 374 Criminal Justice Career Management and Employment Integration (4)
Provides an overview of career opportunities for students pursuing employment in the field of criminal justice. Students will develop professional writing skills needed for applications, cover letters, resumes and interview skills. Focuses on interview strategies, career planning, and exposure to the competitive hiring process for law enforcement including candidate background, written and psychological examinations, and oral interviews.
CJUS 384 Research Methods (4)
Overview of basic techniques in criminal justice research. Topics include data collection strategies, interview techniques, research design, data sampling, report writing, and using statistical tables. Upon completion of this course, students should be able to bridge the gap between theory, research, and practical application on how statistics are used in the field of criminal justice.
Prerequisite: Complete the competency requirement in college mathematics.

CJUS 407 Police Administration (4)
This course examines contemporary policing and its function within the criminal justice system. Students will gain knowledge of the history and structure of policing and understand the central tenants of the criminal justice system including police, courts and corrections.

CJUS 408 Public Policy in Criminal Justice (4)
An overview of the relationship between criminal justice public policy and the criminal justice system examining how public policy stems from contemporary issues. Students will be able to analyze the use of public policy for social change.

CJUS 409 Private Security: Administration, Management and Investigation (4)
Introduction to the private security system. Topics include security management, corporate security, emergency planning, facility safety, asset/intellectual property rights security and loss prevention. Students will also examine the differences between private and public law enforcement agencies in tactics such as information gathering, investigations and arrest.

CJUS 410 Juvenile Justice: Delinquency and the Administration of Justice (4)
A study of the history and legal process of the juvenile justice system. This course examines the patterns and causes of juvenile delinquent behavior, juvenile law, juvenile gangs, and the processes and sentencing as well as understanding the uniqueness of the juvenile court system as compared to the criminal court system.

CJUS 414 Introduction to the California Model Penal Code (4)
Overview of the California Criminal Codes from its roots in American Criminal Codification to its current use in California and its categorizing of certain crimes, sentencing, corrections, rehabilitation and restitution. Review of guidelines for criminal justice practitioners such as judges, lawyers and jurors to access criminal liability, justifiable offenses and defense of crimes.
Prerequisite: CJUS 231

CJUS 424 Probation, Parole and Community Corrections in America (4)
A study of the nature of corrections and the corrections continuum with topics such as history of corrections, correctional ideologies, the court process to corrections, prisons and other correctional facilities, inmate control, alternatives to detention and current problems in the corrections system.

CJUS 429 Criminal Investigations (4)
Beginning with the history of criminal investigations this course introduces students to current tools used by law enforcement in criminal investigations including interviewing witnesses, interrogating suspects, collecting and reviewing evidence and writing reports. Students will understand the importance of an effective investigation within the complexity that law enforcement faces in order to effect appropriate criminal convictions.

CJUS 435 Topics in Criminal Justice
Topics of current issues in criminal justice. See the class schedule each quarter for additional offerings.

CJUS 435A Victimology (4)
Focusing on a group that is less often considered in the field of criminal justice, this course examines various elements of victimology, including the effects of crime on the victim, the concept of victimization, and the relationship between the victim and the offender, the criminal justice system, and other social groups such as media business and social movements.

CJUS 435B Domestic Violence and the Law (4)
Examination of patterns and characteristics of offenders and victims of domestic violence, including its causes as well as its effect on the victim and the abuser. The course includes a review of different approaches law enforcement has taken to deal with domestic violence and victim’s issues and the evaluation methods used for determining the effectiveness of victim assistance programs.

CJUS 437 Rules of Evidence (4)
Overview of the federal rules of evidence and the United States courtroom procedure. Students will be able to explain the presentation of evidence by identifying and understanding the application of the federal rules of evidence. Topics include the types of evidence, relevance, authentication, best evidence rule, hearsay, impeachment, privilege communication, trial objections and more.
Prerequisite: CJUS 231, 232

CJUS 444 White Collar Crime (4)
An introduction into the study of white collar crimes. Topics include types of white collar crimes such as mail, internet and wire fraud, money laundering, bribery, embezzlement, identity theft, computer crimes, corporate liability, insider trading, and insurance fraud.

CJUS 455 Special Topics in Criminal Justice
In depth analysis of different topics in the field of criminal justice. See the class schedule each quarter for additional offerings.

CJUS 455A Introduction to Special Topics in Criminal Justice (4)
As an introduction to special topics in law enforcement, courts and corrections, this class will provide an overview of special topics including, but not limited to, serial killers, homeland security, criminal profiling, death penalty, and police use of force. Students will be expected to research, analyze and present findings on these topics.
CJUS 455B Forensic Science Principles and Crime Scene Investigation (4)
As an introduction to forensic sciences and its application to Criminal investigations, this class includes topics such as forensic photography, firearms and tool mark identification, the examination of questioned documents, hair and fiber analysis, serology, instrumental analysis, forensic pathology and deontology and forensic psychology.

CJUS 455C CyberCrime (4)
A relatively new field is the study of crimes involving the information technology infrastructure. CyberCrime includes, among other things, illegally accessing or interfering, misuse of devices, forgery, electronic fraud, hacking, copyright infringement and cyber-bullying.

CJUS 455D Computer Forensics and Investigations: Hacking and Identity Theft (4)
A study of investigative techniques utilized in the processing and understanding of digital evidence. Students taking this course will study basic computer theory, operating systems, digital information storage methods and how to execute the safe extraction of digital evidence. Also covered are legal issues on evidence, chain of custody and methods of seizing, examining and presenting evidence.

CJUS 455E Terrorism and Homeland Security (4)
A comprehensive view of the history and current trends in foreign and domestic terrorism and current domestic issues facing the country today. Topics include: weapons of mass destruction (chemical, biological, and nuclear) as well as other terrorism activities and other issues that affect domestic security.

CJUS 485 Integrative Internship Program (4,4)
Students that are eligible and approved for this program will be able to work in the field of criminal justice while concurrently enrolled as a student of the Criminal Justice major.
Prerequisite: Approval of Program Director

CJUS 495 Undergraduate Research (1-4)
Original investigation under the direction of a faculty member or an approved off campus research supervisor. May be repeated for additional credit and may extend through a second or third quarter. Approximately 40 clock hours of work per quarter per unit of credit.
Prerequisite: CJUS 384, consent of instructor & a minimum GPA of 3.0
Restriction: Criminal Justice majors & approval of Program Director

CJUS 499 Directed Study (1-4)
Limited to Criminal Justice majors who wish to pursue independent investigations in criminal justice under the direction of a program faculty member. Approximately 40 hours of work per quarter per unit of credit. Requires approval of Program Director.
Prerequisite: Consent of instructor & approval of Program Director

UNST 404C Religious, Moral, & Social Aspects of Criminal Justice (4)
Capstone course integrates the baccalaureate experience into a coherent whole. Students explore significant criminal justice issues, bringing their experience and knowledge to bear on the interaction of their values and skills within the major. In this integrative experience, students take the senior comprehensive exam.
Restriction: Only for Criminal Justice majors with senior standing
COLLABORATING FACULTY

Robert P. Dunn
Emeritus Professor of English (1968)
PhD University of Wisconsin 1970
ReLM School of Theology at Claremont 1977
English renaissance, religion and literature

Elissa Kido
Professor of English (2001)
EdD Boston University 1980
Composition and Rhetoric

Nanci Geriguis-Mina
Instructor in Journalism (1996)
MA La Sierra University 1989
Public relations, news and featured writing

DEGREES OFFERED

- Bachelor of Arts degree in English, with a required emphasis in one of the following areas: literature or writing
- Minors in English & Drama

ENGLISH GRADUATE PROGRAM

The department’s graduate program leading to a Master of Arts degree in English is described in the Graduate Bulletin.

PREPARATION FOR TEACHING

Students interested in learning more about the preparation involved for teaching at the elementary and secondary levels, should refer to the Department of Curriculum and Instruction section in this bulletin.

THE MISSION OF THE ENGLISH AND COMMUNICATION DEPARTMENT

The faculty of the Department of English and Communication recognize that communication, on both the personal and social levels, is the foundation of human interaction. Our mission is to understand ourselves and our world more fully by returning again and again to those linguistic forms which have continually shaped and reshaped us, which define and limit us and then wonderfully set us free—recast in new forms. We take language seriously as a tool of self- and social-understanding, as a means of entry into the life and responsibilities of the adult, the church member, and the citizen, and as a means to professional advancement, yet not so seriously as to overlook the important roles language plays in recreation and entertainment. Finally, the department emphasizes the importance of a liberal arts education with a firmly grounded knowledge of the communication process to prepare students for graduate education and for success in a wide variety of occupations.
OBJECTIVES
The department has three objectives: a) to enhance the creative and critical competency of all students across multiple modes of communication; b) to provide courses that assist students in understanding the complexity of their world by exploring literature and mass media as avenues to truth, social commentary, service, and self-understanding; c) to offer a well-balanced program that examines social and personal responsibilities within literary, theoretical, and cultural frameworks.

ENGLISH LEARNING OUTCOMES
The English and Communication Department has six core learning outcomes for all majors. Students graduating should be able to:
1. Read and listen perceptively, analytically, and empathically.
2. Write (create content) effectively for a variety of styles and genres.
3. Design and deliver effective presentations.
4. Analyze and critically evaluate texts.
5. Demonstrate knowledge of basic rhetorical and critical perspectives from classical traditions through contemporary innovations.
6. Retrieve, evaluate, and employ information.

DIRECTED STUDY POLICY
General provisions: Directed study is strongly discouraged on the undergraduate level. Exceptions will be made only for unusual cases (i.e., transfer students needing requirements, or department majors having taken all required courses) and will be considered, provided that the directed study does not duplicate earlier course work. Students may not take a directed study of a course that is currently being offered. Only English majors may take ENGL 299 and 499.
Approval Procedure: Complete a Directed/Independent Study Request Form, available at Admissions and Records’s office. Submit the form first to the course instructor and then to the advisor, who will in turn present it to the department faculty. The form must be accompanied by a proposal explaining the need for directed study and outlining an intended study plan. Deadline for submitting the request is before the end of the 10th week of the preceding quarter.

ENGLISH AS A SECOND LANGUAGE PROGRAM
An ESL program is available for non-native speakers of English. This program is described under the ESL section in this bulletin.

INTERNSHIPS
Internships in journalism, public relations, radio, television, film, and advertising are available to qualified English and Communication majors. All internships must be approved by the internship director and will be graded on a satisfactory/unsatisfactory basis.

SENIOR EXIT INTERVIEW
Immediately prior to graduating, all seniors will be interviewed by the department chair. The results of the interview will be used by the department to assess its own effectiveness.

SENIOR PORTFOLIO
Students completing a major in English and/or Communication will prepare a portfolio of work that represents their LSU journeys. As part of their portfolio, they will analyze their work in an academic paper, paying particular attention to the department’s learning objectives. Specific requirements of the portfolio will be detailed in UNST 404F. Students will give a presentation over their portfolio to committee of faculty members. The faculty will evaluate the portfolio as an assessment of student’s achievements. The portfolios will also be used by the department to assess its own effectiveness.

MAJORS
BACHELOR OF ARTS

ENGLISH
Core Curriculum: (34 units) Required for all English majors, for literature and writing emphases
Required:
- 16 units from:
  ENGL 210, 211, 212, 213, 224, 225, 246, 414, 487A, 487B
- 8 units from:
- 4 units from:
  ENGL 457, 458, 459
- 4 units from:
  ENGL 482 or ENGL 484
- 2 units from*:
  ENGL 285 and ENGL 485
*See course descriptions for ENGL 285 & 485 for more information.

Required Cognates:
Modern foreign language through level 201

The student chooses one of the following areas of emphasis:

Literature:
Required: 58 units total (28 units upper division) in English, as follows:
- Core Curriculum
- Remaining units to be selected in consultation with advisor

Writing:
Required: 58 units total (28 units upper division) in English, as follows:
- Core Curriculum
- 16 units (not taken in core curriculum) from:
- Remaining units to be selected in consultation with advisor
ENGLISH

Required: 32 units at or above the 200 level (16 units upper division)
chosen in consultation with advisor

DRAMA

Required: 32 units (16 units upper division)

- 17 units, as follows:
  DRAM 246E, DRAM 297A (2 units), DRAM 297B (2 units), DRAM 297F (1 unit), DRAM 491 & DRAM 496

- 15 units of electives, to be chosen from the following:
  ARTS 115, 194B, 334 (1-2 units), 394D
  COMM 264O
  DRAM 297A (1-2 units), 297B (1-2 units), 297C (1-2 units), 297D (1-2 units), 297E (1-2 units), 490, 493, 497A (1-2 units), 497B (1-2 units), 497C (1-2 units), 497D (1-2 units), 497E (1-2 units), 497F (1-2 units), 498
  ENGL 246F, 405D, 414B, 446H, 446P, 446R, 458
  MUED 294
  PEAC 107 (0.5 units), 183 (0.5 units)

*To qualify for the minor, these courses must be taken as classical Greek drama, twentieth-century American drama, and twentieth-century British drama, respectively.

COLLEGE WRITING

These courses do not apply toward a major or minor in English and must be taken in sequence unless the student has transferred from another college and is required to take only a portion of the sequence to satisfy the College Writing requirement.

Students of ENGL 111, 112, 113 are subject to the two-day rule, which states that if a student does not show up for the first two days of class without having contacted the teacher of that class (not the program director) at least 2 days prior to the first day of class, the student's place will not be held and his or her name will be dropped from the roster so that other students on the waiting list can get into the class.

LOWER DIVISION

ENGL 111 College Writing (3)
This course develops critical thinking, reading, and writing essential for college-level papers. Students work on individual writing processes for both expressive and descriptive writing, focusing on organization, logical flow, diction, sentence structure, and standard grammar and usage. Students must earn a C or better to move to ENGL 112. 
Prerequisite: Satisfactory performance on a placement test or SAT Critical Reading score of 550 or higher

ENGL 112 College Writing (3)
This course focuses on academic discourse (explanation, argumentation, persuasion, and incorporation of credible sources) and features of effective writing, including organization, development, use of evidence, logical flow, diction, sentence structure, and standard grammar and usage. Students must earn a C or better to move to ENGL 113. 
Prerequisite: ENGL 111

ENGL 113 College Writing (3)
This course emphasizes the development and use of research skills (in addition to critical thinking, reading, and writing) essential for creating college-level research papers. The course emphasizes writing argumentative, critical, documented, research-based papers using either APA or MLA style.
Prerequisite: ENGL 112
DRAMA

LOWER DIVISION

DRAM 246E Introduction to Acting (4)
A survey of the craft, philosophy, and theory of acting involving close analysis, evaluation, and discussion of a written text in preparation for formal presentations and guided feedback on peer presentations. Through written assignments and a journal, students will respond to both written and performed texts which focus on exploring issues of diversity including race, ethnicity, gender, social class, and religion. Cross-listed as COMM 246E and ENGL 246E.

DRAM 297 Drama Production
Preparation and formal performance of a dramatic production through the English and Communication department. Students may receive credit for a variety of tasks, including acting, lighting, staging, etc. All sections are cross-listed as COMM 297 & as ENGL 297. See below for specific topics.

DRAM 297A Performance (1-2)
Students must successfully audition for a specific role in a production prior to being admitted to this class which involves a public performance at the conclusion of the quarter. Students will learn to pare down extraneous actions and movement to get to the simple, technical base of character, plot, and relationship. Maximum of 4 units can count toward the minor.
Restriction: Students must audition to enter this class

DRAM 297B Technical Production (1-2)
Students gain a basic overview of the technical production of a play as they assist with the design and/or construction of a technical aspect of a production in one or more of the following areas: stage/house management, set construction, lighting, sound, costume, or makeup production. Maximum of 4 units can count toward the minor.

DRAM 297C Technical Design (1-2)
Students work closely with both the director and technical director on a production, in creating the design for a production-specific aspect of the show or on one or more of the following areas: stage/house management, set construction, lighting, sound, costume, or makeup production.
Prerequisite: ARTS 115 or permission of the instructor

DRAM 297D PR & Publications (1-2)
Students work closely with the director(s) on the development of a basic marketing and public relations strategy for a production as they assist in the preparation of a portfolio that will include the following: poster design, printing, and distribution points; ticket design, printing, and sales; playbill design, writing, editing, and printing; creation of a press kit with press releases and rehearsal photos and distribution.
Prerequisite: ARTS 194B

DRAM 297E Directing (1-2)
Students work closely with an ensemble of actors and technical crew in a collaborative environment to create a live show or film for public performance.

DRAM 297F Play Reading (1-2)
Students gain both a theoretical framework for directing a play, along with practical experience as they learn about various theories of play direction. Students also read a wide-selection of one-act plays, in preparation to direct for the Festival of One-Acts or the Festival of New Works.

UPPER DIVISION

DRAM 490 Advanced Acting (4)
Fundamental acting preparation, including performance exercises, breathing and diction techniques, text interpretation, and scene rehearsal. Cross-listed as ENGL 490.
Prerequisites: DRAM 246E & 2 units of DRAM 297A or 497A

DRAM 491 Directing (4)
Study of production process, script interpretation, and interaction with designers and actors, leading to the presentation of selected scenes. Cross-listed as ENGL 491.
Prerequisites: DRAM 246E, DRAM 297F & 4 units at the 200-level in English & ENGL 113 or ENGL 124 or permission of instructor

DRAM 493 Production Design (4)
A practical introduction to the stagecraft of lighting, costume, set design. Cross-listed as ENGL 493.
Prerequisites: 2 units of DRAM 297B or 497B

DRAM 496 History and Theory of Drama (4)
The course provides an introduction to the history and development of theater. Students will gain exposure to various cultures in social, historical, and geographical context through study of the world of artistic and literary expression as it is revealed through the art of theater. Emphasis is placed on the student exploring the various ways changes in technology and a changing worldview affect the theater of a given period and reflect the behavior and responsibilities of individuals and societies. The course is designed to enable the student to develop their understanding of theatrical history and form through lectures, play script readings, and attending theatrical performances. Students will conduct a major individual research project that requires the formulating, organizing, and communicating the original ideas and information in a paper and formal presentation. Students will also collaborate on short projects, presenting the results of their reflection, analysis, and critical thinking in oral presentations. Cross-listed as ENGL 496.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124 or permission of instructor

DRAM 497 Drama Production
Preparation and formal performance of a dramatic production through the English and Communication department. Students may receive credit for a variety of tasks, including acting, lighting, staging, etc. All sections cross-listed as COMM 497 & as ENGL 497. See below for specific topics.
Restriction for all sections: Only for students with junior or senior standing

DRAM 497A Advanced Performance (1-2)
Students must successfully audition for a specific role in a production prior to being admitted to this class which involves the analysis and rehearsal of a complex or leading role that requires
the student to critically read and analyze a substantial text in preparation for performance.  
Prerequisite: DRAM 297A or permission of the instructor  
Restriction: Students must audition to enter this class.

DRAM 497B Advanced Technical Production (1-2)  
Students work closely with both the director and technical director on a production, in creating the design for a production-specific aspect of the show or on one or more of the following areas: stage/house management, set construction, lighting, sound, costume, or makeup production.  
Prerequisite: DRAM 297B or permission of the instructor

DRAM 497C Advanced Technical Design (1-2)  
Students work closely with both the director and technical director to refine the skills learned in 297C, in creating the design for a production-specific aspect of a show or on one or more of the following areas: stage/house management, set construction, lighting, sound, costume, or makeup production.  
Prerequisites: ARTS 115 & DRAM 297C or permission of the instructor

DRAM 497D Advanced PR & Publications (1-2)  
Students work closely with the director(s) on the development of a basic marketing and public relations strategy based on research conducted for a production which also involves overseeing the preparation of a portfolio that will include the following: poster design, printing, and distribution points; ticket design, printing, and sales; playbook design, writing, editing, and printing; creation of a press kit with press releases and rehearsal photos and distribution information.  
Prerequisites: ARTS 194B & DRAM 297D or permission of the instructor

DRAM 497E Advanced Directing (1-2)  
Students work closely with an ensemble of actors and technical crew in a collaborative environment to create a live show or film for public performance, refining skills learned in 297E.  
Prerequisites: DRAM 491 & 297E or permission of the instructor

DRAM 497F Advanced Play Reading (1-2)  
Students study the theory and practice of play direction, designed to familiarize the student with the skills necessary to lead a cast and technical crew. Includes the study of elements such as play selection and analysis; collaboration with the cast, designers, stage managers, and dramaturge; casting and rehearsal technique and management; and aesthetic, ethical, and economic concerns. Students also read a wide selection of one-act plays in preparation to direct for the Festival of One-Acts or the Festival of Original Works.  
Prerequisite: DRAM 297F or permission of the instructor

DRAM 498 Drama Workshop (4)  
Classroom rehearsal and staging of selected scenes and one-act plays. Cross-listed as ENGL 498.  
Prerequisites: DRAM 246E & 2 units of DRAM 297A or DRAM 297B

LITERATURE, WRITING & DRAMA

LOWER DIVISION

ENGL 124 Freshman Seminar in Writing (4)  
Gives the well-prepared student an opportunity to read and evaluate more challenging material and write more sophisticated papers than is characteristic of those written for the College Writing sequence. Students performing at a grade level of B or better will not be required to take additional College Writing classes. Students receiving B- or lower must take ENGL 112 and 113. ENGL 124 may not be repeated. Does not apply toward a major or minor in English.  
Prerequisites: Satisfactory performance on a placement test & consent of the instructor

ENGL 150 Experience Literature (4)  
This course functions as an introduction to the genres of poetry, fiction, and drama, focusing on literature as a way of defining and exploring human experience, and introducing students to basic literary concepts such as plot structure, point of view, voice, characterization, imagery, major verse forms, tragedy, etc. Students will gain experience in reading, analyzing, and writing about literature. The course may be taught thematically. This course is designed for non-majors and does not apply toward the requirements for a major in English.  
Prerequisite: Placement into ENGL 111

ENGL 205 Introduction to Creative Writing (4)  
Introduction to Creative Writing is an introduction to writing poetry, fiction, and literary nonfiction. Students will explore the craft of creative writing, learning traditional literary techniques and experimenting with new forms and styles. They will exercise their critical thinking skills and develop the ability to read as writers. They will be asked to write and revise regularly and will complete a portfolio in each genre.  
Prerequisite: ENGL 113 or ENGL 124

ENGL 210 Survey of British Literature I: To 1600 (4)  
An introduction to the reading and analysis of major literary genres, authors, and works, focusing on British literature from the Middle Ages through the Elizabethan era.  
Prerequisite: ENGL 113 or ENGL 124

ENGL 211 Survey of British Literature II: 1600-1800 (4)  
An introduction to the reading and analysis of the major literary genres, authors, and works, focusing on British literature from the Metaphysical Poets through the Neoclassical period.  
Prerequisite: ENGL 113 or ENGL 124

ENGL 212 Survey of British Literature III: 1800-1890 (4)  
An introduction to the reading and analysis of the major literary genres, authors and works, focusing on British literature in the Romantic and Victorian periods.  
Prerequisite: ENGL 113 or ENGL 124

ENGL 213 Survey of British Literature IV: 1890-Present (4)  
An introduction to the reading and analysis of the major literary genres, authors and works, focusing on British and post-colonial literature of the late Victorian period to the present.  
Prerequisite: ENGL 113 or ENGL 124
ENGL 224 Survey of American Literature I: To 1860 (4)
An introduction to the reading and analysis of the major literary genres, authors, and works, focusing on American literature from the Colonial period to the Civil War.
Prerequisite: ENGL 113 or ENGL 124

ENGL 225 Survey of American Literature II: 1860 to Present (4)
An introduction to the reading and analysis of the major literary genres, authors, and works, focusing on American literature from the Civil War to the present.
Prerequisite: ENGL 113 or ENGL 124

ENGL 238 Introduction to Writing for the Print Media (4)
Introduction to basic skills of print news writing, news-gathering, interviewing, news judgment, and construction of print news stories. Social responsibility and ethical framework for journalists is emphasized. Ability to use word processing software required. Cross-listed as COMM 238.
Prerequisite: ENGL 113 or ENGL 124

ENGL 246 Literary Forms and Ideas (4)
Varied content from quarter to quarter, with specific areas listed in the class schedule. Applies toward a major in English. May be repeated for new content. Certain sections are cross-listed as DRAM 246.
Prerequisite for some sections: ENGL 113 or ENGL 124

ENGL 246E Introduction to Acting (4)
A survey of the craft, philosophy, and theory of acting involving close analysis, evaluation, and discussion of a written text in preparation for formal presentations and guided feedback on peer presentations. Through written assignments and a journal, students will respond to both written and performed texts which focus on exploring issues of diversity including race, ethnicity, gender, social class, and religion. Cross-listed as COMM 246E and DRAM 246E.

ENGL 285 English Colloquium (1)
Lower division course required of all majors. Discussion of issues pertinent to the discipline and with a goal of intellectual engagement. A student with three or more years of residence requires 1.0 unit of 285 and 1.0 unit of 485. Cross-listed as COMM 285.
Prerequisite: ENGL 113 or ENGL 124

ENGL 297 Drama Production
Preparation and formal performance of a dramatic production through the English and Communication department. Students may receive credit for a variety of tasks, including acting, lighting, staging, etc. All sections are cross-listed as COMM 297 & as DRAM 297. See below for specific topics.

ENGL 297A Performance (1-2)
Students must successfully audition for a specific role in a production prior to being admitted to this class which involves a public performance at the conclusion of the quarter. Students will learn to pare down extraneous actions and movement to get to the simple, technical base of character, plot, and relationship. Maximum of 4 units can count toward the minor.
Restriction: Students must audition to enter this class

ENGL 297B Technical Production (1-2)
Students gain a basic overview of the technical production of a play as they assist with the design and/or construction of a technical aspect of a production in one or more of the following areas: stage/house management, set construction, lighting, sound, costume, or makeup production. Maximum of 4 units can count toward the minor.

ENGL 297C Technical Design (1-2)
Students work closely with both the director and technical director on a production, in creating the design for a production-specific aspect of the show or on one or more of the following areas: stage/house management, set construction, lighting, sound, costume, or makeup production.
Prerequisite: ARTS 115 or permission of the instructor

ENGL 297D PR & Publications (1-2)
Students work closely with the director(s) on the development of a basic marketing and public relations strategy for a production as they assist in the preparation of a portfolio that will include the following: poster design, printing, and distribution points; ticket design, printing, and sales; playbook design, writing, editing, and printing; creation of a press kit with press releases and rehearsal photos and distribution.
Prerequisite: ARTS 194B

ENGL 297E Directing (1-2)
Students work closely with an ensemble of actors and technical crew in a collaborative environment to create a live show or film for public performance.

ENGL 297F Play Reading (1-2)
Students gain both a theoretical framework for directing a play, along with practical experience as they learn about various theories of play direction. Students also read a wide-selection of one-act plays, in preparation to direct for the Festival of One-Acts or the Festival of New Works.

ENGL 297G Festival Direction (1-2)
Refines news writing skills acquired in COMM 238, extending to

ENGL 299 Directed Study (1-4)
Lower division independent study in consultation with an advisor. May be repeated for additional credit to a maximum of 4 units. See policy listed above.
Prerequisite: Consent of the instructor and ENGL 113 or 124

UPPER DIVISION

Most upper division courses are offered alternate years. Please check schedule with advisor.

ENGL 304 Advanced Expository Writing (4)
Advanced study of writing forms with particular emphasis on creative nonfiction and argument. An application of purpose, audience, rhetorical modes and devices enables students to develop voice and effective expression of ideas. Cross-listed as COMM 304.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 338 Advanced Writing for Print Media (4)
Refines news writing skills acquired in COMM 238, extending to
cross-media content, copy-editing and print production layout, headline and caption writing, the analyses of major 20th century journalists. Assignments in the shorter forms of general and specialized media feature stories including: the profile, the light feature, the news feature, and the in-depth story. Cross-listed as COMM 339. Prerequisite: ENGL 238

ENGL 339 Writing for the Digital Media (4)
Application of the fundamental media writing skills acquired in ENGL 238 (and ENGL 338) to the special needs of digital media. Digital media differ from print media in three significant ways: the medium itself, the addition of audio and motion content, and the non-linear nature of many digital media products. Planning, writing and developing digital media products will be the focus. Also emphasizes basic technical skills for digital audio and video as well as web page creation. Basic computer skills required. Cross-listed as COMM 339. Offered alternate years. Prerequisite: ENGL 238

ENGL 364 Topics in English (4)
Course designed for non-majors on various current topics in English. May be repeated with new content for additional credit. Typically taught as an evening class. Course does not apply toward requirements for a major or minor in English. Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 405 Creative Writing
Advanced theoretical and practical application of writing techniques. Focus is provided in a genre. All sections are cross-listed as COMM 405.

ENGL 405A Short Story (4)
In order to inform and inspire the students in the production of their own original works, a selection of short stories from different periods and styles are read, discussed, and then responded to in written assignments. Students will read numerous short stories by masters of the craft, watching and listening for the ways they shape their fiction in order to better develop their own skills. Prerequisite: ENGL 113 or ENGL 124

ENGL 405B Poetry (4)
While investigating the methods of the great poets of the Romantic, Modern, and Contemporary eras, students will write their own original verse with an eye towards form, rhyme, and imagery. Prerequisite: ENGL 113 or ENGL 124

ENGL 405C Playwriting (4)
Advanced theoretical and practical application of playwriting techniques. While consulting models from a variety of historical eras, writers will brainstorm, draft, and revise a full one-act play. Techniques of character invention, plot construction, and dialogue will be practiced in a workshop setting. Cross-listed as COMM 405C. Prerequisite: ENGL 113 or ENGL 124

ENGL 405D Screenwriting (4)
Advanced theoretical and practical application of scriptwriting techniques. Film, television, and radio scripts are the focus of the course. Techniques of narrative and documentary storytelling will be emphasized equally with media and format standards. Students will complete a variety of scripts for different media and genres during the quarter. Cross-listed as COMM 405D. Prerequisite: ENGL 113 or ENGL 124

ENGL 405E Humor Writing (4)
Students will be introduced to technical humor terms. They will read work by writers at the top of their game and will examine what makes the pieces funny, paying attention to how written humor differs from visual humor. For the first half of the quarter, students will write a flash humor piece each week, which they will share with their classmates. The second half of the class will be devoted to formal workshops. This is a reading and writing intensive class. Cross-listed as COMM 405E. Prerequisite: ENGL 113 or ENGL 124

ENGL 405F The Long Project (4)
Students will consider what it means to tell a story for the larger canvas—be it fiction or memoir. Students will read books in each, examining such craft issues as structure, point of view, plot, theme, and characterization. Students will write a book proposal and two sample chapters. Cross-listed as COMM 405F. Prerequisite: ENGL 113 or ENGL 124

ENGL 406 Writing for Publication (4)
Focuses on writing processes of professional writers, writing venues, analysis of publication specifications, revision strategies, and working in a community of writers. Students are expected to produce/revise and submit a piece to a publication at the end of the course. Cross-listed as COMM 406. Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 407 Writing for Children (4)
Focuses on fundamental tools and techniques of writing for children and their practical application. Students will work on a number of projects as they develop their individual style and creativity through written assignments. Cross-listed as COMM 407. Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 410 Literary Genres (4)
Considers various genres of literature in English including poetry, the essay, drama, film, autobiography, the novel, short story, etc. May be repeated for new content. Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 414 World Literature (4)
Study of masterpieces of classical and/or world literature in English translation. May be repeated for new content. Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 415 Literature for Children
A two-quarter review of children's literature, pre-1940 and post-1940. Emphasis on evaluation, genres, cultural diversity, and literary merit. Completion of either course fulfills State Teacher Credential requirement, K-6.
ENGL 415A Classic Children's Literature (4)
This course examines the genre of children's literature from the
time that stories and books were written specifically for chil-
dren through the first half of the 20th century. It will also focus
on trends in children's literature during this time (particularly
gender presentation), the role of traditional literature, and the
relationship between literature for children and society.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 415B Modern Children's Literature, Post 1940 (4)
This class is designed to introduce students to a wide range of
literature written for children. Emphasis will be placed on reading
and evaluating modern children's books (pre-school to reading
level 5) through investigation of significant authors and works,
diverse genres, problem areas, literary merit, etc.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 416 Young Adult Literature (4)
An examination of adolescent literature, focusing on genres, cultural
diversity, literary elements, and problem areas. Required for State
Teacher Credential, 7-9.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 425 Major American Authors or Movements (4)
The course focuses on a major figure or group in American literature.
May be repeated for new content.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 445 Biblical Literature (4)
An introduction to the reading of the Bible from the standpoint of a
literary critic, with an assessment of the importance of the influence
of the Bible on Western literature. Required for Seventh-day Adventist
Secondary Teacher Credential.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 446 Major British Authors or Movements (4)
An examination of a major figure, group, movement, or period in Brit-
ish literature. May be repeated for new content.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 457 Chaucer (4)
A study primarily of the "General Prologue" and selected stories in The
Canterbury Tales. Not offered every year.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 458 Shakespeare (4)
An introduction to the dramatist through representative comedies,
tragedies and histories.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 459 Milton (4)
An intensive study of Milton's early poetry and drama, prose, and his
three major epic works. Not offered every year.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 465 Topics in English (4)
Seminars in various current topics in English. Specific topics listed in
class schedule. May be repeated with new content for additional
credit.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 466 Topics in Film (4)
Seminars in various film topics. Specific topics listed in class schedule.
May be repeated with new content for additional credit. Cross-listed as COMM 466.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 467 Topics in Drama (4)
Seminars in various drama topics. Specific topics listed in class sched-
ule. May be repeated with new content for additional credit.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 482 Advanced Grammar and Style (4)
Study of traditional, structural, and transformational grammars with
additional emphasis on standard American usage rules and stylistic
features; taught especially for prospective teachers and writers. Offered alternate years.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 484 Language and Linguistics (4)
Major descriptions of the origins, development, and grammar of mod-
ern English, with additional emphasis on phonology, morphology,
syntax, semantics, and the acquisition of language. Offered alternate
years.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 485 English Colloquium (1)
Upper division course required of all majors. Discussion of issues perti-
ent to the discipline and with a goal of intellectual engagement.
A student with three or more years of residence requires 1.0 unit of 285
and 1.0 unit of 485. Cross-listed as COMM 485.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124

ENGL 487A Classical Rhetoric and Criticism (4)
A consideration of the formative theories of persuasion and interpreta-
tion, dating from the Greek, Roman, and early Christian eras. Particular
emphasis is given to the relevance of classical theory to contemporary
rhetoric and literature. Offered alternate years. Cross-listed as COMM
487A and PHIL 487A.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124
ENGL 487B Contemporary Literary Criticism (4)
An examination of modern and post-modern literary theory, including the schools of formalism, psychoanalysis, feminism, post-structuralism, and cultural criticism. Readings survey the writers, philosophers, and social commentators whose contributions shaped and continue to shape current methodologies of interpretation. Offered alternate years. Cross-listed as PHIL 487B.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124.

ENGL 490 Advanced Acting (4)
Fundamental acting preparation, including performance exercises, breathing and diction techniques, text interpretation, and scene rehearsal. Cross-listed as DRAM 490.
Prerequisites: DRAM 246E & 2 units of DRAM 297A or DRAM 497A.

ENGL 491 Directing (4)
Study of production process, script interpretation, and interaction with designers and actors, leading to the presentation of selected scenes. Cross-listed as DRAM 491.
Prerequisites: DRAM 246E, DRAM 297F & 4 units at the 200-level in English & ENGL 113 or ENGL 124 or permission of instructor.

ENGL 493 Production Design (4)
A practical introduction to the stagecraft of lighting, costume, set design. Cross-listed as DRAM 493.
Prerequisites: 2 units of DRAM 297B or 497B.

ENGL 494 Internship (2-4)
On-the-job experience arranged and supervised for students. Graded on a Satisfactory/Unsatisfactory basis. Maximum of 8 units.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124.
Restriction: Only for students with junior or senior standing.

ENGL 496 History and Theory of Drama (4)
The course provides an introduction to the history and development of theater. Students will gain exposure to various cultures in social, historical, and geographical context through study of the world of artistic and literary expression as it is revealed through the art of theater. Emphasis is placed on the student exploring the various ways changes in technology and a changing worldview affect the theater of a given period and reflect the behavior and responsibilities of individuals and societies. The course is designed to enable the student to develop their understanding of theatrical history and form through lectures, play script readings, and attending theatrical performances. Students will conduct a major individual research project that requires the formulating, organizing, and communicating the original ideas and information in a paper and formal presentation. Students will also collaborate on short projects, presenting the results of their reflection, analysis, and critical thinking in oral presentations. Cross-listed as ENGL 496.
Prerequisites: 4 units at the 200-level in English & ENGL 113 or ENGL 124 or permission of instructor.

ENGL 497 Drama Production
Preparation and formal performance of a dramatic production through the English and Communication department. Students may receive credit for a variety of tasks, including acting, lighting, staging, etc. All sections are cross-listed as COMM 497 & as DRAM 497. See below for specific topics.
Restriction for all sections: Only for students with junior or senior standing.

ENGL 497A Advanced Performance (1-2)
Students must successfully audition for a specific role in a production prior to being admitted to this class which involves the analysis and rehearsal of a complex or leading role that requires the student to critically read and analyze a substantial text in preparation for performance.
Prerequisite: DRAM 297A or permission of the instructor.
Restrictions: Students must audition to enter this class & must have junior or senior standing.

ENGL 497B Advanced Technical Production (1-2)
Students work closely with both the director and technical director on a production, in creating the design for a production-specific aspect of the show or on one or more of the following areas: stage/house management, set construction, lighting, sound, costume, or makeup production.
Prerequisite: DRAM 297B or permission of the instructor.
Restriction: Only for students with junior or senior standing.

ENGL 497C Advanced Technical Design (1-2)
Students work closely with both the director and technical director to refine the skills learned in 297C, in creating the design for a production-specific aspect of a show or on one or more of the following areas: stage/house management, set construction, lighting, sound, costume, or makeup production.
Prerequisites: ARTS 115 & DRAM 297C or permission of instructor.
Restriction: Only for students with junior or senior standing.

ENGL 497D Advanced PR & Publications (1-2)
Students work closely with the director(s) on the development of a basic marketing and public relations strategy based on research conducted for a production which also involves overseeing the preparation of a portfolio that will include the following: poster design, printing, and distribution points; ticket design, printing, and sales; playbook design, writing, editing, and printing; creation of a press kit with press releases and rehearsal photos and distribution information.
Prerequisites: ARTS 194B & DRAM 297D or permission of the instructor.
Restriction: Only for students with junior or senior standing.

ENGL 497E Advanced Directing (1-2)
Students work closely with an ensemble of actors and technical crew in a collaborative environment to create a live show or film for public performance, refining skills learned in 297E.
Prerequisites: DRAM 491 & 297E or permission of the instructor.
Restriction: Only for students with junior or senior standing.

ENGL 497F Advanced Play Reading (1-2)
Students study the theory and practice of play direction, designed to familiarize the student with the skills necessary to lead a cast.
and technical crew. Includes the study of elements such as play selection and analysis; collaboration with the cast, designers, stage managers, and dramaturge; casting and rehearsal technique and management; and aesthetic, ethical, and economic concerns. Students also read a wide selection of one-act plays in preparation to direct for the Festival of One-Acts or the Festival of Original Works.

Prerequisite: DRAM 297F or permission of the instructor
Restriction: Only for students with junior or senior standing

**ENGL 498 Drama Workshop (4)**
Classroom rehearsal and staging of selected scenes and one-act plays.
Cross-listed as DRAM 498.
Prerequisites: DRAM 246E and 2 units of DRAM 297A or DRAM 297B

**ENGL 499 Directed Study (1-4)**
Upper division independent study in consultation with an advisor. See policy above.
Prerequisites: 4 units of 200-level English course & ENGL 113 or ENGL 124
Restriction: Only for students with junior or senior standing

**UNST 404F Religious, Moral & Social Aspects of English (4)**
A review and critique of mimetic, theological, and communication theories in an attempt to understand how belief is created, expressed, and sustained. Does not apply to a major or minor. UNST 404E is for Communications majors only; UNST 404F is for English majors only.
Restriction: Students must be seniors
PREPARATION FOR TEACHING
Students interested in learning more about the preparation involved for teaching at the elementary and secondary levels, should refer to the Department of Curriculum and Instruction section in this bulletin.

OBJECTIVES AND FUNCTIONS
The department of Health and Exercise Science seeks to advance the mission of the University through the following objectives and functions.

1. Promote the philosophy of life that emphasizes the health of the whole person in healthy communities.
2. Offer undergraduate degrees and certificate programs that prepare students for careers as physical educators, health educators, coaches, and managers of health facilities. These programs also prepare students for further study in graduate and professional schools.
3. Provide instruction and guidance in a variety of physical, recreational, and intramural activities.

DEPARTMENTAL LEARNING OUTCOMES

1. Demonstrate critical thinking skills in addressing discipline-based questions through effective oral and written communication skills using appropriate APA style in various forms appropriate to both professional and community audiences.
2. Demonstrate knowledge and skills of research principles and methodologies relevant to the discipline while using valid sampling techniques with appropriate data collection and analysis.
3. Use an array of technologies to support the process of inquiry and its outcomes.
4. Demonstrate the ability to apply knowledge and skills through experiential learning opportunities.
5. Be familiar with standards, ethics, and expectations of professional communities related to human movement and health.

Exercise Science:
1. Examine and analyze physical activity and motor skill performance as they relate to the physiological, psychological, and social responses and adaptations to exercise.
2. Integrate learned competencies and skills as part of prescribed integrative learning activities and experiences throughout the curriculum.
3. Describe the reciprocal relationship between sport and the philosophical, historical, or sociological perspectives of society.

Health Science:
1. Recognize how the social, cultural, economic, political, and biological environments affect personal and community health.
2. Describe the US health profile, including key indicators, determinants, disparities, access to health services, and both historical and contemporary trends and implications.
3. Understand the role of research, evaluation, and the use of data in health promotion, disease prevention, and health services.
MAJORS

BACHELOR OF SCIENCE

EXERCISE SCIENCE
The Exercise Science major provides students opportunities in two directions:
1. Further study in graduate and/or professional schools such as medicine, dentistry, physical therapy, and optometry; and
2. Entry-level positions in the fitness industry, education, coaching, aquatics, and parks and recreation.

Core Curriculum: (16 units) Required of all students majoring in Exercise Science
   Required:
   • HLED 214, 215, 426, 444
   • PETH 344

The student chooses one of the following areas of concentration:

Physical Education:
   Required: 69 units, as follows:
   • Exercise Science Core Curriculum
   • HLED 429 (4 units)
   • PEAC 108, 109, 290 (3 units), & 291 (3 units)
   • PETH 301, 302, 303, 304, 305, 306, 384, 408, 414, 418C, 424, 427 & 485
   Required Cognates:
   BIOL 131 & 132

Scientific Basis:
   Required: 66 units, as follows:
   • Exercise Science Core Curriculum
   • HLED 429 (2 units)
   • 3 courses to be selected from the following HLED/PETH courses:
     HLED 225, 317, 467, PETH 408, 418C, 424, 427
   • BIOL 131 & 132
   • BIOL 111, 111L, 112, 112L, 113 & 113L
   • HLED 426
   Required Cognates:
   BIOL 131 & 132

Wellness Management:
   Required: 64 units, as follows:
   • Exercise Science Core Curriculum
   • ACCT 211
   • BIOL 131, 132
   • HLED 225
   • MGMT 304
   • MKTG 305
   • PEAC 108, 109, 112 & 183
   • PETH 408
   • Remaining units selected in consultation with advisor

HEALTH SCIENCE
The Health Science major provides the solid foundation required for admission into various graduate and professional programs of study such as dentistry, medicine, physician's assistant, pharmacy, administration, social work, nutrition, and related public health fields. It also prepares students for entry-level careers in public health. Various field experiences further enrich the major.

Core Curriculum: (27 units) Required of all students majoring in Health Science
   Required:
   HLED 214, 225, 250, 275, 317, 350, 429, 467 & 476

The student chooses one of the following areas of concentration:

Bio-Health Science:
   Required: 73 units, as follows:
   • Health Science Core Curriculum
   • BIOL 111, 111L, 112, 112L, 113 & 113L
   • HLED 426
   Required Cognates: 14 units, as follows:
   • BIOL 131 & 132
   • MATH 131

Globalization and International Health:
   Required: 70 units, as follows:
   • Health Science Core Curriculum
   • ANTH 215
   • BIOL 111, 111L, 112, 112L, 113 & 113L
   • ECON 254
   • GEOG 276
   • HLED 375 (3 units), 430 & 490
   • 8 units of electives, with a focus on one of the following:
     anthropology, the environment, or a health-related theme
   Required Cognates: 18 units, as follows:
   • CHEM 111, 111L, 112 & 112L
   • PHYS 117
   • SOCI 374

Health Care Management:
   Required: 73 units, as follows:
   • Health Science Core Curriculum
   • ACCT 211 & 212
   • ECON 254
   • FNCE 354
   • HLED 375, 444 & 475
   • MGMT 304 & 344
   • MKTG 305
   • PEAC ___ & ___ (2 activity courses)
   • 6-7 HLED elective units selected in consultation with advisor
   Required Cognates: 16 units, as follows:
   • BIOL 107
   • CPTG 104
   • SOCI 307
   • SOWK 214
Health Promotion & Education:
Required: 71 units, as follows:
• Health Science Core Curriculum
• COMM 206 or 237; & 238
• HLED 314, 414, 444 & 375 and 475
• SOWK 214
• 16 elective units selected from a specified list:
  COMM 338, 339
  EDCI 204
  HLED 300, 330, 416, 417, 425, 430
  PEAC _____ (up to two activity classes)
  PSYC 344, 364, 414, 482
  SOWK 215

Required Cognates: 20 units, as follows:
• BIOL 107, 185
• CHEM 102, 102L, 103 & 103L
• CPTG 104

MINORS

PHYSICAL EDUCATION
Required: 30 units (15 upper division)
Recommended:
  PETH 301, 302, 303, 304, 305, 306

HEALTH SCIENCE
Required: 30 units (15 upper division), as follows:
  HLED 214, 317, 414 & 444
Recommended:
  HLED 314, 416, 467, 476

COURSES

A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

EXERCISE SCIENCE

LOWER DIVISION

PEAC 101-199 Physical Education Activity (0.5-2)
Motor and cognitive skills and physiological development; adaptive programs as needed. Up to 12 courses applicable toward a baccalaureate degree.

PEAC 101 Swimming I (non-swimmer)
PEAC 102 Swimming II
PEAC 106 Scuba Diving
PEAC 107 Water Aerobics
PEAC 108 Lifeguarding
PEAC 109 Water Safety
PEAC 110 Independent Activities

PEAC 112 Weight Training I
PEAC 113 Jogging
PEAC 115 Aerobic Swimming
PEAC 116 Gymnastics
PEAC 117 Yoga
PEAC 118 Circuit Training

PEAC 120 Lifetime Fitness (2 units)
The components of, the necessity for, and the development of physical fitness/wellness. Includes concepts of cardiovascular endurance, strength, flexibility, weight control, nutrition, stress management, exercise cautions, and exercise prescription. Lecture, assessment, and exercise laboratory. Students must register for the class and the lab in the same quarter.

PEAC 124 Pilates
PEAC 125 Canoeing and Kayaking
PEAC 129 Aerobic Games
PEAC 130 Snow Skiing I
PEAC 132 Snowboarding
PEAC 140 Volleyball I
PEAC 142 Volleyball II (Team)
PEAC 144 Baseball
PEAC 145 Basketball I
PEAC 146 Basketball II (Team)
PEAC 148 Flagball
PEAC 149 Track and Field
PEAC 150 Soccer I
PEAC 151 Soccer II (Team)
PEAC 154 Softball
PEAC 161 Badminton I
PEAC 164 Racquetball
PEAC 165 Tennis I
PEAC 167 Tennis II (Team)
PEAC 171 Golf I
PEAC 177 Backpacking
PEAC 179 Rock Climbing I
PEAC 180 Rock Climbing II
PEAC 183 Aerobic Rhythms I
PEAC 184 Aerobic Rhythms II
PEAC 197 Wilderness Survival (2)

PEAC 290 Individual Activities I (1-3)
Skill instruction, methods, and teaching progression of badminton, golf, and tennis. Three units are required for Physical Education majors. Each activity is for one unit.

PEAC 291 Individual Activities II (1-3)
Skill instruction; methods and teaching progression of gymnastics (for 2 units), self-defense (for 0.5 units), and outdoor education (for 0.5 units). Three units are required for Physical Education majors.

PETH 299 Directed Study (1-4)
Lower division course, with an emphasis in study, completed in consultation with an advisor.

UPPER DIVISION

PETH 301 Technique and Theory of Flagball (1-3)
Students engage in skill instruction and analysis; learn officiating techniques; and discuss the materials, methods, and teaching progression of flagball. Offered odd fall quarters (2011).
PETH 302 Technique and Theory of Soccer (1-3)
Students engage in skill instruction and analysis; learn officiating techniques; and discuss the materials, methods, and teaching progression of soccer. Offered odd winter quarters (2011).

PETH 303 Technique and Theory of Basketball (1-3)
Students engage in skill instruction and analysis; learn officiating techniques; and discuss the materials, methods, and teaching progression of basketball. Offered even winter quarters (2012).

PETH 304 Technique and Theory of Volleyball (1-3)
Students engage in skill instruction and analysis; learn officiating techniques; and discuss the materials, methods, and teaching progression of volleyball. Offered even fall quarters (2012).

PETH 305 Technique and Theory of Baseball/Softball (1-3)
Students engage in skill instruction and analysis; learn officiating techniques; and discuss the materials, methods, and teaching progression of baseball and softball. Offered odd spring quarters (2011).

PETH 306 Technique and Theory of Track and Field (1-3)
Students engage in skill instruction and analysis; learn officiating techniques; and discuss the materials, methods, and teaching progression of track and field events. Offered even spring quarters (2012).

PETH 308 Elementary School Physical Education (3)
Methods and principles for teaching physical education to grade levels K-12, and the techniques for implementing classroom strategies. Emphasis is placed on teaching skills concerning basic movement, fundamental rhythmic activities, and sports. Offered spring quarters.

PETH 408 Management of Physical Education and Sport (4)
Principles and policies applied to programs, staff, facilities, and equipment. Includes health, recreation, intramurals, and sport. Offered even winter quarters (2012).

PETH 414 Principles of Coaching (2)
The psychological, sociological, and philosophical perspectives of coaching a sports team. Offered even fall quarters (2012).

PETH 418 Topics in Exercise Science (1-4)
Course content may vary from year to year and may be repeated for additional credit.

PETH 418C Movement in Cultural Perspective (4)
An examination of movement in our world culture. Historical and contemporary interpretations of the role of play, games, sport, dance, and recreation in human life. An upper division rhetoric intensive course. Offered winter quarters.

PETH 418E Sport Psychology (4)
An introduction to sport and exercise psychology as an academic discipline with a focus on using empirical evidence in an applied fashion. The ways in which psychological factors influence participation and performance in sport and exercise will be examined, as well as the effects of sport/exercise on the psychological well-being of an individual. Topics include goal-setting; team cohesion; psychological skills training; competition anxiety; self-confidence and motivation; coach-athlete communication, attention, concentration, and imagery; and burnout in athletes. Cross-listed with PSYC 488F.

PETH 424 Biomechanics (4)
Mechanical analysis of sport and exercise movements. Offered odd spring quarters (2011).
Prerequisite: BIOL 132; PHYS 117 is strongly recommended

PETH 427 Motor Learning (4)
Psychological principles involved in learning physical skills. Three class periods, one three-hour laboratory per week. An upper division rhetoric intensive course. Offered even spring quarters (2012).

PETH 485 Practicum in Coaching (2)
Directed experience in coaching a sports team.
Prerequisite: PETH 414

PETH 494 Internship in Exercise Science (1-4)
Internship is designed to help the student to put learned theory into practical settings in the workplace. There is an application process within the HES department prior to enrolling in the course.
Prerequisite: Cumulative GPA >2.3; Major GPA>3.0; Senior status; HLED 444; CPR and First Aid Certifications.

PETH 495 Readings in Exercise Science (1-4)
Designed for advanced exercise science majors, this course provides opportunity for in-depth reading and reporting in subject areas of special relevance and interest.
Prerequisite: Consent of the department chair
Restriction: Limited to exercise science majors

PETH 499 Directed Study (1-4)
Upper division course, with an emphasis in study, completed in consultation with an advisor.

Health Science

HLED 214 Dimensions of Health (4)
A survey of health principles applied to daily living taught from a Christian perspective. Topics include mental, consumer, and environmental health; drug-related problems; sex education; nutrition; disease; and safety education. This course meets the California state requirement in health education for teaching credentials.

HLED 215 Introduction to Athletic Training (3)
Theory and application for assessment, treatment, taping, and prevention of minor athletic injuries. Students must also complete certifications in American Red Cross First Aid and CPR prior to completion of this course. Offered winter quarters.
HLED 216A CPR, Cardiopulmonary Resuscitation (1)
Course follows the American Red Cross curriculum concerning CPR.

HLED 216B First Aid (1)
Course follows the American Red Cross curriculum concerning First Aid.
HLED 225 Nutrition Theory and Practice (4)
The course presents nutrition as both science and art, covering its fundamental concepts and their application throughout the life cycle. It includes a study of all nutrients and their food sources, digestion and metabolism, recommended dietary allowances, consequences of excesses or deficiencies, nutritional assessment, and the influence of culture on dietary attitudes and habits. The focus of the course is on the central role of nutrition in health maintenance. Offered winter quarters.
Prerequisite: PEAC 120 or HLED 214
Restriction: At least sophomore standing

HLED 250 Health Science Colloquium I (1)
Lower division course in which guest professionals, who are authorities in their fields, make presentations on selected topics of public health interest and provide opportunity for students to interact with them. Guided by a faculty member, students are required to review, analyze, and critique each of these presentations. Offered spring quarters.

HLED 275 Critical Scholarship in Health Science (4)
An introduction to the basic skills of critical analysis, including how to search and locate information (including electronic databases), read and analyze primary and secondary sources, evaluate internet resources, and write scholarly arguments related to the field. Offered fall quarters.

UPPER DIVISION

HLED 301 Public Health Seminar (2)
This seminar provides a context within which various topics in public health can be integrated. It allows for the exploration of various aspects of the history and philosophy of health and for the analysis and evaluation of topics that are significant and relevant to the discipline. It brings into the classroom challenging and provocative public health issues being currently debated in the public arena.

HLED 314 Dynamics of Health Education (4)
A comprehensive study of the theory and practice of health education, this course introduces students to the seven areas of professional responsibility in which health educators are to develop competence, which includes planning, implementing, and evaluating primary health intervention programs. This course lays the foundation for further studies in these crucial areas, which will be necessary in order for a student to pass the national Certified Health Education Specialist (CHES) examination and obtain certification.

HLED 317 Health, Society, and the Consumer (4)
The course surveys the historical evolution of health care in America, touching on the impact of health reform and other social, political, and religious movements from the nineteenth to the twenty-first century. It addresses the scientific method as the driving force in facilitating continuous advances, as well as discusses the roles of medical technology, managed care, and health insurance in influencing both the quality and the cost of health care. Aspects of health care in the United States are critically analyzed for their strengths and weaknesses through comparisons of other systems. Educating students to become informed consumers and producers in the health care marketplace is a crucial aspect of the course. Offered winter quarters.
Prerequisite: HLED 214

HLED 330 Degenerative and Infectious Diseases (3)
Introduced with a survey of the general concept of disease and the principles of diagnosis, the course carefully examines the pathogenesis, symptomatology, and natural history of major degenerative diseases which afflict Americans (such as muscular dystrophy, multiple sclerosis, arteriosclerosis), as well as the major infectious diseases. Emphasis is placed on causes and prevention, including the role of the immune system and the lifestyle.

HLED 350 Health Science Colloquium II (1)
Upper division course in which guest professionals who are authorities in their fields make presentations on selected topics of public health interest and provide opportunity for students to interact with them. Guided by a faculty member, students are required to review, analyze, and critique each of these presentations. Offered spring quarters.
Prerequisite: HLED 250

HLED 375 Junior Practicum (2-3)
An orientation to field experience in public health, this course provides opportunities for students to begin developing professional competence in health promotion. Guided by an instructor, students select and actively participate in various kinds of applied or field activities, including international health outreach, community development, health educational material development, and involvement with established health services programs in the United States. Students are to maintain a journal of their experience for submission along with a culminating report. A minimum of 25 hours of experience is required for each unit of credit.
Prerequisite: Minimum of 40 units applicable to any Health Science major
Restrictions: Arrangements for this class are to be completed during the sophomore year and a plan must be approved no later than mid-quarter prior to registering for the course

HLED 414 Mental Health and Substance Dependency (4)
Basic principles by which sound mental and emotional health is acquired and maintained throughout one’s life are studied within the context of whole person wellness. Common forms of psychological disorders, including mood disorders, general anxiety disorders, and critical incident stress disorders, are studied, with an emphasis in prevention and remediation. A major component of the course is the study of substance dependency and addiction in the United States. The nature of addiction, vignettes of the history of drug trade, and the chemical composition and effects of the most abused drugs are studied. Methods of intervention are explored including education in the home and in the school.
Prerequisite: HLED 214

HLED 416 Sexuality and Family Health (3)
A study of sexuality as an essential feature of being a human, the course presents and examines major sexuality topics and themes in the context of the integrity of the family. Major components include sexual anatomy and physiology, the nature of human love and sexual arousal, conception and contraception, social values and gender ethics, and an analysis of the Christian viewpoint on contemporary sexual and family life issues. An expected outcome is that students will have formed
more mature judgment and sexual attitudes, come to value behaviors which reduce the risk of disease, and make lifestyle decisions that foster healthy sexual and family relationships at every stage in life.  
Prerequisite: HLED 214

HLED 417 Safety Education (2)  
A personal focus on safety as it affects people in society. Includes areas of home, school, work, transportation, and recreation safety. Offered even spring quarters (2012).

HLED 425 Topics in Health (1-4)  
Course content may vary from year to year. Content areas may include topics of nutrition, legal issues, health policy, globalization, environment, etc. May be repeated for additional credit.

HLED 425A Applied Community Nutrition (3)  
The course is an application of the principles of sound nutrition to selected groups in community settings. Guided by an instructor, small groups of students collaborate in preparing, presenting, implementing, and evaluating a nutrition intervention program to a designated target population. When students are not directly engaged, they are to observe and evaluate other groups as they implement their programs. Examples of appropriate activities are conducting cooking schools, nutrition education for pregnant mothers, low budget nutrition for the homeless or indigent, weight management programs, and nutrition for the elderly.  
Prerequisite: HLED 225

HLED 426 Exercise Physiology (4)  
Effects of movement upon the structure and function of body organs. Three class periods, one three-hour laboratory per week. Offered fall quarters.  
Prerequisites: BIOL 131 & 132

HLED 429 Measurement and Evaluation (2-4)  
Research design covering descriptive and inferential statistics in the Health Sciences for 2 units. Physical Education Teacher Preparation students take the course for 4 units; the additional 2 units cover issues related to test development, administration, and analysis in physical education. Offered winter quarters.  
Prerequisites: MATH 121 & a statistics course

HLED 430 Applied Public Health Statistics (3)  
Statistical theory is applied in collecting, analyzing, and presenting data as a basis for identifying needs, planning programs, and writing proposals. Focusing on community health issues, students study survey methods, acquire experience in designing or modifying basic survey instruments, and engage in the actual field collection and statistical treatment of data.  
Prerequisite: HLED 429

HLED 444 Physiological Assessment & Exercise Prescription (3)  
Field and laboratory appraisal of physical fitness; the design of exercise programs. Offered spring quarters.  
Prerequisites: BIOL 131, MATH 121 & PEAC 120

HLED 467 Principles of Epidemiology (3)  
The study of disease occurrence in human populations. Offered fall quarters.  
Prerequisites: HLED 214, 429 & MATH 121

HLED 475 Senior Practicum (3-4)  
Focuses on the application and further development of relevant health promotion knowledge and skills in one or more areas through internships or clerkships within established community programs. A minimum of 25 hours of supervised field experience is required for each unit of credit.  
Prerequisites: HLED 375 & a minimum of 40 units applicable to any Health Science major  
Restrictions: Arrangements for this class are to be completed no later than the junior year and a written plan must be approved no later than mid-quarter prior to registering for the course

HLED 476 Health and the Global Environment (4)  
A study of relationships between the health of human populations and the environments they help to create. A major focus is on examining contemporary environmental issues, their health impact worldwide, and how the global and local communities are addressing them. Offered most spring quarters.  
Prerequisite: HLED 214

HLED 490 International Health Experience (2)  
An applied international experience partnering with a health-care provider or a visiting team; or may include a health-related experience in the US that simulates conditions found in developing countries.  
Prerequisite: HLED 375

HLED 495 Readings in Health Science (1-4)  
Designed for advanced health science majors, this course provides opportunity for in-depth reading and reporting in subject areas of special relevance and interest.  
Prerequisite: Consent of the department chair

HLED 499 Directed Study (1-4)  
Upper division course, with an emphasis in study, completed in consultation with an advisor.
DEPARTMENT OF HISTORY, POLITICS & SOCIETY

DEPARTMENT FACULTY

JEFREY N. DUPÉE, Chair
Professor of History (1991)
PhD Claremont Graduate University 2001
JD Peninsula University 1988
European history, British colonialism, modern China, legal studies

KEN CRANE
Assistant Professor of Sociology and Anthropology (2008)
PhD Michigan State University 2000
MPA Monterey Institute of International Studies 1986
Transnationalism, International migration, family and ethnic socialization

ANDREW C. HOWE
Assistant Professor of History (2005)
PhD University of California, Riverside 2005
American history and civilization, culture studies & film studies

LISA KOHLMEIER
Assistant Professor of History (2005)
PhD Claremont Graduate University 2009
American history, women’s intellectual & cultural history, gender studies

KATHERINE PARSONS
Assistant Professor of History (2010)
MA Cambridge University
PhD Candidate, University of California, Riverside
Early modern Europe, history of religion, global history

WON K. YOON
Professor of Sociology (1976)
PhD Louisiana State University 1976
Social theory, Research methods, ethnic diversity, Asian studies

DEPARTMENT OF HISTORY, POLITICS & SOCIETY

DEGREES OFFERED
• Bachelor of Arts degrees in:
  History
  Sociology
  Global Studies
• Minors in Gender Studies, History, Latin American Studies, Politics & Sociology

PREPARATION FOR TEACHING
Students interested in learning more about the preparation involved for teaching at the elementary and secondary levels, should refer to the Department of Curriculum and Instruction section in this bulletin.

OBJECTIVE
The Department of History, Politics, and Society is La Sierra University’s center for teaching and scholarship that brings together students and faculty with broad interests in understanding social, political, and cultural experience across all times and regions. Historical and social analysis are the department’s foundation, but its areas of disciplinary coverage include anthropology, archeology, sociology, political science, ethnic studies, and gender studies. It is the University’s locus for area and diversity studies.

The department provides an academic home for collegians interested in understanding global peoples and institutions, for students wanting to integrate social and political commitments into their education, for students seeking interdisciplinary degrees in the humanities and social sciences, for students who want to prepare for graduate studies in any one of a variety of social sciences or humanities, and for students planning for careers in law, government, business, museum or library science, or international affairs. The department is dedicated to educating graduates who will possess the understanding, values, and relationships necessary to serve humanity in all its diversity.

COLLABORATING FACULTY

ANEES A. HADDAD
Professor of Sociology and Family Studies (1969)
PhD University of Southern California 1971
Family & gender studies, social psychology, Middle East studies

FREDERICK G. HOYT
Emeritus Professor of History and Political Science (1951)
PhD Claremont Graduate University 1963
Asian & American history, history of Seventh-day Adventist Church

LAWRENCE T. GERATY
Professor of Archaeology & Ancient Near East (1993)
PhD Harvard University 1972
Archaeological studies & History of the Near East

DELMER G. ROSS
Professor of History and Political Science (1976)
PhD University of California, Santa Barbara 1970
Latin American & Transportation History, American & Comparative Government
DEPARTMENTAL LEARNING OBJECTIVES
Note: Each discipline, history, sociology, and global studies, has more specific and detailed expressions concerning how these common objectives will be introduced, developed, and mastered. These are available upon request from the Department.

1. Critical Reading: students will develop the ability to read perceptively – to be able to identify and analyze various human perspectives, patterns, and arguments.

2. Critical Thinking: students will develop the ability to conceptualize information, draw inferences, synthesize positions, and generate tenable arguments.

3. Critical Writing: students will cultivate the ability to write persuasive and well-crafted analyses and arguments in disciplinary-based assignments and projects.

4. Oral Presentation Skills: students will be able to verbally transmit topical themes and their own critical work with clarity, accuracy, and conviction.

5. Engagement with Diversity: students will become familiar with and sensitive to issues of diversity by engaging issues of race, ethnicity, class, and gender.

6. Disciplinary Proficiency: students will develop disciplinary proficiency through required departmental academic assignments and projects.

7. Research Methodology: students will demonstrate a grasp of disciplinary-based research methodologies – both quantitative and qualitative.

8. Religious/Moral/Ethical Values: students will develop an awareness of and engagement with the important religious, moral, and ethical issues of the past and present.

9. Extra-Curricular Civic Breadth: students will be encouraged to participate in extracurricular service and internship experiences.

10. External Academic Enrichment: students will be encouraged to participate in extra-academic activities such as attending or participating in discipline-related conferences and events.

M A J O R S

BACHELOR OF ARTS

All History and Sociology majors complete a core of courses (24 units) designed to provide the basic skills of historical, social, and critical analysis; an understanding of the scaffolding of world and American civilizations; and an understanding of geographic, social, ethnic, and gender diversities.

Students do not take traditional United States history and world civilization surveys, general sociology, or general anthropology, which would largely parallel the University’s General Education curriculum. Instead, they take a set of broad thematic courses that provide a basic background in the major themes and issues of historical, social, and cultural study as seen against a broad range of geographical settings.

Core Curriculum: (24 units) Required for all History and Sociology majors

Required:

HPSC 104, 106, 274, 275, 375, 497 & 498

HISTORY

Required: 56 units (24 upper division), including:

- Core Curriculum (History & Sociology)
- HIST 105 & 273
- 24 elective units (may be selected from a general or specific area of emphasis with advisor’s consultation)

Recommended:

Courses in modern and computer languages, economics

SOCIOLOGY

Required: 56 units (24 upper division), including:

- Core Curriculum (History & Sociology)
- SOCI 104, 374, 404, 495
- 16 elective units (may be selected from a general or specific area of emphasis with advisor’s consultation)

Recommended:

Courses in economics, psychology

GLOBAL STUDIES

The Global Studies major seeks to instill in students a solid knowledge of particular cultures, while also providing training in the analysis of global connections—a way of preparing them to tackle the world of the 21st century. Global Studies majors are encouraged to become both global thinkers and global participants. They learn how to relate their knowledge of a particular part of the world to the larger trends and issues that affect all peoples: the interconnections of the human and nonhuman environments; the transnational interactions of cultures, economies, and politics; the globalizing processes of communication, technological, and science; the search for world peace, prosperity, and justice; and the sometimes violent political, ethnic, and religious reactions to what is often perceived as global hegemony by dominant cultures and economies.

Required: (64 units, 32 upper division), including:

- ANTH 215
- ECON 255
- GEOG 276
- HIST/SOCI 273
- HPSC 104, 275, 375, 497 & 498
- SOCI 374
- PLSC 420
- 8 units from Government & Political Science:
  - PLSC 316, 432S & 484
  - HIST 440 & HIST/PLSC 440F
  - SOCI 306
- 8 units from Area & Regional Studies:
  - ANTH 325A, 325C, 325D & 325F
  - HIST 270A, 270B, 323, 354, 355, 380, 390, 430L & 432F
  - HPSC 106
• 8 units extra-departmental offerings or courses approved by HPS chair:
  COMM 202, 226
  ECON 357, 366
  HLED 476
  MGMT 495J
  MUHL 338
  PSYC 315
  RELG 237
  RLGN 304, 305

**Required Cognates: 4 units**
WDLG 201 or demonstrated proficiency equivalent

**Recommended:**
• Advanced second language proficiency
• Study and/or internship abroad (ANTH 495)

**MINORS**

**GENDER STUDIES**
**Required:** 24 units (20 upper division), including:
• COMM 344
• HIST 273, 366
• PSYC 314
• RELE 459A
• SOCI 418

**GLOBAL STUDIES**
**Required:** 28 units (12 upper division) including:
• ANTH 215
• HPSC 104
• PLSC 420
• SOCI 374
• 12 units from the following courses:
  4 units from Government & Politica Science
  HIST 440F
  PLSC 316, 432S, 484
  SOCI 306
  4 units from Area & Regional Studies
  ANTH 325 Series
  ECON 255, 357, 366
  HIST 323, 354, 355, 380, 390, 430L, 432F
  4 units from extra-departmental offerings or course approved by the Chair
  ECON 255, 357, 366
  HLED 476
  FNCE 487
  MGMT 424, 486
  MKTG 487
  MUHL 338
  PSYC 315
  RELG 237

**HISTORY**
**Required:** 28 units (12 upper division), including:
• HPSC 275
• 12 units from the following courses:
  HIST 105, 273
  HPSC 104, 106, 274
• 12 units chosen with department advisor

**LATIN AMERICAN STUDIES**
**Required:** 28 units (16 upper division), including:
• HIST 354 & 355
• HPSC 275
• 16 units from the following courses:
  ANTH 325A
  HIST 430L, 430M, 440C
  SPAN 348, 428

**LEGAL STUDIES [PRE-LAW EMPHASIS]**
**Required:** 28 units (12 upper division), including:
• HPSC 274
• PLSC 225 & 432
• 16 units from the following courses:
  ECON 254, 392
  ENGL 304
  HIST 190, 430, 440F
  MGMT 381, 382
  PHIL 208
  PLSC 316, 420, 474, 494
  PSYC 482C, 482G, 488B, 488E
  SSCI 107

**POLITICS**
**Required:** 28 units (12 upper division), including:
• HPSC 274 & 275
• PLSC 440 or HIST 366
• PLSC 316 or 474
• 12 units chosen with department advisor

**SOCIology**
**Required:** 28 units (16 upper division) including:
• HPSC 106
• SOCI 104, 404, & 414
• 12 units from the following courses:
  ANTH 325
  HIST 273
  HPSC 275
  SOCI 314, 374
 COURSES
A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

HISTORY, POLITICS & SOCIETY CORE

LOWER DIVISION

HPSC 104 Global Interactions Since the Age of Columbus (4)
A historical and geographical survey of global interactions and human encounters from the era of Columbus to the present. The course examines the proliferation of European institutions, ideologies, technologies, and related cultural forms; how non-western cultures have appropriated and resisted those forms, imparted their own cultural influences on the West; and how those interactions have been expressed and experienced through the history of human migrations, cross-cultural encounters, and the rise of nationalism, and nation states.

HPSC 106 Race, Ethnicity, and Class in American History (4)
An overview of social and economic history in the United States with special attention to the place of race, ethnicity, and social class in American life. Includes discussion of immigrations, multiculturalism, capitalism, and socialism.

HPSC 274 The Construction of American Political Life (4)
A survey of the major political systems of world history with an emphasis on the historical and ideological backgrounds of the national government of the United States, including its organization and function. Fulfills the California teacher certification requirement.

HPSC 275 Critical Analysis (4)
An introduction to the basic skills of critical analysis and historical research, including how to locate information, read and analyze primary and secondary sources, and write scholarly arguments, summaries, and bibliographical reviews.

UPPER DIVISION

HPSC 375 Research Methods (4)
An introduction to the qualitative and quantitative research methods used in history and the social sciences and their application to selected problems.
Prerequisite: HPSC 275

HPSC 497 Senior Colloquium (1)
Introduction to the Senior Thesis; preparation of a proposal; assignment to a faculty mentor.

HPSC 498 Senior Thesis (1-3)
An opportunity for majors to showcase their breadth of knowledge or research abilities, as well as to pursue an issue of their special interest in further detail. Required of all students majoring in the department.

ANTHROPOLOGY

LOWER DIVISION

ANTH 215 Cultural Anthropology (4)
Cultural anthropology addresses the ways that people organize and experience their lives through language and practices. The discipline explores life's details in relation to political, economic, and historical forces, correlating micro- and macro-perspectives. Anthropologists have customarily identified and characterized these forces through a variety of topics: race, ethnicity, identity, economic systems, marriage and sexuality, gender, ideology, and globalization. These topics are the focus of this course's films, readings, and class discussions.

ANTH 216 Archaeology (4)
Survey of research in the reconstruction of early culture sequences and the rise of ancient societies; field methods in archaeological research; cultural resource management.

ANTH 275 Understanding Cultural Exchange (4)
Interdisciplinary approach to an understanding of the religious, social, and practical circumstances inherent to cultural exchange. Exploration of key issues, including culture, linguistics, health, and religion. Students will receive instruction in the application of principles essential to travel, study, service, and life abroad.

ANTH 299 Directed Study (1-4)
Special study in fields developed in collaboration between instructor and student requiring a mixture of readings, research, and a writing project. May be repeated in different areas for additional credit to a maximum of 4 units.
Prerequisite: Consent of the department chair

UPPER DIVISION

ANTH 325 Peoples of the World (4)
Interdisciplinary and comparative studies of major cultural groups of the world. Examines ancient and contemporary cultural patterns, problems of cultural exchange, and contemporary social movements. See the course schedule each quarter for possible listings.

ANTH 495 Field Placement (1-4)
Field experience in an applied setting such as an internship. May be repeated for a maximum of 8 units.

ANTH 499 Directed Study (1-4)
Advanced special study in fields developed in collaboration between instructor and student requiring a mixture of readings, research, and a writing project. May be repeated in different areas for additional credit to a maximum of 4 units.
Prerequisite: Consent of the department chair
Restriction: Limited to student with upper division standing
GEOGRAPHY

GEOG 276 Physical and Human Geography (4)
An overview of the principles of physical and human geography for interdisciplinary application to the fields of history, economics, and the social sciences. Emphasis is directed toward developing the ability to analyze, interpret, compare and contrast, and synthesize information regarding the geographic character of the landscapes, societies, and ecosystems of the earth.

HISTORY

LOWER DIVISION

HIST 105 The Western Intellectual Traditions (4)
An overview of Western worldviews, both popular and elite, from the ancient Greeks to the postmoderns. Includes a discussion of their social contexts and their interactions with the worldviews of other world civilizations. Cross-listed as PHIL 105.

HIST 190 Historical Trials/Modern Applications (4)
A survey of some of the most celebrated legal cases in Western civilization. Students will encounter a range of historic trials ranging from the Trial of Socrates to the Scopes Trial of the early 20th century, judicial episodes that reveal much about societal efforts to control human behavior. Each historic trial will be cross-referenced with modern cases that engage a variety of related legal issues.

HIST 240 The Mediterranean World of Antiquity (4)
An examination of the birth and development of Egyptian, Greek, Roman, and other civilizations that formed around the Mediterranean basin during antiquity. Particular focus will be given to the region's political, commercial, and cultural legacies to the West and how the Mediterranean served as a conduit for those activities and traditions.

HIST 270A History of World Cinema: Asia (4)
An introduction to the national cinemas of the Pacific Rim and India. Cinemas surveyed include those of Japan, China, Hong Kong, India, and Australia. Students will engage in cultural, historical, and political analyses of these national cinemas.

HIST 270B History of World Cinema: Europe (4)
This course provides an introduction to the national cinemas of Europe. Cinemas surveyed will include those of France, Italy, and Spain. After an orientation in cinematic vocabulary, students will engage in cultural, historical, political, and formal analyses of these national cinemas.

HIST 273 Gender, Family, and Society (4)
This course is a historical survey of family life and the relations of gender from the eighteenth century to the present. Topics include the roles of men and women in society, family structures, and the relationships between these issues and race, class, and sexuality.

HIST 299 Directed Study (1-4)
Special study in fields developed in collaboration between instructor and student requiring a mixture of readings, research, and a writing project. May be repeated in different areas for additional credit to a maximum of 4 units.
Prerequisite: Consent of the department chair

UPPER DIVISION

HIST 312 Modern Europe (1648-1815) (4)
Europe from 1648 to 1815, with special attention given to the Age of Absolutism, the Enlightenment, English constitutionalism, the French Revolution, and social and cultural developments affecting all levels of European society.

HIST 322 Modern Europe (1815-1914) (4)
Europe from 1815 to 1914, with special attention given to the Industrial Revolution, nationalism, ideological movements, imperialism, and social and cultural developments affecting all levels of European society.

HIST 323 Modern Europe (since 1914) (4)
Europe from 1914 to present, with special attention given to World War I, communism, fascism, World War II, the European Economic Community, post-Cold War developments, and Europe's changed status in a 20th-century world.

HIST 334 Colonial and Revolutionary America (4)
This course examines the colonial period in American History through the American Revolution. It will focus on the conflict of the Native Americans with the Puritan colonists in the colonial period following their settlement in Plymouth in 1620, the Salem Witch Trials of 1692, the origins of the War for Independence, and the Revolutionary War itself, as well as the ideologies and political documents such as the Declaration of Independence and Constitution that emerged. We will consider the role of race, class, and gender throughout the course.

HIST 335 The Age of Jackson to the Great War (1816-1914) (4)
Examines the development of the United States through an era of social and political tensions and reforms, Civil War, territorial expansion, and industrialization to reveal the sources of its international and domestic strengths and weaknesses on the eve of World War I.

HIST 336 Modern America (1914 to present) (4)
Investigates the roots of the modern American temper, the nature of America's changing role in world affairs, and the evolution of a domestic social compromise.

HIST 340 Antebellum and Civil War America (4)
This course focuses on early decades of the nineteenth century through the American Civil War. In it we will consider the anti-slavery and women's rights movements as well as other reform movements in Antebellum America. We will discuss the sectional and linguistic differences in pre-Civil War America and the broadly varied attempts to achieve national unity. We will also give attention to the events leading up to the Civil War, the Civil War itself, as well as briefly focusing on its aftermath and the Reconstruction Era. Men's and women's roles within reform movements as well as the experiences of Confederate women while their husbands were off at war will also be discussed. The course will reflect upon the specific trauma of the Civil War and its effects American Culture.

HIST 345 African American Experience: The 1930s-1960s (4)
This course focuses on experiences of African Americans in the United States from the 1930s-1960s. We will consider these decades in a historical perspective through interdisciplinary primary and secondary sources including traditional historical accounts, oral history, literature, art, and music to better understand the individuals and the ideas that
emerged during this crucial period. Specific topics include the Tuskegee Syphilis Experiment, the Great Depression, Jim Crow laws, lynching, the 1939 World’s Fair, World War II, labor activism and unrest, Communism, musicians and music of this period, school desegregation, and the Civil Rights Movement. The categories of race, class, and gender will be central to our work in the course.

HIST 354 Colonial Latin America (4)
Latin America from the arrival of Columbus through the independence movements of the early nineteenth century. History of the Spanish and Portuguese empires in America. Conquest and colonization, political organization, race and society, the church, the economy, the Enlightenment, and various independence movements. Offered alternate years.

HIST 355 Modern Latin America (4)
Survey of Latin America from the 19th-century independence movements to the present, emphasizing events in the four principal nations of Latin America -- Mexico, Brazil, Argentina, and Chile. The course traces the traditional struggles of monarchists versus republicans, and conservatives versus liberals, as these struggles evolved into modern revolutionary reform movements. Roles played by the Church, the military, and other power groups also examined.

HIST 366 Concepts in Gender Studies (4)
A survey of how major disciplines in the humanities and social sciences --including anthropology, communication, history, literature, political science, psychology, and sociology-- have theorized gender.

HIST 380 Modern China (4)
A study of modern Chinese history from the early 19th century to the present. The course will focus on a range of subjects, including the decline of the Qing Dynasty, European and Japanese imperialism in China, indigenous reform efforts, and China’s political transformation from a Republic to state socialism, to post-Mao economic and cultural transformations.

HIST 390 Modern India (4)
A study of modern Indian history from the end of the Mughal period to the rise of British imperial rule to Indian independence and statehood. Particular emphasis will be placed on indigenous assimilation of British socio-political customs and corresponding resistances to them through various Indian political and literary figures, India’s unique cultural heritage and its increasing rise to prominence as a global, political, and economic power.

HIST 430 Topics in American History (4)
Courses that bring an in-depth analysis to some topics of American history or explore American history from the perspective of a specific historical sub-discipline. See class schedule each quarter for possible offerings.

HIST 430A Disease in History (4)
This course will study the impact of epidemic disease on history. It will focus on the ways in which medical authorities’ and scientists’ cultural ideas and prejudices about race, class, and gender have often translated into actual medical practice and policy. Throughout all the course readings we will consider how scientific understandings are not purely “objective” but are influenced by cultural factors and biases.

HIST 430B African American Experience: The Harlem Renaissance (4)
This course will study the Harlem Renaissance and, more broadly, the Jazz Age, from a historical perspective through both primary and secondary sources, looking at the individuals and the ideas that emerged in the early twentieth century. In the course we will use traditional historical accounts, literature, oral history, as well as music and visual sources. We will consider the categories of race, class, and gender as we analyze the changes that occurred in Harlem during this period. We will also explore the significance and legacy of the intellectual and artistic production both for the early twentieth century, as a bridge to the Civil Rights Movement, and to America today.

HIST 430D Gender and Work (4)
The aim of this course is to examine the central role work has played in the lives of both men and women in American history. In the course, we will give special attention to race and class while considering historically, from a wide range of perspectives, the ways work connects and sometimes divides both women and men. We will also consider from a historical perspective some of the attitudes toward different types of work. We will discuss the issues of race and gender in politics, the progress that has been made in these areas, some of the historical work which was done to give the vote to every American, and discuss some of the hurdles that remain to be overcome. By looking critically at primary source materials, autobiography, historical monographs, journalistic accounts, debates, and film, we will explore the importance of work in American Society, some of the spaces in which work occurs, and its legacy in American History.

HIST 430H The United States Constitution (4)
A study of the federal Constitution and pivotal Supreme Court cases that have defined its meaning and application to American society from the early nineteenth century to the present. Fulfills the California teacher certification requirement.

HIST 430J California History (4)
The history of California as a Spanish, a Mexican, and an American possession, with emphasis on the impact the gold rush and subsequent immigration had on California’s development.

HIST 430K Gender in the American West (4)
This course explores the history, culture, and literary and artistic work of women in the American West, from the eighteenth century to the present. We will consider travel narratives, nature writing, as well as secondary historical accounts and theoretical essays that focus on immigration patterns, labor issues, and sexuality, as well as political experiences of women of various ethnic and class backgrounds.

HIST 430L Mexico (4)
Mexico, from the Spanish conquest by Cortes and associates, through the 20th-century Revolution.

HIST 430M Central America and the Caribbean (4)
Central America, Panama, and the Hispanic Caribbean from the arrival of Columbus to the present.
HIST 430N History of Seventh-day Adventism (3-4)  
A study of the origins, context, and development of Seventh-day Adventist doctrines and institutions from the 1840s to the 1960s. Includes emphasis on the role of Ellen G. White. Cross-listed as RELH 483.

HIST 430Q Asian American History (4)  
This course explores the experiences of peoples of Asian descent in the United States. Includes an analysis of immigration patterns, cultural relationships, and political and economic life.

HIST 430R Popular Culture in the United States (4)  
An examination of American popular culture in the 20th century, including the history and social dynamics of cinema, rock music, sports, and television. Emphasis will be given to understanding the several major schools of cultural theory and criticism commonly used to analyze and critique popular culture.

HIST 430V The Vietnam War and its Aftermath (4)  
An overview of the Vietnam War, focusing on how and why the United States became involved, how it handled the engagement, and what the legacy has been for domestic and international affairs.

HIST 430Y Sports in American Culture (4)  
A historical analysis of the role of sport in American culture. Particular emphasis will be given to the manner in which sports have intersected with issues of race, gender, class, religion, and geography in American history.

HIST 430X Border Conflicts in Popular Imagination (4)  
Explores border conflicts in contemporary United States history, particularly the manner in which these conflicts are negotiated through popular forms of media. Conflicts and borders both literal and figurative will be entertained and critically analyzed through historical, political, economic, and sociological lenses. Issues examined may include the following: illegal immigration, “white flight,” gentrification, free trade agreements, protectionism, and cultural drift.

HIST 430Z Hollywood and American History (4)  
An exploration of the political and cultural dimensions of the Hollywood institution from the late 19th century through the present day. Includes a focus on the technological and sociological forces that influenced and were influenced by the film industry.

HIST 432 Topics in World Civilization (4)  
Courses that bring an in-depth analysis to some topic of World Civilization. See class schedule each quarter for possible offerings.

HIST 432E The Mediterranean World of Antiquity (4)  
An examination of the birth and development of Egyptian, Greek, Roman, and other civilizations that formed around the Mediterranean basin during antiquity. Particular focus will be given to the region’s political, commercial, and cultural legacies to the West and how the Mediterranean served as a conduit for those activities and traditions.

HIST 432F The British Imperial Experience in Africa and Asia (4)  
An analysis of themes and processes in the British imperial experience in Africa and Asia from the 19th century to the present. Emphasis on colonial institutions and mentalities, indigenous resistance and collaboration, the influence of travel literature and colonial memoirs on the European imagination, and the impact of recent developments in post-colonial theory on the imperial legacy.

HIST 432G The Medieval Age (4)  
A study of the distinctive legacy of the Middle Ages in western Europe as expressed through the church, chivalry, feudalism, serfdom, towns, universities, and related features of Medieval life. Additional attention will be given to the unique impact that Medieval culture has had on the imagination and traditions of the West.

HIST 432Q History of the Avant-Garde (4)  
An overview of the 20th century avant-garde movement, including the political and aesthetic revolutions that radicalized various artistic forms. Particular emphasis will be given to the historical events that influenced this cultural shift and the major schools of cultural theory that govern its study.

HIST 432W World War II (4)  
A study of the major developments of World War II; its global reach, military strategies, technological advancements, role in affecting major social and political changes during and after the war; and the emergent and shifting historiography that has arisen from the conflict.

HIST 440 Topics in International Relations (4)  
Courses dealing with the relationships of nations. See the class schedule each quarter for possible offerings.

HIST 440C Inter-American Relations (4)  
Relations between the United States and the nations of Latin America and, secondarily, relations of Latin American nations among themselves.

HIST 440F War Crimes and International Policy (4)  
A study of war crimes committed since 1939 and the problem of developing and administering principles of law that can be enforced within the international community.

HIST 445 The Story of Christianity: Formation (4)  
The birth and development of Christianity from the apostolic age to the high middle ages, with emphasis on the formation of Christian beliefs and traditions. Cross-listed as RELH 445.

HIST 446 The Story of Christianity: Reformation (4)  
Christianity in the age of the Renaissance and Reformation, with emphasis on 16th-century movements and the emergence of Protestantism. Cross-listed as RELH 446.
HIST 447 The Story of Christianity: Transformation (4)
Christianity in the Enlightenment and post-Enlightenment eras, with emphasis on the American religious scene, including the development of Seventh-day Adventism. Cross-listed as RELH 447.

HIST 495 Readings in History (1-4)
A readings course focusing on selected authors and subjects in collaboration between instructor and student. May be repeated in different areas for additional credit to a maximum of 12 units.
Prerequisites: Consent of the instructor & department chair
Restriction: Limited to department majors with a 3.00 minimum grade point average in the major

HIST 499 Directed Study (1-4)
Advanced special study in fields developed in collaboration between instructor and student requiring a mixture of readings, research, and a writing project. May be repeated in different areas for additional credit to a maximum of 4 units.
Prerequisite: Consent of the department chair

POLITICAL SCIENCE
LOWER DIVISION
PLSC 225 Introduction to Law (2-4)
Orientation to the study and practice of law and the American legal system, intended for students interested in careers as attorneys, paralegal assistants, and legal secretaries. Topics include legal vocabulary and terminology, career specialization options, and a rudimentary survey of American jurisprudence.

PLSC 299 Directed Study (1-4)
Special study in fields developed in collaboration between instructor and student requiring a mixture of readings, research, and a writing project. May be repeated in different areas for additional credit to a maximum of 4 units.
Prerequisite: Consent of the department chair

UPPER DIVISION
PLSC 316 Comparative Government (4)
Background, constitutional organization, and activities of the governments of selected states as compared with those of the United States government.

PLSC 420 (4) International Organizations (4)
A study of international organizations such as the UN, WHO, ICC, NGOs, the World Bank, and related institutions and agencies that provide vision, services, and aid to the world community and/or monitor or regulate international concerns.

PLSC 432S Law and Society (4)
This course will focus on a number of socio-legal issues such as women's rights, the right to privacy, capital punishment, and religious liberty -- addressing how such issues impact American politics and society today.

PLSC 440 Topics in International Relations (4)
Topics dealing with the relationships of nations. See the class schedule each quarter for possible offerings.

PLSC 474 Political Philosophy (4)
Main currents of political philosophy from Plato to the present. Cross-listed as PHIL 474.

PLSC 485 American Political Thought (4)
American political ideas from the colonial period to the present. Cross-listed as PHIL 485.

PLSC 488E Political Psychology (4)
Application of psychological theory and research methods to political science topics. Examination of the way that politics is influenced by characteristics of people (abilities, personalities, values, and attitudes), as well as the way that people are influenced by the political environment (institutions, information, and norms). Major theories and approaches in personality and social psychology are used to explore the topics of political leaders, political followers, public opinion, tolerance and intolerance, and international relations. Cross-listed as PSYC 488E.

PLSC 494 Public Affairs Internship (1-12)
Supervised internship and study in political, governmental, or related organizations.
Prerequisite: Consent of the department chair

PLSC 495 Readings in Political Science (1-4)
Special study in fields specified by the instructor; regular weekly conferences.
Prerequisite: Consent of the department chair
Restriction: Limited to department majors with a 3.00 minimum grade point average in the major

PLSC 499 Directed Study (1-4)
Advanced special study in fields developed in collaboration between instructor and student requiring a mixture of readings, research, and a writing project. May be repeated in different areas for additional credit to a maximum of 4 units.
Prerequisite: Consent of the department chair

SOCIOLOGY
LOWER DIVISION
SOCI 104 General Sociology (4)
Sociology is the study of the relationship between our lives and the social world, such as community, culture, peers, family, economy, work, religion, and global system. Sociologists examine how human decisions are shaped in myriad ways as we interact with the social, political, and economic structures of our time. This prepares students to look at human action as a window on the wider world, using the "sociological imagination" to better understand events and trends.

SOCI 251 Social Psychology (4)
Review of social psychological knowledge and understanding of individuals, groups, systems, and culture, including conformity, persuasion, social cognition, self-justification, aggression, prejudice, and interpersonal relationships. Cross-listed as PSYC 251.
SOCI 299 Directed Study (1-4)
Special study in fields developed in collaboration between instructor and student requiring a mixture of readings, research, and a writing project. May be repeated in different areas for additional credit to a maximum of 4 units.
Prerequisite: Consent of the department chair

UPPER DIVISION

SOCI 306 Pressing Issues in Society (4)
Current issues agitating society and their underlying social factors, including, for example, poverty, class, care for the elderly and young, drug abuse, environment, discrimination, and healthcare.

SOCI 307 Diversity in America (4)
The diversity of human groupings along the line of race, culture, gender, and social position. Both historical and theoretical explanations of prejudice and discrimination are presented. Major ethnic groups in America are reviewed.

SOCI 314 Sociology of Love and Marriage (4)
Deals with education and preparation for marriage and such topics as love, courtship, premarital intimacy, emotional maturity, compatibility, couple communication, conflict resolution, religious and cultural variables, marital adjustment, divorce, death, trends in alternative life-styles, singleness, and domestic crises.

SOCI 345 Social Organization (4)
Study of the structures and functions of various types of social organizations and bureaucracies; examination of leadership, organizational goal setting, communication, policy-making, and performance evaluation and assessment.

SOCI 374 Impacts of Globalization (4)
An examination of the effects of globalization upon worldviews, value systems, international and interpersonal relations, and social institutions, especially politics, religion, and education. The underlying forces and counter forces of globalization and the varied human responses to its processes are explored.

SOCI 404 Foundations of Social Thought (4)
Survey of social thoughts ranging from ancient world views to the modern social theories in anthropology and sociology. Cross-listed as PHIL 404.

SOCI 414 The Family (4)
Structure and function of the family, changing family patterns, threats to the family from within and without, family adaptation to social change, trends into the 21st Century, the problem of broken families, and intergenerational relations. Cross-cultural perspective is an underlying dimension.

SOCI 418 Sexual Behavior and Gender Roles (4)
The impact of rapid social change on the social-sexual roles of males and females. Three tracks are followed simultaneously: sex and gender, gender and communication, and social-psychological aspects of human sexual behavior.

SOCI 494 Methods of Research (4)
Conceptual understanding and practical application of social research principles and their components.
Prerequisite: MATH 251

SOCI 495 Field Placement (4)
Field experience in an applied setting such as an internship. May be repeated for a maximum of 8 units.
Prerequisite: Consent of the department chair

SOCI 499 Directed Study (1-4)
Advanced special study in fields developed in collaboration between instructor and student requiring a mixture of readings, research, and a writing project. May be repeated in different areas for additional credit to a maximum of 4 units.
Prerequisite: Consent of the department chair
Restriction: Limited to students who are departmental majors with upper division standing
GUIDELINES FOR THE INDIVIDUAL MAJOR

1. The proposed major must constitute a coherent academic program. It must fulfill the student’s objectives and achieve a clear academic goal.

2. The proposed major must be comparable in quality and academic rigor to other major programs offered at La Sierra University and should be compatible with a liberal arts education. It must achieve both breadth and depth within the academic disciplines studied.

3. The proposed major is to make use of available university resources, courses currently offered, and faculty interests and capabilities.

4. Generally:
   A. The proposed major must require a minimum of 60 quarter units.
   B. No more than 12 of the 60 units are allowed to overlap with general education requirements.
   C. At least 30 quarter units of the proposed major must be in upper division courses.
   D. No more than 5 quarter units of directed study are to be allowed in the proposed major. A senior thesis may be part of the major requirement and is not included in the 5-unit directed study limit.

5. The student must have at least 80 quarter units still to complete before graduation at the time of approval of the proposal.

6. The chairman of the student’s advisory committee is the student’s academic advisor.

7. In approving an individual major, there is no implied guarantee by the University that the courses specified, or substitutions for those courses, will be available at the time specified in the proposal.

8. In fulfilling its function, the Individual Majors Committee is certifying the academic quality of the individual major. The committee may require revision in the proposal, reject it, allow or require changes in the general requirements listed above, and/or may recommend changes in the student’s advisory committee.

FACULTY

Suzanne Mallery, Coordinator
Associate Professor of Psychology (2001)
PhD Fuller Theological Seminary 1998
Clinical Psychology, Pediatric Psychology

DESCRIPTION

A student who has clearly defined objectives that lie outside an established academic department may design a proposal for a major in an individualized academic program, one that helps the student fulfill his or her objectives. This proposal will be designed with the aid of the Individual Majors Committee.

Information about proposal procedures and guidelines may be obtained from the dean’s office in the College of Arts and Sciences. The design of the major is done by the student in conference with an advisory committee of three full-time faculty members, from at least two different departments of the college.

The proposal is approved by the Individual Majors Committee and by the dean of the College of Arts and Sciences. The proposal must be approved and filed with the Office of Admissions and Records no later than the beginning of the second quarter during the student’s junior year. Any subsequent changes must be approved by the advisory committee and the chairperson of the Individual Majors Committee. The program must have a descriptive title that will appear on the diploma.

This program is open to students who are currently registered at La Sierra University, who are in good academic standing, and who still have five full quarters (80 units) to complete before graduation.

THE PROPOSAL

The chairperson of the Individual Majors Committee will also discuss the proposal with the student and may make recommendations on members of an advisory committee.

The proposal should include the following:

1. A statement of objectives. This should be in sufficient detail to inform the committee of what the student has in mind and what is expected to be achieved by the proposed major.

2. A rationale for the program. If there are items in support of the proposal, e.g., a portfolio on related studies, description of related work experience, writings, etc., it is appropriate to include these in support of the rationale.

3. A list of the required courses and any cognates for the major. In addition, the sequence in which these courses are to be taken should be included. If a senior thesis is part of the program, then a general statement should be provided as to a possible subject for that thesis.

4. The proposal is to be signed by the members of the advisory committee. On a separate page, each member of the committee should give an appraisal of the viability of the proposed major.
DEGREE OFFERED
Bachelor of Arts degree in Liberal Studies, with a concentration in one of the following areas: art, biological science, child development, English, history, mathematics, music, physical education, physical science, or Spanish.

OBJECTIVE
The liberal studies major is a diversified major in the liberal arts tradition. Unique among majors at La Sierra University, the liberal studies major has no encapsulated faculty, is integrated over the entire college curriculum, and can be tailored to individualized student interests and needs. Moreover, the liberal studies major is designed for the prospective elementary teacher to fulfill the Multiple Subjects Elementary Education State Approved Program and to prepare for the California Subject examinations for Teachers (CSET) in Multiple Subjects. For adult evening students, the College of Arts and Sciences also offers, through the Division of Continuing Studies, a Bachelor of Arts degree with a non-state approved program major in liberal arts. Copies of the requirements for this degree may be secured at the dean’s office.

ELEMENTARY EDUCATION
The liberal studies major should be considered by those students who wish to meet the requirements for elementary subject matter and who need the early field experiences necessary to qualify to begin full-time teaching in public or private schools. The Approved Teacher Education Programs for elementary teaching certification are administered through the School of Education’s Department of Curriculum and Instruction. Students who complete the liberal studies major with no substitution for the courses identified in bold type will have completed a Multiple Subject Matter Program for Teaching Credential. These programs are approved by both the Commission on Teacher Credentialing of the State of California and the General Conference of Seventh-day Adventist Department of Education. All liberal studies majors should be advised each quarter by faculty in the School of Education Curriculum and Instruction department. This is especially important for those individuals choosing a liberal studies major that includes required coursework for a teaching credential in elementary education.
MAJORS
BACHELOR OF ARTS

LIBERAL STUDIES
Bachelor of Arts in Liberal Studies students should keep in close contact with their advisors and the evaluators in the Office of Admissions and Records for up-dates mandated by the State of California. Some General Studies courses of the University Studies General Education Program are included in the major. Courses in bold type are required for those seeking elementary education certification.

Required: A minimum of 92 units, including:
- Core Curriculum
- Chosen area of concentration

Core Curriculum: (72 units) Required of all students majoring in Liberal Studies

Required:

- 20 units of English/Literature
  - ENGL 304, 482 & 484
  - 8 units (4 upper division) selected from:

- 8 units of Fine Arts
  - ARTA 205
  - MUHL 205
  - UHNR 214*

- 12 units of Humanities
  - HIST 105 or PHIL 204
  - HPSC 106 or UHNR 121*
  - HPSC 274

- 24 units of Science/Mathematics/Health
  - BIOL 107 or 131; or HLED 214; or UHNR 114*
  - BIOL 327 or UHNR 324*
  - GEOL 316
  - PHYS 117
  - MATH 121
  - MATH 155 or 202

- 8 units of Social Science
  - May not be from the discipline of one’s area of concentration. Required for Multiple Subject Matter Program:
    - GEOG 276
    - PSYC 234
    - UHNR 314*

World Languages
  - Competency through level 201

* Courses with prefix UHNR require participation in University Honors Program.
**AREAS OF CONCENTRATION**
The student will complete an additional twenty units or more selected as a discipline concentration. The following discipline concentrations have been approved by the Multiple Subject Matter Liberal Studies Committee and meet the requirements of the California Commission on Teacher Credentialing.

*The courses that the student selects in the concentration should not have been taken as part of the Liberal Studies core curriculum.*

**ART**
*Required:*
- ARTS 115, 116, 224, 254 & 274B

**BIOLOGICAL SCIENCE**
*Required:*
- BIOL 111, 111L, 112, 112L, 113 & 113L
- BIOL 301 & 301L; or 436; or 466
- BIOL 410

**CHILD DEVELOPMENT**
*Required:*
- 20 units selected from:
  - CFSC 264, 265*, 266*, 267*, 405, 486 & 488
  - EDPC 460 or PSYC 464
  - PSYC 482F & 484C

*In conjunction with articulation agreement with Riverside Community College Program*

**ENGLISH**
*Required:*
- 4 units (upper division) of English Literature:
  Selected from:
  - ENGL 446A-Z, 457, 458, 459
- 4 units (upper division) of World/Classical Literature:
  Selected from:
  - ENGL 414A-Z, 44S, 487A
- 4 units (upper division) of American Literature:
  Selected from:
  - ENGL 415B, 416, 425A-Z
- 8 units (upper division) ENGL (Must include one writing course not taken as part of core curriculum):
  Selected from:

**HISTORY**
*Required:*
- HIST 105 (if not taken as part of core curriculum)
- HIST 273
- HPSC 104
- HPSC 275
- 8 units (upper division) HIST courses

**MATHEMATICS**
*Required:*
- MATH 131, 132, 231 & 345
- 4 units from:
  - MATH 133, 155

**MUSIC**
*Required:*
- MUCT 105*
- MUCT 112 & 113
- 1-3 units of MUPF 105** (until Proficiency Exam is passed, or a maximum of three quarters)
- MUHL 338 & 339
- MUPF 216
- 3 units to be selected from one of the following (three consecutive quarters required, beginning with Fall quarter):
  - MUPF 377A, 379, 385B, 386
- Electives (to complete 20 units):
  - MUED 244, 245, 264, 274, 284, 294, 405
  - MUET 105
  - MUHL 336, 337

*MUCT 105 can be waived upon passing Theory Placement Exam and would not then be counted as part of 20-unit requirement.

**For those pursuing a Liberal Studies degree with no plans to teach in the classroom, MUPF 105 can be waived in lieu of proficiency in another instrument or voice. Student would need to petition the Department of Music.**

**PHYSICAL EDUCATION**
*Required:*
- HLED 216A, 216B & 444
- PETH 344, 384 & 427
- 6 units chosen from:
  - PEAC 290-291 & PETH 301-306

**PHYSICAL SCIENCE**
*Required:*
- CHEM 101, 101L, 102, 102L, 103 & 103L
- PHYS 231, 231L & 304

**SPANISH**
*Required:*
- SPAN 307; & 329 or 334; & 426 or 428
- 8 additional units (upper division) selected from (at least 4 units must be literature):
  - SPAN 318, 329, 347 or 348, 417, 468 or 469, 499
  - WDLG 495
Students interested in learning more about the preparation involved for teaching at the elementary and secondary levels, should refer to the Department of Curriculum and Instruction section in this bulletin.

The department provides a curriculum in mathematics as a cultural study for all liberal arts students, as a basic tool for the scientist, and as a preparation for graduate study and for teaching.

1. Demonstrate proficiency in the major content areas of mathematics or biomathematics at the bachelor’s degree level.
2. Employ technology and use tools such as computer software and the web to investigate mathematical concepts and applications.
3. Demonstrate skills in reading, writing, and speaking mathematical ideas.
4. Understand the role of proof in mathematics and have the ability to construct simple proofs.
5. Demonstrate the ability to develop and use mathematical and quantitative models.
6. Devise and use problem-solving strategies and apply them to diverse mathematical and quantitative problems.
7. Work effectively in teams and to collaborate with peers to accomplish course assignments.
8. Undertake intellectually demanding mathematical reasoning.
9. Understand the importance of theory and abstraction and the role of examples and applications in motivating theoretical and abstract concepts.
10. Demonstrate ethical behavior in using and reporting results utilizing mathematical reasoning, as well as being aware of ethical issues in society that involve mathematical and quantitative reasoning.

DEGREES OFFERED
- Bachelor of Science degrees in:
  - Biomathematics
  - Mathematics
- Minor in Mathematics
M A J O R S

BACHELOR OF SCIENCE

BIOMATHMATICS
Offered with the Department of Biology.
Required: 75 units, as follows:
- CPTG 121
- MATH 131, 132, 133, 231, 232, 233, 461 & 462
- BIOL 111, 111L, 112, 112L, 113, 113L, 301, 301L, 302 & 302L
- 12 additional units of upper division mathematics, computer science, or biology courses

1 unit may be applied to the biomathematics major for each biochemistry course elected from CHEM 491, 492 and 2 units may be added for CHEM 493.
2 units from CPTG 485 or MATH 485 or BIOL 405

Required Cognates:
CHEM 111, 111L, 112, 112L, 113, 113L & 371

Recommended:
- CHEM 372, 373
- PHYS 231, 232, 233

MATHEMATICS
Required: 62 units, as follows:
- CPTG 121
- MATH 131, 132, 133, 231, 232, 233, 324, 415, 421, 431 & 432
- 2 units from CPTG 485 or MATH 485
- 12 additional units of upper division computer science or mathematics courses

Required Cognates:
- PHYS 231
- 8 units from:
  PHYS 232, 233; CHEM 351, 352, 353

Recommended:
MATH 345, 415, 422, 451 (for those pursuing teaching credentials)

MINOR

MATHEMATICS
Required: 29 units, as follows:
- MATH 131, 132, 133 & 231
- 1 unit from CPTG 485 or MATH 485
- Remaining units selected from MATH courses applicable toward a mathematics major, excluding MATH 299, 499.
- CPTG 121 may be applied

C O U R S E S

A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

PRE-FOUNDATIONAL

MATH 006 Introductory Algebra (4)
Review of arithmetic and a study of elementary algebra. This course will emphasize problem solving using algebra. Does not apply toward any degree or certificate at La Sierra University.
Prerequisite: Appropriate score on placement examination

MATH 007 Intermediate Algebra (4)
Techniques for handling polynomial and rational expressions, solutions of equations, exponents and logarithms, the quadratic equation, graphs. The course reviews high school Algebra I and covers the standard topics of high school Algebra II. Does not apply toward any degree or certificate at La Sierra University.
Prerequisite: MATH 006 or appropriate score on placement examination

LOWER DIVISION

MATH 115 Applications of Mathematics (4)
This course examines how mathematics applies to real-world problems. Applications will be chosen from topics such as methods of voting and of apportionment, the mathematics of money, probability, paths and networks, number theory, games, truth tables and arguments, and tessellations and polyhedra. Does not apply toward any mathematics or computer science program.
Prerequisite: MATH 007 or appropriate score on placement examination

MATH 121 College Algebra (4)
Manipulation techniques for polynomial, rational, exponential, and radical expressions. Properties of the exponential and logarithmic functions. Solutions of systems of equations and inequalities. Complex numbers, theory of equations, curve sketching, sequences and series. Does not apply toward any mathematics or computer science program.
Prerequisite: MATH 007 or appropriate score on placement examination

MATH 122 Trigonometry and Analytical Geometry (4)
Standard trigonometric identities, sine and cosine rules, two- and three-dimensional applications, complex numbers, DeMoivre’s theorem, n-th roots of unity. Equations of straight lines and conics; identification of conics and their basic geometrical properties. Does not apply toward any mathematics or computer science program.
Prerequisite: MATH 121 or appropriate score on placement examination

MATH 131 Calculus I (4)
Functions, limits, continuity, definition of derivatives, techniques of differentiation, applications of derivatives, definite and indefinite integral, mean value theorem, fundamental theorem of calculus.
Prerequisite: MATH 122 or appropriate score on placement examination

MATH 132 Calculus II (4)
Calculus of transcendental functions, techniques of integration, applications of integration, indeterminate forms, improper integrals.
Prerequisite: MATH 131
MATH 133 Calculus III (4)
Taylor series; plane curves; polar, cylindrical, and spherical coordinates; solid analytic geometry; vector-valued functions; partial differentiation and applications; multiple integrals and applications.
Prerequisite: MATH 132

MATH 155 Introductory Statistics (4)
Basic concepts of probability, descriptive statistics, normal distributions, confidence intervals, hypothesis testing applied to means, proportions, chi-square, introduction to correlation and regression, and simple analysis of variance. Does not apply toward any mathematics program or to the Bachelor of Science degree in Computer Science. Not open to students who previously earned credit in BUAD 341 or ECON 341.
Prerequisite: MATH 007 or appropriate score on placement examination

MATH 201 Concepts of Mathematics I (4)
Topics from the following: natural, integer, rational, and real number systems; computer literacy; set algebra; elementary logic; and mathematics history. Does not apply toward any mathematics or computer science program. Course is not regularly offered.
Prerequisites: MATH 007 or appropriate score on placement examination, one year of high school geometry or equivalent & CPTG 104 or equivalent

MATH 202 Concepts of Mathematics II (4)
Topics from set algebra, elementary logic, geometry, probability, statistics, and mathematics history. Does not apply toward any mathematics or computer science program.
Prerequisite: MATH 121 or MATH 201

MATH 231 Introduction to Linear Algebra & Discrete Mathematics (4)
Matrix algebra and determinants; systems of linear equations; introduction to relations, digraphs, and trees.
Prerequisite: MATH 132

MATH 232 Differential Equations (4)
Prerequisite: MATH 133 & 231

MATH 233 Vector Calculus (4)
Vector fields, vector calculus, divergence, and theorems of Green and Stokes.
Prerequisite: MATH 133

MATH 251 Introduction to Statistics I (4)
Review of arithmetic and elementary algebra including linear and quadratic equations. Topics chosen from arithmetic and geometric progressions and depreciations, interest and dated values, combinatorics and introduction to probability, and introduction to descriptive statistics. Does not apply toward any mathematics or computer science program.
Prerequisite: Admittance to Access and appropriate score on placement examination

MATH 261 Finite Mathematics for Business I (4)
A continuation of MATH 261. Does not apply toward any mathematics or computer science program.
Prerequisites: Admittance to Access & MATH 261

MATH 262 Finite Mathematics for Business II (4)
Introduction to the foundations of discrete mathematics as they apply to computer science, focusing on providing a solid theoretical foundation for further work. Topics include functions, relations, sets, proof techniques, Boolean algebra, fundamentals of counting, elementary number theory, recurrence relations, graphs, trees, and discrete probability.
Prerequisite: CPTG 121 or MATH 131

MATH 299 Directed Study (1-4)
A lower division level study of topics or problems not covered in courses currently being taught. May be repeated for additional credit with consent of the department chair.
Prerequisite: Consent of the department chair

UPPER DIVISION

MATH 324 Linear Algebra (4)
Vector spaces, linear transformations, matrices and determinants, eigenvalues and eigenvectors, canonical forms. Offered alternate years.
Prerequisite: MATH 231

MATH 345 College Geometry (4)
Elementary and modern plane euclidean geometry. Topics chosen from noneuclidean geometry, foundations of geometry. Offered alternate years.
Prerequisite: MATH 231 (can be concurrently enrolled)

MATH 361 Numerical Methods I (4)
Numerical solutions to nonlinear equations; error analysis; interpolation and approximation; numerical differentiation and integration; numerical solutions to ordinary differential equations. Offered alternate years.
Prerequisites: CPTG 121, MATH 231 & 232

MATH 362 Numerical Methods II (4)
A continuation of MATH 361. Topics include systems of equations; eigenvalues; curve fitting and approximation theory; and additional topics chosen from numerical solutions to partial differential equations, Fourier series, and boundary value problems. Offered alternate years.
Prerequisite: MATH 361

MATH 371 Introduction to Data Science (4)
Data science: data collection, processing, analysis, and visualization. Statistical methods for data analysis. Use of software for data analysis.
Prerequisites: CPTG 121, MATH 231 & 232

MATH 385 Introduction to Mathematical Biology (4)
Mathematical methods in population biology, ecology, epidemiology, and evolutionary biology. Use of probability, differential equations, and linear algebra.
Prerequisites: MATH 231 & 232

MATH 386 Introduction to Mathematical Epidemiology (4)
Mathematical epidemiology: basic principles of infectious diseases, modeling of transmission dynamics, and control of infectious diseases.
Prerequisites: MATH 231 & 232

MATH 499 Directed Study (1-4)
A lower division level study of topics or problems not covered in courses currently being taught. May be repeated for additional credit with consent of the department chair.
Prerequisite: Consent of the department chair
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 415</td>
<td>Sets and Number Systems</td>
<td>(4)</td>
<td>Introduction to informal axiomatic set theory; systematic development of the natural, integer, rational, and real number systems; topological properties of the real line. Offered alternate years.</td>
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<tr>
<td></td>
<td><em>Prerequisites:</em> MATH 133 &amp; 231</td>
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<tr>
<td>MATH 421</td>
<td>Abstract Algebra I</td>
<td>(4)</td>
<td>An introduction to groups; quotient groups; rings; and fields. Offered alternate years.</td>
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<tr>
<td></td>
<td><em>Prerequisite:</em> MATH 324</td>
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<tr>
<td>MATH 422</td>
<td>Abstract Algebra II</td>
<td>(4)</td>
<td>A continuation of MATH 421. Further topics include unique factorization domains, field extensions, and unsolvability of certain geometrical constructions. Offered alternate years.</td>
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<tr>
<td></td>
<td><em>Prerequisite:</em> MATH 421</td>
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<tr>
<td>MATH 431</td>
<td>Analysis I</td>
<td>(4)</td>
<td>Topics include the topology of the real line, sequences, limits, continuity, and differentiation. Offered alternate years.</td>
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<tr>
<td></td>
<td><em>Prerequisite:</em> MATH 415</td>
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<tr>
<td>MATH 432</td>
<td>Analysis II</td>
<td>(4)</td>
<td>A continuation of MATH 431. Further topics include Riemann integration, sequences and series of functions, and uniform convergence. Additional topics chosen from metric spaces, topological spaces, and Lebesgue integration. Offered alternate years.</td>
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<tr>
<td></td>
<td><em>Prerequisite:</em> MATH 431</td>
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<tr>
<td>MATH 451</td>
<td>Introduction to Mathematical Statistics I</td>
<td>(4)</td>
<td>Topics chosen from: probability, random variables, moment-generating functions, special distributions, large- and small-sample methods, theoretical frequency distributions, sampling theory, correlation and regression, testing goodness-of-fit, principles of estimation, hypothesis testing, and nonparametric methods. Offered alternate years.</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisites:</em> MATH 133 &amp; 231</td>
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<tr>
<td>MATH 461</td>
<td>Biomathematical Modeling I</td>
<td>(4)</td>
<td>Mathematical modeling of problems in the life sciences, including deterministic, probabilistic and chaotic models; computer simulations. Offered alternate years.</td>
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<td><em>Prerequisites:</em> CPTG 121, MATH 232, BIOL 113 &amp; 113L</td>
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<tr>
<td>MATH 462</td>
<td>Biomathematical Modeling II</td>
<td>(4)</td>
<td>A continuation of MATH 461. Further study of deterministic, probabilistic and chaotic models; and computer simulations. Offered alternate years.</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em> MATH 461</td>
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<tr>
<td>MATH 485</td>
<td>Seminar</td>
<td>(0.5-2)</td>
<td>Informal seminars dealing with topics chosen from areas of pure or applied mathematics or computer science, and which are not usually covered in regular mathematics or computer science courses. Level of accessibility may vary by topic. May be repeated with new content for additional credit. Four units maximum may be counted toward any program in the Department of Mathematics and Computer Science. Cross-listed as CPTG 485. May not register for both CPTG 485 and MATH 485 during the same term.</td>
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<tr>
<td></td>
<td><em>Prerequisite:</em> MATH 131</td>
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<tr>
<td>MATH 486</td>
<td>Topics in Mathematics</td>
<td>(2-4)</td>
<td>Content determined by the interests of faculty and students, with specific areas listed in class schedule. May be repeated with new content for additional credit.</td>
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<td><em>Prerequisite:</em> Consent of the instructor</td>
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<tr>
<td>MATH 499</td>
<td>Directed Study</td>
<td>(1-4)</td>
<td>Upper division study of topics or problems not covered in courses currently being taught. May be repeated for additional credit.</td>
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<tr>
<td></td>
<td><em>Prerequisite:</em> Consent of the department chair</td>
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<td><em>Restriction:</em> Limited to majors in the Department of Mathematics and Computer Science</td>
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DEPARTMENT OF MUSIC

DEPARTMENT FACULTY

Kimo Smith, Chair
Associate Professor of Music (1990)
DMA University of California, Los Angeles 1997
piano, organ, theory

Barbara Favorito
Professor of Music (1990)
DMA University of Miami 1990
conducting, music education

Jeffry Kaatz
Professor of Music (1988)
DMA University of Southern California 1989
cello

Raejin Lee
Assistant Professor of Music (2005)
DMA Rutgers University 2008
voice, music education

Kenneth Narducci
Professor of Music (2006)
DMA University of Oregon 1989
conducting, theory, composition

René M. Ramos
Associate Professor of Music (1983)
PhD Indiana University 1997
musicology, theory

E. Earl Richards II
Assistant Professor of Music (2002)
DMA University of California, Los Angeles 2010
choral, conducting

Elvin S. Rodríguez
Professor of Music (1998)
EdD Teachers College of Columbia University 1991
piano, music technology

Donald W. Thurber
Professor of Music (1975)
PhD University of North Texas 1976
music education, church music

Jason J. Uteyama
Professor of Music (2002)
MMus The Juilliard School 2001
violin, viola, chamber music

COLLABORATING FACULTY

Aram Barsamian
MMus University of Southern California 1996
voice

David Brennan
DMA University of California, Los Angeles 2004
saxophone, chamber music

Celia Chan Valerio
DMA Indiana University 2008
harp

Daniel Cummings
DMA University of California, Los Angeles 2007
La Sierra Symphony Orchestra

Jamie Douglass
BS Indiana University, Bloomington 1999
percussion

Frankie Farrell
MMus University of California, Los Angeles 1981
music technology

Elvin L. Geneston
PhD University of North Texas 2008
physics, music technology

Martin Glicklich
DMA University of Southern California 1998
flute

Bruce Hudson
MMus Cleveland Institute of Music 1992
horn

Jungwon Jin
DMA University of Southern California 2000
piano

David Kendall
MA University of California, Riverside 2007
theory lab, low bass

Charles Koster
MA University of Iowa, Iowa City 1978
bassoon

Gary Lasley
BMus University of Southern California 1975
double bass
OBJECTIVES
In harmony with La Sierra University’s mission to enlarge human understanding through scholarship, to educate the whole person, and to serve others in a global community, the mission of the Music Department is to advance the study and practice of music within the context of Christian values and ideals by:

1. Participating in the campus-wide emphasis on a broad, balanced curriculum by providing the non-music major opportunities to participate in performance ensembles, performance instruction, and general education classes.

2. Fostering an environment that supports a learning dialogue among the students, faculty, and community.

3. Assisting in gaining insight into the significance and function of music in the student’s spiritual life and community of worshippers.

4. Nurturing the student’s growth in aesthetic sensitivities and values and enabling the student to effectively communicate these values.

5. Assisting the student in developing a critical and open-minded approach to music of diverse cultures and styles.

6. Stimulating the student’s awareness of the vital role of music in society and inspiring a commitment to help provide exposure to music for all.

7. Supporting the advancement of musical life in the Seventh-day Adventist Church by encouraging the student to become an active contributor.

8. Fostering the student’s development of self-discipline, responsibility, and professionalism in music.

LEARNING OUTCOMES
The Department of Music at La Sierra University is committed to helping the serious music student develop a life-long engagement with music as performer, composer, and listener. By providing the essential tools for making and responding to music, it is the aim of the following student learning outcomes to create a “whole” musician with the requisite skills, experiences, and artistic sensibilities that have the potential to continually inform and transform the musical life during and after formal study. Thus, at the completion of music studies at LSU, the student will have developed:

1. A seeing ear and a hearing eye. Further defined, students should be able to recognize, identify, and create, given notation and/or sound, simple to complex patterns and structures as they relate to the musical elements of pitch, duration, amplitude, and timbre.

2. A theoretical foundation of music. Analytical techniques, from simple to advanced, are presented as tools to help in understanding and internalizing musical form and content. This leads to the student’s development as “analyzer and evaluator” in becoming a qualified listener.

3. The ability, given sound and/or notation, to respond to, perform and shape the elements of music. This suggests being able to manipulate these elements within the student’s role as listener (both analytical and evaluative), performer, or composer, in a stylistically coherent and informed manner.
4. A working knowledge and practical understanding of the history of music and musical styles. Primarily based on the European-centered tradition, but also observed from world traditions, this study informs the student’s role as listener, performer and composer.

5. An understanding and application of appropriate pedagogical techniques, methods and tools as they relate to the variety of demands placed on today’s music teacher. Depending on the student’s area of emphasis, this means gaining effectiveness in the implementation of methodologies in primary and secondary areas of musical expertise as they relate to age group and discipline.

6. Refined technical and interpretive skills necessary for informed solo and collaborative performance appropriate to the degree.

7. A basic competency in music technology. These elements include digital notation, sequencing, MIDI sequencing, audio recording, and web integration of multi-media objects.

8. A broad base of experiences on which to build a personal philosophy of music. In light of the above outcomes, this means being able to appreciate music of worth, and distinguish between what is long-lasting and what is fad, in secular and sacred styles.

**ENTRANCE REQUIREMENT**

Applicants for bachelor degrees in music must pass an entrance audition. This audition may be performed before entering the University as part of the admissions process, or by the end of the second quarter of residence. Students from the local area are expected to audition in person; others may submit a good quality recording. Auditions should demonstrate the applicant’s musical and technical ability and should be comprised of two contrasting pieces, totaling 10-20 minutes in length.

**APPLICABILITY TO MAJOR PROGRAMS**

For students majoring in music, the following conditions apply:

1. Individual music instruction must be under the direction of the music faculty.
2. Transfer students must take a minimum of 6 units of individual instruction courses in their primary field at this University.
3. All majors, regardless of their concentration, must fulfill the piano proficiency requirement as stated in the Department of Music Student Handbook.
4. Candidates for the Bachelor of Music degree are required to present recitals as indicated in the various concentrations. See the Department of Music Student Handbook.
5. A music major must fulfill the requirements as outlined in the Department of Music Student Handbook to be considered a music major in good standing. Handbooks may be obtained from the Music Department office.

**INDIVIDUAL INSTRUCTION**

Individual instruction is offered with or without credit. Credit is earned as follows:

A. Attendance at nine lessons per quarter, with a minimum of five practice hours a week for each unit of credit.
B. Participation in public recitals and master classes as specified by the instructor.
C. Successful completion of a final evaluation.

**MUSIC ENSEMBLE REQUIREMENT**

All music majors must be enrolled in one of the major ensembles of the University each quarter. Students are required to audition in their declared performance area, and will be placed in the appropriate ensemble.

**Instrumental Options:**
- La Sierra University Wind Ensemble
- La Sierra University Orchestra
- La Sierra University Big Band

**Vocal Options:**
- La Sierra University Chorale
- La Sierra University Chamber Singers

Keyboard majors are to be enrolled in any one of the ensembles listed above. If, upon audition, a student cannot be placed in a primary ensemble, the student will be assigned to one of the ensembles organized by the department.

**CONCERT ATTENDANCE**

All music majors must fulfill a concert attendance (MUPF 289, 389) requirement. This is a nonacademic requirement for graduation. The requisites for the fulfillment of this requirement are outlined in the Department of Music Student Handbook.

**LIMITATION OF CREDIT**

Admission to upper division individual instruction courses is granted pending the successful completion of an audition before the music faculty as outlined in the Department of Music Student Handbook.
**MAJORS**

**BACHELOR OF ARTS**

**MUSIC**

*Required: 73 units in music, including:
  - MUCT 112, 112L, 113, 113L, 211, 212, 213, 314 & 315
  - MUET 105
  - MUHL 336, 337, 338 & 339
  - MUPF 289/389
  - MURE 489
  - 10 units of individual instruction in the primary field, including:
    - 6 units at 200 level
    - 3 units at 300 level and MUPF 398 or a 4 unit special study project in music, approved and supervised by the music faculty
  - 6 units of music electives (MUCT, MUED, MUHL, or MUPF)
  - 12 units (minimum) of specified ensembles*

*Music majors must be enrolled in a major ensemble each quarter in attendance.

*Recommended:
  - MUHL 485
  - MUPF 314

**BACHELOR OF MUSIC**

**MUSIC**

**Core Curriculum:** (68 units) Required of all students receiving a Bachelor of Music degree

*Required:
  - MUCT 112, 112L, 113, 113L, 211, 212, 213, 213L, 314 & 315
  - MUET 105
  - MUHL 335, 336, 337, 338 & 339
  - MUPF 314 & 398
  - MURE 489
  - 12 units of specified ensembles**

**Music Education**

*Required: 120 units in music, including:
  - Core Curriculum
  - MUCT 415
  - MUED 220A, 244, 254, 264, 274, 294, 305 & 405
  - Music Education majors with a vocal emphasis substitute MUED 327 for MUED 294
  - MUPF 315, 316 & 317
  - 2 units of music electives (MUCT, MUED, MUHL, or MUPF)
  - 20 units (8 upper division) of individual instruction, 16 of which are in one field
  - 2 units of ensemble in addition to the core curriculum requirement

*State certification required including student teaching. Application for the teacher education program is required upon completion of EDCI 204 Process of Teaching. Required pre-professional and profession courses (“Teaching Credential-Single Subject”) are available through the School of Education.

**Performance**

*Required: 117 units in music, including:
  - Core Curriculum
  - MUPF 498
  - 34 units (16 at 300 level or above) of individual instruction in the primary field
  - Completion of one of the patterns below (pattern will be identified on the official transcript)

**Patterns in Performance:**

**Piano**

- MUED 325A & 325B
- MUPF 284 and/or 384 (6 units)
- 4 units of electives

**Strings**

- MUED 326
- MUPF 284 and/or 384 (6 units)
- 4 units of electives

**Instrument other than piano or strings**

- MUHL 328
- MUPF 284 and/or 384 (6 units)
- 6 units of electives

**Voice**

- MUED 220A, 220B & 327
- MUHL 329
- MUPF 284 and/or 384 (2 units)
- 4 units of electives

*Required Cognate for Voice: French, German, or Italian through level 201
BACHELOR OF SCIENCE
MUSIC TECHNOLOGY
Required: 145 units (37 upper division), including:
- CPTG 121
- MUCT 112, 112L, 113, 113L, 211, 211L, 212, 212L, 213, 213L, 314, 315 & 415
- MUET 101, 105, 185, 211, 211L, 212, 212L, 220, 285, 485, 495 & 498
- MUET 385 or ARTS 394C
- MUHL 336, 337, 338, 339 & 385
- MUPF 289/389
- MURE 489
- 20 units of individual instruction
- 12 units of specified ensemble*
- PHYS 117, 307 & 486G
- 6 units electives (ARTS, CPTG, MUCT, MUET, MUHL, PHYS)

*Music majors must be enrolled in a major ensemble each quarter in attendance.

MINORS
MUSIC
Required: 30 units (8 upper division), including:
- MUCT 112, 112L, 113 & 113L
- MUHL 205
- Two of the following:
  - MUHL 335, 336, 337
  - 4 units minimum of specified ensembles
  - 4 units of electives in music

MUSIC TECHNOLOGY
Required: 38 units (10 upper division), including
- Basic keyboard proficiency required
- MUCT 112, 112L, 113, 113L & 415
- MUET 101, 105, 185, 211, 211L, 212, 212L & 285
- MUHL 338 & 385
- Two units from the following:
  - ARTS 115
  - CPTG 121
  - MUCT 411
  - MUET 220, 320, 321, 322, 485, 495
  - PHYS 117, 307, 486G

CERTIFICATE
The Performer’s Certificate program is a full-time course of study designed for promising performers who desire intensive training on their instrument or voice in order to enhance their employment opportunities. Students are required to enroll for a minimum of three quarters to complete the Certificate program. One to two years is typically required for completion of the program. Extension of the program beyond two years requires departmental approval. Although a baccalaureate degree is not required for admission, applicants must meet the performance level which is required for graduation from the undergraduate performance program. No academic credit is normally given for courses taken under this program. If academic credit is desired—not applicable towards graduation with a baccalaureate degree—the regular tuition costs will apply. Students are required to register for a minimum of 12 units for each quarter enrolled in the program in the following areas:

Piano:
- 2 units of chamber music
- 2 units of accompanying
- 8 units of private instruction

Strings:
- 2 units of chamber music
- 2 units of La Sierra University Orchestra
- 8 units of private instruction

Instrumental:
- 2 units of chamber music
- 2 units of La Sierra University Wind Ensemble or
  - La Sierra University Orchestra
- 8 units of private instruction

Voice:
- 2 units of vocal chamber music
- 2 units of opera
- 8 units of private instruction

Students must perform at least one recital.

COURSES
A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

MUSIC COMPOSITION AND THEORY
LOWER DIVISION

MUET 105 Introduction to Music Theory (3)
Music fundamentals: meter, intervals, scales, triads. Open to students who have not passed the theory placement examination. Does not apply toward a major or minor in music.

MUET 105L Introduction to Music Theory Lab (0)
Music dictation, sight singing, and ear training. Open to students who have not passed the theory placement examination. Does not apply toward a major or minor in music. Must be taken concurrently with MUET 105.
MUCT 112 Music Theory I A (3)
Study of diatonic harmony in music of the period of common practice: triads in root position, first and second inversions, and principles of voice leading. Includes experience in working with computer music programs.
Prerequisite: MUCT 105 or a passing grade in the theory placement exam

MUCT 112L Music Theory I A Laboratory (2)
Identification of chromatic intervals and root position triads. Dictation of simple diatonic melodies and introduction to harmonic dictation. Emphasis on solfège sight singing, rhythmic accuracy, intonation, and listening.
Prerequisite: MUCT 105L or a passing grade in the ear training portion of the theory placement exam

MUCT 113 Music Theory I B (3)
Continued study of diatonic harmony in music of the period of common practice: seventh chords, cadences, and non-chord tones; provides an introduction to secondary dominants.
Prerequisite: MUCT 112

MUCT 113L Music Theory I B Laboratory (2)
Further identification of chromatic intervals, minor scales and common seventh chords. More complex melodic dictation in major and minor modes in all standard clefs. Three and four part harmonic dictation with diatonic and simple chromatic chords. Introduction to chromatic solfège and extended rhythmic structures.
Prerequisite: MUCT 112L

MUCT 211 Music Theory II A (3)
Study of chromatic harmony in tonal music: secondary dominants, borrowed chords, the Neapolitan chord, and modulation. Includes score analysis.
Prerequisite: MUCT 113

MUCT 211L Music Theory II A Laboratory (2)
Identification of larger intervals and inverted chords of all types. Melodic dictation with some chromatic notes. Further chromaticism in harmonic dictation. Sight singing in all modes. Introduction to asymmetric meter and irregular division of the beat. Introduction to transcription.
Prerequisite: MUCT 113L

MUCT 212 Music Theory II B (3)
Continued study of chromatic harmony in tonal music: augmented sixth chords, uses of the diminished seventh, enharmonic modulations, and more advanced harmonic procedures. Includes score analysis.
Prerequisite: MUCT 211

MUCT 212L Music Theory II B Laboratory (1)
Continued identification of intervals, scales, and chords. Increased chromaticism and mode mixture in both melodic dictation, harmonic dictation, and sight singing. Further study of complex rhythmic structures. Student project in transcription.
Prerequisite: MUCT 211L

MUCT 213 Music Theory II C (3)
Introduction to melodic, rhythmic, and harmonic practices of 20th-century music. Includes analysis of twelve-tone composition and a basic understanding of set theory.
Prerequisite: MUCT 212

MUCT 213L Music Theory II C Laboratory (1)
Synthesis of musical fundamentals in: class score reading, listening, large scale transcription projects, and self-guided student study.
Prerequisite: MUCT 212L

UPPER DIVISION

MUCT 314 Counterpoint (4)
Review of species counterpoint and 16th century contrapuntal style; emphasis on analysis and writing in the 18th century style in 2 & 3 voices.
Prerequisite: MUCT 213

MUCT 315 Music Form and Analysis (4)
Introduction to formal analysis. Principles of musical structure through the study of representative works from the period of common practice. The binary and ternary forms, variation, rondo, sonata, and contrapuntal forms.
Prerequisite: MUCT 213

MUCT 411 Composition (4)
Practice in writing original compositions in the smaller forms. Emphasis on 20th-century compositional techniques. May be repeated for additional credit. It is recommended that the student first complete MUCT 415 with a grade of C or better before enrolling in this class.
Prerequisite: MUCT 314

MUCT 415 Orchestration (4)
Timbre and technical characteristics of orchestral instruments. Practices and procedures of orchestration.
Prerequisite: MUCT 213

MUCT 499 Directed Study (1-4)
Faculty directed study on various topics in the area of music theory.

800 level courses give no credit toward any degree or diploma; they are non-credit certificate program courses only.

MUCT 899A Theory I for Certificate Program (3-5)
Theory I A, B, and C available for non-degree certificate students. Refer to listing under Theory I A, B, and C. May be repeated to a total of 15 units.

MUCT 899B Theory II for Certificate Program (3-5)
Theory II A, B, and C available for non-degree certificate students. Refer to listing under Theory II A, B, and C. May be repeated to a total of 15 units.
MUSIC EDUCATION
LOWER DIVISION

MUED 220A Singer's Diction I (2)
German and English diction appropriate for soloist and ensemble. Offered odd years (2010-2011).

MUED 220B Singer's Diction II (2)
Latin, Italian, and French diction appropriate for soloist and ensemble. Offered odd years (2010-2011).

MUED 244 String Methods and Techniques (2)
Basic techniques of the orchestral stringed instruments. Development of string and orchestral programs in schools. Offered even years (2011-2012).

MUED 254 Woodwind Methods and Techniques (2)
Basic techniques and teaching methods for woodwind instruments. Offered even years (2011-2012).

MUED 264 Brass Methods and Techniques (2)
Basic techniques and teaching methods for brass instruments. Offered odd years (2010-2011).

MUED 274 Percussion Methods and Techniques (2)
Basic techniques and teaching methods for percussion instruments. Offered odd years (2010-2011).

MUED 294 Vocal Methods and Techniques (2)
Basic techniques of proper vocal production and teaching methods for voice. Not required for vocal majors. Offered even years (2011-2012).

MUED 305 Choral Methods, 7-12 (3)
Organization and implementation of choral ensembles. Topics to include maintaining vocal health, tone and diction; changing voice; rehearsal techniques; and planning and managing programs, concerts, and tours. Classroom observation required. Offered odd years (2010-2011).

MUED 315 Music in the Classroom (4)
Basic methods and techniques of music teaching in the elementary school. Special emphasis in Orff techniques. Classroom observation required. Does not apply toward a major in music.

MUED 325A Piano Pedagogy (2)
The study of published keyboard methods and pedagogical principles and techniques of keyboard instruction. Offered odd years (2010-2011).

MUED 325B Piano Literature (2)
The study of published keyboard literature and interpretation skills. Offered even years (2011-2012).

MUED 326 String Pedagogy and Literature (4)
Introduction to educational and developmental psychology as applied to private instruction. In-depth analysis of string technique and methods of teaching. Educational and performance literature for primary string instrument. Offered odd years (2010-2011).

MUED 327 Vocal Pedagogy (2)
A study of the pedagogical techniques used in the private vocal studio with an emphasis on voice science, the psychology of singing, and various vocal repertoires encountered in the studio environment. Offered even years (2011-2012).

MUED 405 Instrumental Methods, 5-12 (3)
Role of the instrumental teacher in grades 5-12; organization and implementation of instrumental ensembles in the elementary, middle, and high schools with appropriate methods and literature. Classroom observation required. Offered even years (2011-2012).

MUED 499 Directed Study (1-4)
Faculty directed study on various topics in the area of music education.

MUSIC HISTORY AND LITERATURE
LOWER DIVISION

MUHL 205 Music Appreciation (4)
The study of the basic elements and forms of music and performing media in historical perspective. The class will integrate lectures with listening to music and concert attendance.

UPPER DIVISION

MUHL 328 Wind and Percussion Literature (2)
The various periods of literature for the specific wind and percussion instruments: styles, interpretations, and developments of the instrument. Offered even years (2011-2012).

MUHL 329 Song (Vocal) Literature (2)
A survey of art song literature including the German Lied; French mélodie; and Italian, Spanish, English, and American art song, with an emphasis on class performance presentation. Offered even years (2011-2012).

MUHL 330A Seminar: American Art Song (2)
Performance-oriented class focusing on the historical, musical, literary, and social elements that make the genre unique in song literature.
Prerequisite: MUHL 329

MUHL 330B Seminar: German Lied (2)
Performance-oriented class focusing on the historical, musical, literary, and social elements that make the genre unique in song literature.
Prerequisite: MUHL 329
MUHL 330C Seminar: French Mélodies (2)
Performance-oriented class focusing on the historical, musical, literary, and social elements that make the genre unique in song literature.
Prerequisite: MUHL 329

MUHL 330D Seminar: British Art Song (2)
Performance-oriented class focusing on the historical, musical, literary, and social elements that make the genre unique in song literature.
Prerequisite: MUHL 329

MUHL 330E Seminar: Various Themes (2)
Performance-oriented class focusing on the historical, musical, literary, and social elements that make the genre unique in song literature. Possible topics include, but are not limited to, sacred art song, Spanish art song, Eastern European art song, and the songs of musical theater.
Prerequisite: MUHL 329

MUHL 335 History of Western Music Before 1600 (4)
The development of music in Europe from the Greeks to the end of the Renaissance. Medieval monophonic music, polyphony, instrumental music, the theories of music, and music and society. Attention given to political and cultural events influencing musical developments.
Prerequisite: MUCT 213

MUHL 336 History of Western Music (1600-1800) (4)
The development of music from the end of Renaissance through the Classical era. Baroque and Classical musical styles, dramatic vocal music, instrumental music, patronage, public concerts, and the theory of music.
Prerequisite: MUCT 213

MUHL 337 History of Western Music Since 1800 (4)
The development of music in Europe and the USA from the beginning of Romanticism to the present. Romantic and 20th-century styles, nationalism, new systems of tonal organization, impressionism, twelve-tone music, neoclassicism, aleatory music, and current trends.
Prerequisite: MUCT 213

MUHL 338 Music of Non-Western Cultures (2)
Introduction to music of non-Western cultures. Folk and native music of Middle East, Asian, African, North and South American, and Pacific Rim countries.

MUHL 339 Contemporary Popular Styles (2)
A survey of the history, styles, and creators/performers of popular music and of the social, political, economic, and cultural issues influencing its development. Course focuses on music of America and covers folk, African-American, jazz, "pop," and rock 'n roll styles.

MUHL 385 Music of the 20th Century (4)
The development of music in the 20th century. Special focus will be given to music since 1940. Serialism, atonality, chance, minimalism, and avant-garde.

MUHL 485 Music of the Christian Church (4)
Vocal and instrumental music of the Christian Church, including our rich heritage of hymn singing from early Christian times to the present.

MUHL 499 Directed Study (1-4)
Faculty directed study on various topics in the area of music history.

MUSIC PERFORMANCE

LOWER DIVISION

MUPF 105 Piano Proficiency (1)
Course content is designed for music majors preparing for the piano proficiency examination. Limited to music majors only. Does not apply towards the music major.

MUPF 105A Group Piano Class I (1)
Beginning piano through level three. May be repeated for additional units as necessary.

MUPF 105B Group Piano Class II (1)
Continuing piano level 3-5. May be repeated for additional units as necessary.
Prerequisite: MUPF 105A

MUPF 105C Group Piano Class III (1)
Continuing piano instruction building on the basic principles. May be repeated for additional units as necessary.
Prerequisite: MUPF 105B

MUPF 106A Beginning Voice Class I (1)
Introduction to basic vocal techniques and their application and development through vocal exercises and group and solo singing of appropriate vocal literature. Does not apply to the music major. May be repeated for additional units as necessary.
Prerequisite: MUPF 106A

MUPF 106B Beginning Voice Class II (1)
A continuation of MUPF 106A to further practice and refine vocal technique through exercises and more advanced solo vocal literature. Does not apply to the music major. May be repeated for additional units as necessary.
Prerequisite: MUPF 106A

MUPF 106C Beginning Voice Class III (1)
A continuation of MUPF 106B. Primary goal will be to continue to refine vocal technique and explore moderately advanced literature. Does not apply to the music major. May be repeated for additional units as necessary.
Prerequisite: MUPF 106B

MUPF 216 Basic Conducting Skills (2)
The theory and application of basic conducting techniques. Does not apply towards a major in music.
Prerequisites: MUCT 113 & 113L
MUPF 289 Concert Attendance (0)
A lower division credit class that centers around attendance at various performances and concerts. Attendance provides the opportunity for a variety of professional listening experiences suited to a student’s needs and goals. Music majors must be enrolled each quarter in attendance.

UPPER DIVISION

MUPF 314 Introduction to Conducting (2)
The theory and application of basic conducting techniques.
Prerequisite: MUCT 213

MUPF 315 Intermediate Conducting (2)
The application of theory and techniques unique to the conducting of both choral and instrumental ensembles.
Prerequisite: MUPF 314

MUPF 316 Choral Conducting (2)
Conducting and rehearsal techniques, diction, tone, selection of repertoire, stylistic interpretation, score preparation, and management and organization of a choral department. Offered even years (2011-2012).
Prerequisite: MUPF 315

MUPF 317 Instrumental Conducting (2)
Score analysis, score preparation, and programming. Study of significant wind band and orchestra literature. Offered odd years (2010-2011).
Prerequisite: MUPF 315

MUPF 389 Concert Attendance (0)
An upper division credit class that centers around attendance at various performances and concerts. Attendance provides the opportunity for a variety of professional listening experiences suited to a student's needs and goals. Music majors must be enrolled each quarter in attendance.

MUPF 398 Recital in Music (1)
Minimum of 30 minutes of repertoire as approved by instructor. Recital may be shared by another student. Specific procedures and requirements available in the Department of Music Student Handbook.

MUPF 417 Advanced Conducting (2)
Advanced score analysis and conducting techniques, significant wind band and orchestral literature.
Prerequisites: MUPF 316 & 317

MUPF 498 Recital in Music (1)
Recital will consist of a minimum of 60 minutes of repertoire as approved by instructor. Specific procedures and requirements are available in the Department of Music Student Handbook.

MUPF 499 Directed Study (1-4)
Faculty directed study on various topics in the area of music performance.

800 level courses give no credit toward any degree or diploma; they are non-credit certificate program courses only.

MUPF 854 Recital in Music for Certificate Program (2)
Recital in music for Certificate program. May be repeated to a total of 6 units.

APPLIED MUSIC STUDIES

INDIVIDUAL INSTRUCTION (1 OR MORE)
Courses may be repeated for additional credit. Attendance may be required at occasional class sessions. Credit at the 100 level does not apply toward a major in the primary performance area. Additional private instruction fee required of non-music majors. (See the Financial Information section of this Bulletin.)

Enrollment for upper division credit allowed only upon successful completion of upper division audition. 800 level courses give no credit toward any degree or diploma; they are noncredit certificate program courses only.

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<th>Contrabass (Double Bass)</th>
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ENSEMBLE MUSIC

Membership in University music groups is open to qualified students with the consent of the instructor. Music majors must be enrolled in a major ensemble each quarter in attendance with the exception of Music Education majors doing student teaching. Courses may be repeated for additional credit. Some University-owned instruments are available for band and orchestra. Purchase of concert attire is required for some ensembles.

MUPF 271, 371 Opera Workshop (1-2, 1-2)
Preparation of recitatives, arias, duets, ensembles, and scenes from the operatic literature, including choruses, for performance during the quarter. Works will be staged with costumes or performed concert style. Attention will be given to appropriate style and performance practice.

MUPF 274A, 374A Symphonic Band (1, 1)
Open to all qualified students who have a limited time for rehearsals and performances, with emphasis on significant literature for large wind band.

MUPF 274B, 374B Brass Choir (1, 1)
Open to all qualified brass students who enjoy performing literature specifically written for large brass ensemble.

MUPF 277A, 377A University Chorale (1, 1)
A choral ensemble for the general student who enjoys singing but has limited time for rehearsals and performances. Limited performances.

MUPF 277B, 377B Chamber Singers (1, 1)
A select choral ensemble for the serious choral student. Selected by audition only. Members are required to be enrolled in private lessons and University Chorale.

MUPF 277C, 377C Men’s Chorus (1, 1)
A men’s ensemble for the general student who likes to sing or the music student who wishes to sing the repertoire of music for men’s voices. Limited performances.

MUPF 277D, 377D Women’s Chorus (1, 1)
A women’s ensemble for the general student who likes to sing or the music student who wishes to sing the repertoire of music for women’s voices. Limited performances.

MUPF 279, 379 La Sierra University Orchestra (1, 1)
Open to all qualified students by audition, the La Sierra Symphony Orchestra performs significant orchestral literature. Repertoire includes music for chamber orchestra and full orchestra.

MUPF 284, 384 Chamber Music (1, 1)
Study and performance of selected chamber works for keyboard, strings, woodwinds, vocal, and brass.

MUPF 285A, 385A Piano Ensemble (1, 1)
Open to all qualified student who enjoy performing literature specifically written for piano ensemble.

MUPF 285B, 385B Jazz Combo (1, 1)
Open to all players with an interest in jazz improvisation, including the development of the playing of small-group jazz. Jazz theory, styles, compositions, and practice techniques are explored.

MUPF 285C, 385C Percussion Ensemble (1, 1)
Study and performance of a wide variety of literature for varied combinations of percussion instruments in both the classical and popular idioms.

MUPF 285D, 385D Big Band (1, 1)
Large Big Band jazz ensemble format. Rehearses and performs historical and contemporary styles.
MUPF 286, 386 Wind Ensemble (1, 1)
Open to all qualified students by audition, the Wind Ensemble performs music from all periods and styles, with an emphasis on significant wind music for small and large wind band.
Prerequisite: Audition

MUPF 369 Seminar in Applied Music (1-4)
Faculty directed topics in the area of performance practice. May be repeated for additional credit with different content.

MUPF 496 Workshop in Music (1-4)
Faculty directed workshop in the areas of performance, staging, sound, lighting, direction, and/or production of events.

800 level courses give no credit toward any degree or diploma; they are non-credit certificate program courses only.

MUPF 834 Large Ensemble for Certificate Program (2)
Study and performance of significant literature in a large ensemble setting. Must be enrolled each quarter in residence. May be repeated to a total of 12 units.

MUPF 844 Small Ensemble for Certificate Program (2)
Study and performance of selected chamber works. Must be enrolled each quarter in residence. May be repeated to a total of 12 units.

MUSIC TECHNOLOGY
LOWER DIVISION

MUET 101 Fundamentals of Audio and Music Technology (2)
This course establishes the foundations for the study of music technology, addressing essential audio theory, sound, hearing, acoustics, and electronics and their practical applications in the recording studio.

MUET 105 Introduction to Music Technology (2)
An introductory course for all music majors covering computer software applications in music notation, digital audio recording, and sequencing. The course places special emphasis on how the various software applications are used in the transcription, arrangement, and composition of music. Other music and computer related topics may be covered. Basic music reading and keyboarding skills required.

MUET 185 Electronic Music Systems I (3)
An introduction to MIDI (Musical Instrument Digital Interface) with an emphasis on current applications, including MIDI sequencing, recording, production, and arranging techniques. Use of the equipment and software is demonstrated through various creative projects. One lecture and one weekly lab or equivalent per week.
Prerequisite: MUET 105

MUET 211 Recording Technology I (2)
Introduction to the physical aspects of sound; sound level measurement, microphone techniques, psychoacoustics, and principles; and an overview of the recording studio. Digital recording technology is introduced. Students will have opportunity to apply the lecture material in a practical manner by recording ensembles and recitals.

MUET 211L Recording Technology I Lab (1)
Application of the concepts learned and acquired from MUET 211, including multi-track recording, ear training for engineering. In addition, students are required to work in teams to complete recording assignments throughout the quarter. Concurrent enrolled in MUET 211 is required.

MUET 212 Recording Technology II (2)
A practical study of applications in digital recording technology. Topics of study include microphone techniques, recording console operation, signal processing and digital effects equipment, hard-disc recording and reproduction, and advanced mixing and mastering techniques. Students will have the opportunity to apply the lecture material in a practical manner by recording ensembles and recitals. Also, special projects will be recorded.
Prerequisite: MUET 211

MUET 212L Recording Technology II Lab (1)
Application of concepts learned and acquired from MUET 212, including ear training for engineering, studio recording techniques. Students will use software such as ProTools LE, WaveLab, PEAK, and Deck II in weekly assignments. Concurrent enrolled in MUET 212 is required.

MUET 220 Recording Practicum (2)
A practicum in live concert and studio recording that demonstrates all the topics covered in MUET 211 and 212. Ear training for engineers is continued. Students may be required to work in teams.
Prerequisite: MUET 212

MUET 285 Electronic Music Systems II (3)
Conceptual and practical applications with advanced MIDI systems including various analog and digital synthesizers, samplers, computers, and MIDI programs. Use of the equipment and software is demonstrated through various creative projects. One lecture and one weekly lab or equivalent.
Prerequisite: MUET 185

UPPER DIVISION

MUET 311 Live Sound Reinforcement (4)
The study and practice of live sound reinforcement. Topics include mixing console theory and operation, room EQ, speakers and their placement, amplification systems, monitoring systems, and electrical requirements.

MUET 320 Recording Practicum II (2)
Principles covered in MUET 211 and 212 are put into practice. Students continue to perform various duties of a professional recording engineer.
Prerequisite: MUET 220

MUET 321 Recording Practicum III (2)
Continuation of MUET 320 with additional recording projects and advanced recording techniques.
Prerequisite: MUET 320

MUET 322 Recording Practicum IV (2)
A continuation of MUET 321. Advanced study of recording techniques and plug-ins.
Prerequisite: MUET 321
MUET 385 Multimedia (4)
A study of the basic concepts and practices of interactive media. The course will survey strategies, design principles, techniques, and software commonly used in multimedia. Works will be analyzed for their effectiveness, design, and for their creative application of multimedia techniques and concepts.

MUET 411 Internship in Music Technology (1-6)
Assignment to studios and/or corporations for on-the-job training. 
Restriction: Only for students with junior or senior standing

MUET 485 Audio Processing (4)
Theory and application of spectrum analyzers, audio filters, and multipurpose effects devices and software; topics may include an introduction to Fourier sound synthesis and analysis, noise suppression, stereo image enhancement, room auralization, and surround sound creation.
Prerequisite: PHYS 307
Restriction: Only for Music Technology majors with senior standing

MUET 495 Computer Music Synthesis (4)
An exploration of the history and potential of computer music. Concepts are presented through the use of software such as Csound and Max. Design and implementation of MIDI systems and applications will be the focus.

MUET 498 Senior Music Tech Project (6)
The senior project represents the culmination of the study of music technology at La Sierra University. As such, it should illustrate mastery of concepts studied with an emphasis made on special areas of interest. The project will include a finished product (CD, CD-ROM, DVD-R) accompanied by a reflection paper (15-20 pages) which deals with the creative process(es) and equipment/software used in the completion of the project.

MUET 595A Technology 1A: Notation, Sequencing, and Electronic Instruments (2-3)
Notating and printing music using the computer, recording music (sequencing), and using electronic instruments. This course meets one half of the requirements for level one certification by the Technology Institute for Music Educators (TI:ME). The Technology 1B course below completes the level one certification.

MUET 595B Technology 1B: Internet, Computer-Assisted Instruction, Multimedia (2-3)
Use of the Internet, computer-assisted instruction (CAI), and multimedia in the music classroom. This course meets one half of the requirements for level one certification by the Technology Institute for Music Educators (TI:ME). The Technology 1A course above completes the level one certification.

RELIGIOUS MUSIC
UPPER DIVISION

MURE 489 Music and Worship (4)
Nature of worship; music as an aid to worship; the role of the choir, organist, director; congregational participation; music for youth and children; and the relation between church musicians and ministerial staff.

MURE 499 Directed Study (1-4)
Faculty directed study on various topics in the area of religious music.
PROGRAM FACULTY

FRITZ GUY, Coordinator
Research Professor of Philosophical Theology (1961, 1990)
DD h.c La Sierra University 2002
PhD University of Chicago 1971
history of philosophy, philosophy of religion, ethics, philosophy of time

JAMES BEACH
Dean, College of Arts and Sciences
Associate Professor of Mathematics (1979)
DA Idaho State University 1977
College of Arts and Sciences

GARY CHARTIER
Associate Dean, School of Business
Associate Professor of Law and Business Ethics (2001)
JD University of California at Los Angeles 2001
PhD University of Cambridge 1991
theology, philosophy, ethics, political theory, public policy, law and legal theory

ANDREW C. HOWE
Assistant Professor of History (2005)
PhD University of California, Riverside 2005
history of ideas, postmodern thought

JOHN R. JONES
Associate Professor of New Testament Studies and World Religions (1990)
PhD Vanderbilt University 1982
asian philosophy, phenomenology of religion

JOHN NG WONG HING
Assistant Professor of Mathematics (1996)
MA University of California, Los Angeles 1979
logic, foundations of mathematics

JOHN W. WEBSTER
Dean, School of Religion
Professor of Theology and History of Christianity (1999)
PhD Princeton Theological Seminary 1995
moral philosophy, philosophy of religion

DEGREES OFFERED
• An individual major, designed in consultation with the respective coordinators of the programs in individual majors and in philosophical studies, is available for students with a vocational interest in philosophical studies.

• Minor in Philosophy
A minor in philosophical studies is intended to provide a useful complement to a student’s major academic, professional, or pre-professional interests. It is intended also to be helpful background for graduate study not only in various areas of philosophy but also in related areas of the humanities, such as literary criticism or intellectual history, or in other areas such as law or religion.

OBJECTIVES
The Program in Philosophical Studies is designed to provide interested students a set of opportunities:
1. To encounter and explore some of the major philosophical ideas that have shaped human understanding, culture, and history.
2. To develop a high level of skill in critical and constructive thinking.

INDIVIDUAL MAJORS
Individual majors can readily integrate philosophical studies with one or more other academic disciplines such as religion, intellectual history, the natural sciences, and the human sciences. Several suggested curricula are listed below. These majors require a minimum of 60 quarter units, including 20 units of courses in philosophical studies. For additional information consult the coordinator of the Program in Philosophical Studies.
INDIVIDUAL MAJORS
Involving Philosophical Studies

Core Curriculum: (24 units) Required for all individual majors involving philosophical studies

Required:
- PHIL 105 or 204
- PHIL 208, 317, 318, 319 & 327

GENERAL PHILOSOPHICAL STUDIES
Required: 60 units (30 upper division), as follows:
- Core Curriculum
- 12 units of philosophy & religion selected from:
  PSYC 488C
  RELG 235
  RELG 237 or 306 or RELM 444
  RELT 436
- 12 units of philosophy & natural science selected from:
  NSCI 404, 405, 406, 407
- 12 units of philosophy & human science selected from:
  RELE 447
  RELT 464
  SOCI 374, 404

PHILOSOPHY & COGNITIVE SCIENCE
Required: 60 units (30 upper division), as follows:
- Core Curriculum
- 4 units of philosophy of science:
  PSYC 478
- 32 units of cognitive science selected from:
  BIOL 439, 469
  PSYC 261, 374, 435, 452, 456, 484C

PHILOSOPHY & CULTURAL STUDIES
Required: 60 units (30 upper division), as follows:
- Core Curriculum
- 12 units of moral & political philosophy selected from:
  PHIL 404, 405, 4474, 485
- 8 units of philosophy & literary theory selected from:
  PHIL 487A, 487B
- 16 units of cultural studies selected from:
  ANTH 275, 325
  COMM 344
  HIST 366, 430D, 430Q, 430R
  HPSC 106
  SOCI 307, 314, 345, 374, 414, 418

PHILOSOPHY & INTELLECTUAL HISTORY
Required: 64 units (30 upper division), as follows:
- Core Curriculum
- 24 units of intellectual history selected from:
  RELH 445, 446, 447
  HIST 430R
  PHIL 485
  PSYC 478
- 16 units of historical inquiry:
  HPSC 275, 375, 497, 498

PHILOSOPHY, POLITICS & ECONOMICS
Required: 60 units (30 upper division), as follows:
- Core Curriculum
- 16 units of moral & political philosophy selected from:
  PHIL 404, 405, 454, 474, 485
- 12 units of economics selected from:
  ECON 254, 255 & either 357 or 366
- 8 units of American law & politics:
  PLSC 225, 316

PHILOSOPHY & RELIGION
Required: 60 units (30 upper division), as follows:
- Core Curriculum
- 12 units of philosophy & phenomenology of religion selected from:
  PHIL 436
  PSYC 488C
  RELG 235
  RELG 237 or 306 or RELM 444
- 12 units of philosophy & human science:
  ANTH 325
  RELE 447
  RELT 464
- 12 units of history of Christianity selected from:
  RELH 445, 446, 447, 488

PHILOSOPHY & THEOLOGY
Required: 60 units (30 upper division), as follows:
- Core Curriculum
- 12 units of moral & political philosophy selected from:
  PHIL 404, 405, 454, 474
- 16 units of theology:
  PHIL 436
  RELT 434, 435, 453
- 8 units of ethics selected from:
  RELE 447, 448, 455, 459

MINOR

PHILOSOPHY
Required: 32 units as follows:
- PHIL 208, 317, 318 & 319
- 16 additional units selected (in consultation with the program coordinator) from the courses listed below and other related courses offered through various departments
A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

**LOWER DIVISION**

**PHIL 105 The Western Intellectual Traditions: From the Greeks to the Postmoderns (4)**
An overview of Western worldviews, both popular and elite, from the ancient Greeks to the postmoderns. Includes a discussion of their social contexts and their interactions with the worldviews of other world civilizations. Cross-listed as HIST 105.

**PHIL 204 Introduction to Philosophy (4)**
An introduction to the central questions and methods of philosophical inquiry, reviewing issues such as reality, knowledge, religion, morality, and human society.

**PHIL 208 Logic: How to Think Accurately (4)**
Analysis of principles of deductive and inductive reasoning, using methods of classical and modern logic.

**UPPER DIVISION**

**PHIL 317 Foundations of Western Thought: From the Greeks to the Middle Ages (4)**
From pre-Socratic philosophy through the late Middle Ages, with major emphasis on Plato, Aristotle, Augustine, and Thomas Aquinas. Prerequisite: Upper-division standing

**PHIL 318 The Making of Modern Thought: From Rationalism to Pragmatism (4)**
From the 17th through the 19th centuries, with major emphasis on René Descartes, John Locke, David Hume, Immanuel Kant, and William James. Prerequisite: Upper division standing

**PHIL 319 Contemporary Thought: From Logical Positivism to Postmodernism (4)**
From process philosophy to postmodernism, with major emphasis on A.J. Ayer, Martin Heidegger, Ludwig Wittgenstein, Thomas Kuhn, and Richard Rorty. Prerequisite: Upper-division standing

**PHIL 327 Asian Philosophical Traditions: India, China & Japan (4)**
An investigation of the major philosophical themes and movements among the civilizations of India, China, and Japan. Includes questions of knowledge, reality, the self, nature, society, and social ethics. Consideration is also given to issues of human rights, as well as to environmental and political philosophy, in connection with the so-called “Asian values” debate. Cross-listed as RELG 327.

**PHIL 374 Cognition and Memory (4)**
An introduction to the psychological investigation of perceptual and cognitive processes, emphasizing pattern recognition, attention, memory, knowledge representation, problem solving, decision making, language, and intelligence. Offered alternate years. Cross-listed as PSYC 374.

**PHIL 404 Foundations of Social Thought (4)**
Survey of social thought ranging from ancient world views to the modern social theories in anthropology and sociology. Cross-listed as SOCI 404.

**PHIL 405 Moral Philosophy: Conduct and Character (3-4)**
A philosophical investigation of major moral theories associated with notions such as virtue, natural law, duty, and responsibility. Moral concepts (e.g. ‘the good’, ‘the right’, ‘the just’) will be studied, and their application to problems concerning the individual and society explored. Readings will include the works of moral philosophers, both ancient and modern. Cross-listed as RELT 405. Prerequisite: Consent of the instructor.

**PHIL 436 Philosophy of Religion: God, Faith, and Reason (4)**
Reasons for belief in the reality and relevance of God for contemporary life and thought, and related issues. Cross-listed as RELT 436. Prerequisite: Upper division standing

**PHIL 454 Applied Ethics and Social Issues (2-4)**
Implications of moral principles for selected problems in social policy. Cross-listed as RELT 454.

**PHIL 474 Political Philosophy: Justice, Power & Community (4)**
Main currents of political philosophy from Plato to the present. Cross-listed as PLSC 474.

**PHIL 485 American Political Thought (4)**
American political ideas from the colonial period to the present. Cross-listed as PLSC 485.

**PHIL 487A Classical Rhetoric and Criticism (4)**
A consideration of the formative theories of persuasion and interpretation, dating from the Greek, Roman, and early Christian eras. Particular emphasis is given to the relevance of classical theory to contemporary rhetoric and literature. Offered alternate years. Cross-listed as COMM 487A and ENGL 487A.

**PHIL 487B Contemporary Literary Criticism (4)**
An examination of modern and post-modern literary theory, including the schools of formalism, psychoanalysis, feminism, post-structuralism, and cultural criticism. Readings survey the writers, philosophers, and social commentators whose contributions shaped and continue to shape current methodologies of interpretation. Offered alternate years. Cross-listed as ENGL 487B.

**PHIL 499 Directed Study (1-4)**
Upper division independent study in consultation with an advisor.
DEPARTMENT OF PHYSICS

DEPARTMENT FACULTY

Ivan E. Rouse, Chair
Professor of Physics (1978)
PhD Washington State University 1974
condensed matter

Horace Croghan
Assistant Professor of Physics (2007)
PhD University of Arkansas 2004
molecular dynamics, symmetry analysis

Elvis Geneston
Assistant Professor of Physics (2008)
PhD University of North Texas 2008
statistical physics, complex networks

COLLABORATING FACULTY

Benjamin L. Clausen
PhD University of Colorado 1987
nuclear physics

Stephen J. Schiller
PhD University of Calgary 1986
astrophysics

DEGREES OFFERED

• Bachelor of Science degrees in:
  Biophysics

• Minor in Biophysics

PREPARATION FOR TEACHING

Students interested in learning more about the preparation involved for teaching at the elementary and secondary levels, should refer to the Department of Curriculum and Instruction section in this bulletin.

PREPARATION FOR MEDICINE & DENTISTRY

Students planning to go on to medical or dental school will be well-prepared by taking the Biophysics BS degree. The biophysics major has a very broad background in the sciences with an emphasis on physics and biophysics. The biophysical background is unique in the approach it takes to studying biological problems from a physics point of view. In addition, much of the technology used in the practice of medicine and dentistry can be better understood with a background in biophysics.

MISSION AND GOALS

The mission of the Physics Department faculty is to:

• Promote an appreciation of the relationship of the world to its Creator Jesus Christ;
• Appreciate the value and beauty of physics for understanding the physical world around them;
• Prepare students for post-baccalaureate studies in science;
• Provide service courses to other academic departments and programs.

PHYSICS LEARNING OUTCOMES

1. PROBLEM SOLVING ABILITY:
   -- Students develop the ability to formulate, deconstruct, and solve complex biophysical problems using mathematics up through calculus.

2. GENERAL COMPETENCY IN BIOPHYSICS:
   -- Students develop depth of understanding in the fundamental subject areas: mechanics, electromagnetism, thermal and statistical physics, and quantum mechanics as they relate to biophysical phenomena.

3. EXPERIMENTAL AND/OR THEORETICAL RESEARCH PROJECTS:
   -- Students design and implement experiments and/or theoretical studies to understand physical phenomenon in the context of biophysics.

4. INFORMATION LITERACY:
   -- Students know how and where to find relevant and reliable scientific information including the web, online databases, and libraries.

5. COMPUTER TOOLS AND INSTRUMENTATION:
   -- Students effectively use mathematical and experimental software packages and experimental equipment necessary for doing biophysics.
   -- Students communicate and present information electronically including appropriate use of software and multimedia modes of communication.

6. COMMUNICATION OF SCIENTIFIC MATERIAL TO COLLEAGUES AND THE GENERAL PUBLIC:
   -- Students write well-organized, logical, and scientifically sound biophysics research papers.
   -- Students present clear well-organized, logical, scientifically sound, and audience-appropriate oral reports on appropriate biophysics topics.

7. PEER COLLABORATION AND LEADERSHIP:
   -- Students work effectively in teams to accomplish course assignments and they exercise appropriate leadership with their team.

8. CURRENT ISSUES IN BIOPHYSICS:
   -- Students are acquainted with contemporary issues in biophysics.
   -- Students critically evaluate topics in the emerging field of biophysics.
RHETORICAL EXPERIENCES IN PHYSICS

Students majoring in biophysics fulfill the University requirement for upper division rhetorical skills by taking approved courses to develop speaking and writing skills like those involved in the preparation and delivery of oral papers and printed publications in the professional physics community. In addition, students must devote at least one quarter as a physics lab assistant or physics tutor. In response to this experience, students write a set of reflections based on a questionnaire, which becomes part of their advisor’s file.

SENIOR ASSESSMENT

Senior students must participate in the department’s assessment program, which may include taking a comprehensive physics assessment test during the winter or spring term of the senior year on a date announced by the department.

MAJOR

BACHELOR OF SCIENCE

BIOPHYSICS

Offered with the department of biology.

Required: 66 units in biology and physics, as follows:
- BIOL 111, 111L, 112, 112L, 113, 113L, 301 & 466
- 2 units from PHYS 186 and/or 386
- 4 units of upper division BIOL electives

Required Cognates:
- MATH 131, 132 & 133

MINOR

BIOPHYSICS

Required: 27 units, as follows:
- BIOL 466
- PHYS 231, 231L, 232, 232L, 233 & 233L
- 12 units of upper division biophysics electives

COURSES

A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

LOWER DIVISION

PHYS 117 Introduction to Physics (4)
Emphasis on conceptual mechanics, fluids, thermodynamics, sound, electricity, and optics. For students requiring general education science elective, and majors in nursing and elementary education. Three lectures, one two-hour laboratory per week. Does not apply toward a major in physics.
Prerequisite: MATH 007 or equivalent

PHYS 118 Health Science Physics (2)
Problem solving and laboratory experiments in topics of particular interest to students in allied health fields. Attention given to developing problem-solving skills. One lecture, one two-hour laboratory per week. Does not apply toward a major in physics.
Prerequisite: PHYS 117 (can be concurrently enrolled) & MATH 007 or equivalent

PHYS 186 Biophysics Seminar (1)
Informal seminars on biophysics and related topics of mutual interest to faculty and students. May be repeated for a maximum of two units.

PHYS 231 General Physics I (4)
Kinematics and dynamics of particles and rigid bodies, properties of matter, momentum, energy. (Recommended preparation for General Physics includes high school courses in algebra I and II, geometry, trigonometry, and physics.) Four lectures per week. Students with calculus background should enroll in the B section of the course. Students with only algebra and trigonometry background should enroll in the A section of the course. Must be taken concurrently with PHYS 231L.
Prerequisite for PHYS 231A: MATH 122 or equivalent
Prerequisite for PHYS 231B: MATH 132 or equivalent

PHYS 231L General Physics I Laboratory (1)
One three-hour laboratory per week presenting experimental aspects of the topics presented in PHYS 231A or 231B. Must be taken concurrently with PHYS 231. Students must earn a C or better to move to both A and B sections of PHYS 232 and PHYS 232L.

PHYS 232 General Physics II (4)
Electric and magnetic forces and fields, DC and AC properties of circuits, electromagnetic induction. Four lectures per week. Must be taken concurrently with PHYS 232L. Students must earn a C or better to move to both A and B sections of PHYS 233 and PHYS 233L.
Prerequisite for PHYS 232A: PHYS 231A
Prerequisite for PHYS 232B: PHYS 231B

PHYS 232L General Physics II Laboratory (1)
One three-hour laboratory per week presenting experimental aspects of the topics presented in PHYS 232A or 232B. Must be taken concurrently with PHYS 232. Students must earn a C or better to move to both A and B sections of PHYS 233 and PHYS 233L.
PHYS 233 General Physics III (4)
Geometrical and physical optics, harmonic motion and wave phenomena, quantum physics of the atom and nucleus. Four lectures per week. Must be taken concurrently with PHYS 233L.
Prerequisite for PHYS 233A: PHYS 232A
Prerequisite for PHYS 233B: PHYS 232B

PHYS 233L General Physics III Laboratory (1)
One three-hour laboratory per week presenting experimental aspects of the topics presented in PHYS 233A or 233B. Must be taken concurrently with PHYS 233.

PHYS 298 Directed Research (1-4)
Lower division level completion of a laboratory research project under the supervision of an on-campus faculty member or approved off-campus research supervisor. May be repeated for additional credit. Minimum three hours laboratory per week per unit of credit.
Prerequisite: Consent of the instructor

PHYS 299 Directed Study (1-4)
Lower division level directed study of a problem suited to the background and experience of the student. May be repeated for additional credit. Minimum of 25 clock hours per unit required for a passing grade.
Prerequisite: Consent of the instructor

UPPER DIVISION

PHYS 304 Astronomy (4)
Observational astronomy, the solar system, physics of stars, and stellar systems. Three lectures and one laboratory per week.
Prerequisite: MATH 115 or 121
Restriction: Not open to freshmen except by consent of instructor

PHYS 307 Musical Acoustics (4)
An introduction to the field of acoustics emphasizing sound production by musical instruments, propagation of sound from source to listener (including electronic reproduction) and psychoacoustic perception of sound. A study of room acoustics and physics of sound design. Three lectures and one two-hour lab per week.
Prerequisites: MATH 121 & PHYS 117

PHYS 316 Atomic Physics (4)
The experimental foundations of quantum physics and an introduction to quantum concepts applied to atoms, nuclei, simple molecules, and solids. Three lectures and one laboratory per week. Cross-listed as CHEM 353.
Prerequisites: MATH 132 & PHYS 233

PHYS 326 Human Body Mechanics (4)
The focus of this course is on the understanding of fundamental issues related to biomechanics of the human body. Anatomical and technical principles of mechanics will be applied to human movement. Topics will include scaling of mechanical properties and abilities, properties of biological materials (stress, strain, strength, etc.), linear and angular kinematics (position, velocity, and acceleration), linear and angular kinetics (force, center of mass, work, energy, impulse, and momentum). Study of these topics will enable the student to calculate internal forces in muscles and joints and analyze muscle function using dynamics principles and musculoskeletal geometry. This course will include laboratory and field trip activities.
Prerequisites: BIOL 113 & 113L, MATH 133 & PHYS 233 & 233L

PHYS 336 Physics of Biomatals (4)
Mechanics of biological tissues and cells, stress and strain, elasticity of bone and tissue, Newtonian fluid flow, Reynolds number, bioviscoelastic fluids and solids, Windkessel theory, muscle modeling.
Prerequisites: BIOL 113 & 113L, MATH 133 & PHYS 233 & 233L

PHYS 346 Biomedical Imaging (4)
An introduction to the principles and applications of biomedical imaging, with emphasis on the acquisition, processing, display of imagery, and design of imaging systems. Filtering, convolution, and Fourier methods. Microscopy, x-ray, radiography, computed tomography (CT scan), magnetic resonance imaging (MRI), ultrasound, and nuclear imaging.
Prerequisites: BIOL 113 & 113L, MATH 133 & PHYS 233 & 233L

PHYS 356 Cellular Physics (4)
Physics of biomolecules, molecular forces, structural organization of proteins, and nucleic acids; active and passive transport; Fick's Laws; first and second laws of thermodynamics; random walk; diffusion and osmosis; elementary neurobiophysics; Nernst potential; action potential.
Prerequisites: BIOL 113 & 113L, MATH 133 & PHYS 233 & 233L

PHYS 386 Biophysics Seminar (1)
Informal seminars on biophysics and related topics of mutual interest to faculty and students. Offered even-numbered years. Seminars to assist students in preparing a formal paper in AIP style. May be repeated for a maximum of two units.

PHYS 389 Rhetorical Experiences in Physics (0)
Students majoring in biophysics enroll in this course during the quarter(s) they perform the duties of laboratory teaching assistant (TA) or tutor. A short paper responding to a set of reflective questions about their learning experience as a TA and/or tutor is required. Must be taken at least once while in residence at La Sierra University.

PHYS 486 Topics in Biophysics (1-4)
Topics in physics and biophysics selected by faculty and students to enrich and strengthen the biophysics curriculum. May not be used to replace a core or cognate requirement. May be repeated with new content for additional credit.

PHYS 494 Workshop in Physics (1-4)
Content selected to support the continuing education needs of secondary school science faculty. May be repeated with new content for additional credit. May not be applied toward a major or minor in physics.

PHYS 498 Directed Research (1-4)
Upper division level completion of a laboratory research project under the supervision of an on-campus faculty member or approved off-campus research supervisor. May be repeated for additional credit. Minimum three hours laboratory per week per unit of credit.
Prerequisite: Consent of the instructor

PHYS 499 Directed Study (2-4)
Upper division level directed study of a problem suited to the background and experience of the student. May be repeated for additional credit. A minimum of 25 clock hours per unit required for a passing grade.
Prerequisite: Consent of the instructor
DEPARTMENT OF

Psychology

DEPARTMENT FACULTY

Adeny Schmidt, Chair
Professor of Psychology (1974)
PhD University of California, Los Angeles 1986
developmental psychology, research methodology

Sean E. Evans
Assistant Professor of Psychology (2010)
PhD Loma Linda University 2005
clinical psychology, forensic psychology

In-Kyeong Kim
Professor of Psychology (1995)
PhD Cornell University 1990
cognitive psychology, perceptual and cognitive
development

Paul M. Mallery
Professor of Psychology (1993)
PhD University of California, Los Angeles 1994
social and political psychology, intergroup relations

Suzanne Mallery
Associate Professor of Psychology (2001)
PhD Fuller Theological Seminary 1998
clinical psychology, pediatric psychology

Leslie R. Martin
Professor of Psychology (1996)
PhD University of California, Riverside 1996
personality and social psychology, health psychology

COLLABORATING FACULTY

Paul E. Haerich
(1989)
PhD University of Florida 1989
psychobiology, human cognitive psychophysiology

Gloria M. Hicinbothom
(1991)
PhD University of Connecticut 1998
ethology, child development, development of problem
solving strategies

Sherry L. Skidmore
(2003)
PhD United States International University 1975
diplomate, Forensic Psychology, American Board of
Professional Psychology, 1981
clinical neuropsychology, clinical psychology, forensic
psychology

DEGREES OFFERED

• Bachelor of Arts degree in Psychology
• Bachelor of Science degree in Psychobiology
• Minors in Criminal Justice, Industrial/Organization Psychology &
Psychology

PREPARATION FOR TEACHING

Students interested in learning more about the preparation involved for
teaching at the elementary and secondary levels, should refer to the De-
partment of Curriculum and Instruction section in this bulletin.

MISSION STATEMENT

Psychology infuses every area of life, from physics to theology to the
mundane activities we undertake each day. A holistic educational expe-
rience—one that balances academic rigor with various kinds of learning
opportunities and fosters personal integrity and responsibility—is the
primary aim of our department’s faculty. Students earning a bachelor’s
degree from La Sierra University will be trained to think like psycholo-
gists, demonstrating the empirical habits, mastery of knowledge, and
practical research skills that will make them competitive applicants for
top graduate programs and jobs requiring strong analytical, information
literacy, and communication skills. Metacognition—reflecting on how
we think—is also emphasized throughout our curriculum as students
practice the integration of faith with the discipline of psychology, prac-
tice self-awareness, and analyze their own worldview. This includes
learning to embrace the process of critical evaluation, and to value al-
terative viewpoints even when these create ambiguity and preclude
simple solutions. Although life’s problems rarely have simple solutions,
we believe that empathy and integrity are necessary components of any
truly effective problem-solving.

One way in which we encourage all of these qualities, which we deem
critical in psychologically-minded individuals, is to create a scholarly
community where each student is cared for, guided, mentored, and
challenged. Within this environment, we aim that the academic skills,
social conscience, and spiritual development of our students will be
strengthened through both coursework and the example of each of the
faculty.
PSYCHOLOGY LEARNING OUTCOMES
1. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology.
2. Design and conduct basic studies to address psychological questions, using appropriate research methods.
3. Use critical thinking effectively.
4. Identify appropriate applications of psychology in solving problems.
5. Seek and evaluate scientific evidence for psychological claims.
6. Tolerate ambiguity and realize that psychological explanations are often complex and tentative.
7. Demonstrate information competence in relevant areas.
8. Use information and technology ethically and responsibly.
9. Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, persuading, arguing, teaching).
10. Reflect on their experiences and find meaning in them, including as they relate to their personal spiritual commitments and the Seventh-day Adventist orientation of the University.

MAJORS

BACHELOR OF ARTS

PSYCHOLOGY
The Bachelor of Arts degree in psychology provides a rigorous foundation based on both the science and application of psychology. It prepares the student for graduate school through a series of courses that include laboratory and extramural experiences while allowing sufficient options to pursue particular interests.

Required: 57.5 - 59 units as follows:
- 319, 219 (0.5 unit for each year of residence up to 4 years; minimum 0.5 unit)
- Remaining 28 units selected from PSYC courses, two of which must be laboratory courses.

Required Cognates: 9 units as follows:
- BIOL 111 & 111L
- UNST 404M or UHNR 404M

BACHELOR OF SCIENCE

PSYCHOBIOLOGY
The Bachelor of Science degree in psychobiology is a joint program of the Departments of Psychology and Biology. It emphasizes the biological correlates of behavior and is designed for students who plan to go on to postgraduate work in psychobiology or the health sciences and to fulfill the requirements for pre-medicine or other health professions.

Required: 75 units including:
- BIOL 111, 111L, 112, 112L, 113, 113L, 221, 222, 301, 302, 303
- One of the following: 301L, 302L, 303L
- 1 unit may be applied to the major from CHEM 491 or 492
- 2 units may be applied from CHEM 493
- PSYC 104, 104L, 234, 251, 251L, 261, 261L, 321, 321L, 322, 322L, 323 & 323L
- PSYC 385 or 452
- 1 class from PSYC 219 or 319 for each year of residence up to 4 years
- Remaining units selected from:
  - BIOL 434, 446, 466
  - HLED 225
- One of the courses chosen must be or include a laboratory

Required Cognates:

PSYCHOLOGY HONORS

Psi Chi is the National Honor Society of Psychology founded in 1929 with the goal to encourage, stimulate, and maintain excellence in scholarship, and to advance the science of psychology. Since its establishment in the year 2000, La Sierra University has inducted 84 students into life membership providing them with access to grants, student research programs, presentations in national meetings, and publications.

The Psychology Department Honors is designed for highly-qualified students who wish to further their research experience in psychology. Students who complete the program must be members of Psi Chi, the national honors society in psychology; graduate with a 3.5 GPA; do an original research project under the supervision of the Psychology Department faculty (through either PSYC 495 or the Honors Program’s Scholarship Project); and present their research in a public forum approved by the department faculty.

UNDERGRADUATE RESEARCH

The Psychology Department believes deeply in the importance of undergraduate research and its curriculum fosters the development of empirical skills. In addition, interested students are encouraged to become actively involved in independent faculty-mentored research projects. Sheila Marshall McLean Student Research Grants are available to help fund outstanding undergraduate research projects.
MINORS

CRIMINAL JUSTICE
Required: 28 units including:
• PLSC 225
• PSYC 275
• 2 of the following 3 courses:
  PSYC 482F, 482G, 482A, 482K
• Remaining units selected from:
  PSYC 251 or SOCI 251
  PSYC 356, 434 (2 - 4 units), 482A, 482D & 482G
  PSYC 488E or PLSC 488E
  SOWK 286C

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Required: 28 units including:
• MGMT 304 & 356
• PSYC 356 & 474
• Remaining units selected from:
  MGMT 475
  MKTG 374
  PSYC 251, 434 (up to 2 units), 482A

PSYCHOLOGY
Required: 28 units (16 upper division), including:
• PSYC 104, 104L, 234, 234L & 344
• Remaining units to be selected in consultation with department advisor.

Notes:
A minor must have a minimum of 12 units that are not used to fulfill the requirements for the major.

Some of these courses may be offered alternate years: check with the Department of Psychology or the offering department for more information.

COURSES

LOWER DIVISION

PSYC 104 General Psychology (4)
Introduction to the scientific study of human emotion, motivation, cognition and behavior; includes a brief overview of the physiological, cognitive, and motivational aspects of behavior.
Prerequisite: ENGL 111 (can be concurrently enrolled)

PSYC 104L General Psychology Laboratory (1)
Experiences on asking research questions, descriptive statistics, probability. Written reports will follow APA guidelines and style.
Prerequisite: PSYC 104 (can be concurrently enrolled)

PSYC 219 Psychology Colloquium (0.5)
Colloquium devoted to exploring current topics in psychology and professional issues in the field. Students register for this colloquium each year of residence as a psychology major. Enrollment in the quarter of the student’s choice for participation throughout the year. S/U grade. May be repeated up to 4 times for credit. Attendance at eight colloquia is required per half-unit of enrollment.

PSYC 234 Developmental Psychology (4)
Exploration of the physical, mental, emotional, social, and religious/moral development occurring within the family context from conception through adulthood. Includes Service-Learning experience. Not open to students with credit in SOWK 311/312.
Prerequisite: ENGL 111 (can be concurrently enrolled)

PSYC 234L Developmental Psychology Laboratory (1)
In conjunction with the Service-Learning requirement for the class, the laboratory provides experiences where students learn how to task research questions, acquire observational skills, learn how to code, analyze and report developmental data.
Prerequisite: PSYC 234 (can be concurrently enrolled)

PSYC 251 Social Psychology (4)
Review of social psychological knowledge and understanding of individuals, groups, systems, and culture, including conformity, persuasion, social cognition, self-justification, aggression, prejudice, and interpersonal relationships. Cross-listed as SOCI 251.
Prerequisite: PSYC 104

PSYC 251L Social Psychology Laboratory (1)
Experiences focusing on research methodology in social psychology. Includes the replication of classic and contemporary studies, the execution of a simple experiment, and APA style lab reports.
Prerequisite: PSYC 251 (can be concurrently enrolled)
PSYC 261 Physiological Psychology (4)
An introduction to the study of the biological substrates of behavior. Concentration is on the structure and function of the nervous system constituents and sensory and motor systems as they are involved in molecular behaviors.
Prerequisites: BIOL 111, 111L, PSYC 104 & 261L (must be concurrently enrolled in this laboratory)

PSYC 261L Physiological Psychology Laboratory (1)
Investigation of the structural and functional organization of the brain and nervous system, including sensory and motor processing.
Prerequisite: PSYC 261 (can be concurrently enrolled)

PSYC 275 Abnormal Psychology (4)
Psychology of behavioral disorders, with emphasis on etiology, symptoms, and treatment.
Prerequisite: PSYC 104

PSYC 295 Directed Research (1-4)
Research project under the direction of an on-campus faculty member or an approved off campus research supervisor. May be repeated for additional credit and may extend through a second or third quarter. Approximately 40 clock hours of work per quarter per unit of credit.
Prerequisites: PSYC 104, 104L, consent of instructor & a minimum overall GPA of 2.50

PSYC 299 Directed Study (1-4)
Limited to department majors who wish to pursue independent investigations in psychology under the direction of a department faculty member. Approximately 40 clock hours of work per quarter per unit of credit.
Prerequisite: Consent of instructor
Restriction: Department majors

UPPER DIVISION

PSYC 314 Psychology of Gender (4)
Survey of theory and research on the psychology of gender. Topics include the psychological and physiological development of gender, gender differences in personality, and the social construction of gender.
Prerequisite: PSYC 104

PSYC 319 Career Colloquium (1)
Junior students enroll in this class to prepare for post-baccalaureate education and to learn strategies for successful application to and completion of graduate school, as well as future careers in the field of psychology.
Prerequisite: PSYC 104

PSYC 321 Methods and Statistics I: Description and Correlation (4)
Descriptive and correlational research methods and statistics in psychology, including questionnaire construction and administration, descriptive statistics, hypothesis testing applied to means and frequencies, correlation, and regression. Effect size and power are introduced. Special emphasis on writing reports using APA style. Concurrent registration in PSYC 321L is required.
Prerequisites: PSYC 104, 104L & either MATH 115 or 121 or 155 or CPTG 117

PSYC 321L Methods and Statistics I: Description and Correlation Laboratory (0)
Descriptive and correlational psychological research techniques and statistical methods are explored through replicating and conducting studies, analyzing data, and presenting results. Practice in the use of computer software to analyze results from these studies. Concurrent registration in PSYC 321 is required.

PSYC 322 Methods and Statistics II: Experiment and Inference (4)
Experimental research methods and inferential statistics in psychology, including multiple regression, mediation and moderation, causal relationships, reliability and validity, tests and ANOVA, and effect size. Special emphasis on conducting a literature search and theoretically justifying hypotheses, research ethics, editing and improving technical writing, and the visual and oral presentation of results. Concurrent enrollment with PSYC 322L required.
Prerequisite: PSYC 321

PSYC 322L Methods and Statistics II: Experiment and Inference Laboratory (1)
Experimental research methods are explored though replicating and conducting studies, and inferential statistics are explored through analyzing data and presenting results from those studies. Practice in the use of SPSS to analyze results from these studies. Concurrent registration in PSYC 322 is required.

PSYC 323 Methods and Statistics III: Conducting Research (4)
Conducting research in psychology, including validity; repeated measures and covariates; and the research process focusing on methodology, ethics, analyzing, and interpreting data. Students conduct research studies that are presented in a major paper and public poster presentations. Concurrent enrollment with PSYC 323L required.
Prerequisite: PSYC 322

PSYC 323L Methods and Statistics III: Conducting Research Laboratory (1)
Additional laboratory work in conducting research, analyzing data using SPSS, and reporting results. Concurrent enrollment with PSYC 323 is required.

PSYC 344 Personality (4)
A survey of the major topics in the field of personality, including personality theory; personality assessment; and the physiological, behavioral, and cultural roles of perception, learning and motivation in personality.
Prerequisite: PSYC 104

PSYC 356 Psychological Assessment and Measurement (4)
Introduction to procedures used in psychological assessment, including assessment of cognitive, personality, academic, neuropsychological, and occupational functioning. Includes the integration of data from testing, interviews, case history, and direct observation. Focus on the reliability and validity of measures for particular applications. Concurrent registration in PSYC 356L is required.
Prerequisites: PSYC 104, 321 & 321L

PSYC 356L Psychological Assessment and Measurement Lab (0)
Additional laboratory work concerned with the integration of data from testing, interviews, case history, and direct observation. Concurrent registration in PSYC 356 is required.
PSYC 364 Introduction to Health Psychology (4)
Study of the interrelationships of psychological and behavioral factors in health and illness. A variety of basic topics in the field are covered, including stress and coping in illness prevention and health promotion, illness behavior, impact of hospitalization, and modification of health habits. Offered alternate years.
Prerequisite: PSYC 104

PSYC 374 Cognition and Memory (4)
An introduction to the psychological investigation of perceptual and cognitive processes, emphasizing pattern recognition, attention, memory, knowledge representation, problem solving, decision making, language, and intelligence. Concurrent registration in PSYC 374L is required. Offered alternate years.
Prerequisite: PSYC 104

PSYC 374L Cognition and Memory Laboratory (0)
Includes laboratory investigation of classic experiments and concepts such as iconic memory, short term memory search, attentional blink, word superiority effect, false memory, and decision making heuristics. Concurrent registration in PSYC 374 is required.

PSYC 385 Psychology of Adaptation and Survival (4)
Survival, adaptation, and change-related psychological mechanisms are explored, including kinship, mating, cooperation, aggression, moral decision-making, dominance hierarchies, and cognitive strategies. Concurrent registration in PSYC 385 is required.

PSYC 392 Essentials of Game Theory (4)
Introduction to the formal study of interdependent decision making. Topics include normal and extensive form games, strategic games, dominance strategies, the concept of the Nash equilibrium and various refinements of this concept, subgame perfect equilibrium, games of incomplete information, learning in games, repeated and sequential games, reputation and credibility, and cooperative and coalition games. Applications in economics, political science, interpersonal relations, and business are emphasized. Cross-listed as ECON 392.
Prerequisite: Consent of instructor

PSYC 401 Senior Field Experience (4)
This class is designed for psychology majors and requires the completion of a supervised field experience and a theoretical application paper. Students must register for this class during fall quarter of their senior year. Students have up to one year to complete their required hours and theoretical application paper.
Prerequisites: PSYC 104 & consent of instructor
Restriction: Only for psychology majors with senior standing

PSYC 414 Interviewing and Counseling (4)
Development of basic practical interviewing and counseling skills and techniques central to therapeutic and educational counseling, crisis intervention, and vocational interviewing. Focus on legal and ethical issues in counseling and vocational interviews, structuring interviews, and facilitating growth and change. Concurrent registration in PSYC 414L is required.
Prerequisite: PSYC 104

PSYC 414L Interviewing and Counseling Laboratory (0)
Supervised group practice in interviewing and counseling skills, using hypothetical scenarios. Concurrent registration in PSYC 414 is required.

PSYC 434 Field Instruction (1-4)
This course is designed to allow psychology majors to gain outside field experience. The student will complete approximately 40 hours of work per unit per quarter and will attend supervision conferences. May be repeated for additional credit to a maximum of 4 units.
Prerequisite: Consent of instructor

PSYC 435L Learning and Behavior Laboratory (0)
Replication of classic learning experiments and application of major learning theories to everyday tasks. Concurrent registration in PSYC 435 is required.

PSYC 435 Learning and Behavior (4)
An introduction to the major theories and phenomena of human and animal learning and behavior, including associative learning, theories of conditioning, reinforcement and punishment, and cognitive learning. Includes discussion of analysis of their pragmatic relevance and application. Concurrent registration in PSYC 435L is required. Offered alternate years.
Prerequisite: PSYC 104

PSYC 452 Behavioral Neurobiology (4)
An advanced course on the functions of the mammalian nervous system. Neuronal substrates of behavior including perception, motivation, emotion, memory, consciousness, and abnormal thought and behavior are explored. Genetic correlates of behavior also considered. Cross-listed as BIOL 439. Offered alternate years.
Prerequisites: PSYC 104, 261 & 261L

PSYC 454 Psychotherapy (4)
Advanced examination of current theoretical models of psychotherapy. Focus on views of health and illness as well as techniques specific to each model.
Prerequisites: PSYC 104 & 414

PSYC 456 Sensation and Perception (4)
Introductory survey of the human senses and their role in perception. Consideration of how we sense the physical environment in many domains such as chemistry, physics, brain science, and physiology, in addition to experiments and observations on seeing, hearing, tasting, smelling, and touching. Concurrent registration in PSYC 456L is required. Offered alternate years.
Prerequisites: PSYC 104, 261 & 261L

PSYC 456L Sensation and Perception Laboratory (0)
Includes laboratory investigation of experiments and observations on pattern perception, depth perception, visual and auditory illusions, color, music, gustatory, olfactory and tactile perceptions, and intermodal experience. Concurrent registration in PSYC 456 is required.
PSYC 464 The Exceptional Child (4)
Study of determinants, characteristics, problems, and adjustments of children with mental, physical, emotional, or social disabilities and of gifted and talented children. Intervention techniques used with children with disabilities are explored. Attention is paid to the rights of children under the Americans with Disabilities Act and the Individuals with Disabilities Education Act. Credit not allowed for both EDPC 460 and this course. Concurrent registration in PSYC 464L is required.
Prerequisite: PSYC 104

PSYC 464L The Exceptional Child Laboratory (0)
In conjunction with Service-Learning activities, students will have extensive experience with children with disabilities. Laboratory will focus on developing systematic observation skills, data collection and analysis of behaviors over time. Concurrent registration in PSYC 464 is required.

PSYC 474 Industrial and Personnel Psychology (4)
Introduction to the application of psychology in industry and business. Topics include psychological solutions to personnel problems, including human relations, effective employee selection, training, motivation, and morale. Includes discussion of employer/employee relations, including factors influencing efficiency of work and job satisfaction. Offered alternate years.
Prerequisite: PSYC 104

PSYC 478 History and Systems of Psychology (4)
Philosophical and historical background of psychology, with consideration of contemporary schools and systems of psychology.
Prerequisite: PSYC 104

PSYC 482 Advanced Seminar in Psychology
Topics of current interest in the field of psychology. Content varies as follows; different sections may be repeated for additional credit. See the class schedule each quarter for additional offerings.

PSYC 482A Prejudice (2)
An examination of the cognitive, affective, and behavioral aspects of prejudice, including prejudice based on such categories as race, gender, ethnicity, stigma, and age. Both laboratory and field research are emphasized.
Prerequisite: PSYC 104 or 234

PSYC 482B Physician-Patient Communication (2)
An advanced course on the characteristics of communication between physicians and patients. Emphasis placed on determinants of the quality of communication (including nonverbal cues), interaction of various communication styles, and impact on varied patient outcomes.
Prerequisite: PSYC 104

PSYC 482C Critical Thinking: Theory and Application (2)
Advanced class on development of basic skills in critical thinking. Topics include reasoning, logic, common fallacies, practical language, persuasion, problem solving strategies, and applying skills of critical thinking to the complex issues of everyday life.
Prerequisite: PSYC 104

PSYC 482D Eating Disorders (2)
The incidence, etiology, diagnosis, symptoms, treatment, and prognosis of bulimia, anorexia, obesity, body dysmorphic disorder, and other eating disorders. Emphasis placed on the effects of media and advertising on the young, as well as perceptions youth have of their bodies.

PSYC 482E Psychopathology: Myth or Reality? (2)
An examination of current models of mental illness in light of cultural, social, and gender issues. Focus on debates about the existence and universality of categories of psychopathology as well as their social, economic, and political implications.
Prerequisite: PSYC 104

PSYC 482F Adolescence and Emerging Adulthood (2)
A focused study of the developmental period between late childhood and early adulthood including developmental tasks related to attachment and autonomy, sexuality, intimacy, achievement, and identity.
Prerequisite: PSYC 104 or PSYC 234

PSYC 482G Eyewitness Memory (2)
Study of the factors influencing eyewitness testimony, including situational variables (i.e. temporal and violence factors), witness variables (i.e. witness expectancies, witness age, etc.), recovered memory vs. false memory, face recognition, the interview process, and expert evidence presented. Other topics include the impact of eyewitness testimony on the jury, child witnesses in sexual abuse trials, and other issues of pretrial identification methods.
Prerequisite: PSYC 104

PSYC 482H Psychology of Creativity (2)
Explores the psychological processes associated with creativity, including characteristics of creative people, development of creativity over the life span, creativity and flow, nurturing the creative process, and creativity and madness.
Prerequisite: PSYC 104 or 234

PSYC 482I Language Development (2)
An exploration of conceptual, social, and linguistic processes underling children's language development; similarities and differences in these processes when developing a second language.
Prerequisite: PSYC 104 or 234

PSYC 482J Psychopathy (4)
Theory and research on individuals who may appear charming but who manipulate and coerce for self-interest, lacking empathy for others. Topics include causal factors, expression, assessment, and treatment of psychopathy; and characteristic emotion and thought processes or psychopaths.

PSYC 482K Topics in Psychology
Topics of current interest in the field of psychology. Content varies as follows; different sections may be repeated for additional credit. See the class schedule each quarter for additional offerings.

PSYC 484A Intergroup Relations (4)
An examination of the way individuals in groups relate to each other focusing on the cognitive aspects of intergroup relations and the relation between identity and intergroup relations.
Prerequisites: PSYC 251, 349, 349L & upper division standing
PSYC 484B Experimental Designs (4)
The logic of scientific thought in the preparation and execution of psychological research, focusing on the role of the experiment in psychology. Includes the preparation of a literature review and a research proposal.
Prerequisites: PSYC 349, 349L & upper division standing

PSYC 484C Perceptual and Cognitive Development (4)
Advanced class on the early development of cognition and perception. Topics include physiological basis of perception, color perception, oculomotor development, speech perception, intermodal perception, proprioception memory, language, intelligence, social cognition, and contextual influences, with theoretical perspectives on the nature of cognitive development and their application.
Prerequisites: PSYC 234, 349, 349L & upper division standing

PSYC 484D Cognitive Development (4)
An advanced class on early cognitive development with particular focus on the development of language, social cognition, and problem-solving skills. Theoretical perspectives and methods of inquiry are examined and critiqued, and practical application of empirical findings is emphasized.
Prerequisites: PSYC 234, 349, 349L & upper division standing

PSYC 486 Thanatology: Death and Dying (4)
Psychological and social implications of death and dying as experienced by the terminally ill patient and significant others. Introduction to investigative techniques in homicide and suicide, analysis of equivocal deaths, the psychological autopsy. Offered alternate years.

PSYC 488 Seminar in Psychology
Variable content to focus on the interface of psychology and one or more disciplines. See the class schedule each quarter for additional offerings.

PSYC 488B Psychology and Law (4)
An introduction to the application of psychological topics to law, including the legal process, trials and juries, eyewitness testimony, presentation of scientific evidence, and the use of social science in the legal system.
Prerequisite: PSYC 104

PSYC 488C Psychology of Religion (4)
An examination of religious behavior from a psychological (theoretical and methodological) perspective. Focus is on the development of religion and religious socialization, religious experience, religion and death, the social psychology of religious organizations, coping and adjustment, and religion and mental disorder.
Prerequisite: PSYC 104

PSYC 488D Psychology of Music (4)
Focuses on the perception and cognition of music. Topics include the sense and perception of sound, timbre, consonance, dissonance, musical scales, attention and memory of melody, rhythm and the organization of time, and cross-cultural universals.
Prerequisite: PSYC 104

PSYC 488E Political Psychology (4)
Application of psychological theory and research methods to political science topics. Examination of the way that politics is influenced by characteristics of people (abilities, personalities, values, and attitudes), as well as the way that people are influenced by the political environment (institutions, information, and norms). Major theories and approaches in personality and social psychology are used to explore the topics of political leaders, political followers, public opinion, tolerance and intolerance, and international relations. Cross-listed as PLSC 488E.
Prerequisite: PSYC 104

PSYC 488F Sport Psychology (4)
An introduction to sport and exercise psychology as an academic discipline with a focus on using empirical evidence in an applied fashion. The ways in which psychological factors influence participation and performance in sport and exercise will be examined, as well as the effects of sport/exercise on psychological well-being of an individual. Topics include goal-setting; team cohesion; psychological skills training; competition anxiety; self-confidence and motivation; coach-athlete communication, attention, concentration, and imagery; and burnout in athletes. Cross-listed as FETH 418E.

PSYC 495 Undergraduate Research (1-4)
Original investigation under the direction of an on-campus faculty member or an approved off-campus research supervisor. May be repeated for additional credit, and may extend through a second or third quarter. Approximately 40 clock hours of work per quarter per unit of credit.
Prerequisites: PSYC 349, consent of instructor & a minimum overall GPA of 3.00

PSYC 499 Directed Study (1-4)
Limited to departmental majors with upper division standing who wish to pursue independent investigation in psychology under the direct supervision of a department faculty member. Approximately 40 hours of work per quarter per unit of credit.
Prerequisite: Consent of instructor
Restriction: Department majors with upper division standing

UNST 404M Religious, Moral & Social Aspects of Psychology (4)
Senior-level seminar and capstone to the general education program and to each student’s major program of studies, considering epistemological, moral, and social issues raised by the student’s discipline. Students explore significant issues both theoretically and as specific problems of contemporary life, bringing their experience and knowledge to bear on the interaction of their values with their discipline.
Prerequisite: Senior standing in the major
Students interested in learning more about the preparation involved for teaching at the elementary and secondary levels, should refer to the Department of Curriculum and Instruction section in this bulletin.

GOALS
Social work is one of the most demanded helping professions and healing arts that utilizes evidence-based practice models. Through a variety of intervention modes, social work can make positive differences in the way people shape their lives as well as how they interact with others and their environment, thus improving the quality of individual and collective experiences throughout their life span.

Social work is a practice-oriented discipline with its own independent administrative and curriculum structures. The specific goals of the undergraduate social work program are to:

1. Provide professional strengths-based ecologically oriented social work education at the baccalaureate level in the context of an accredited Christian university.
2. Provide dynamic, rich, and comprehensive content about social work practice with client systems at all levels -micro, mezzo, and macro.
3. Equip graduates with knowledge and content about changing and evolving social and societal contexts, the dynamics of contextual change, and impact on the contexts of social work practice so they are able to respond proactively.
4. Infuse throughout the program the values and ethics that guide the profession thereby developing ethically principled social work practitioners.
5. Prepare graduates who are cognizant of their strengths and areas for growth and are committed to enhancing their personal growth, professional knowledge, and skills as life-long learners.
6. Create a program that is inclusive of and responsive to the educational needs of adult and traditional learners.
7. Produce entry-level generalist social workers who value the range of differences within the dimensions of human diversity and are fully prepared to demonstrate culturally responsive and competent practice with diverse groups in a variety of practice settings and levels.
8. Create a climate that fosters critical thinking, an interest in scholarship and scientific inquiry, and a willingness to explore and evaluate new knowledge and understanding of our world, human behavior, and client systems.
9. Produce strengths-based ecologically oriented social workers committed to creating a just society by engaging in all levels and types of advocacy for social and economic justice, human rights, and equality for all.
SOCIAL WORK LEARNING OUTCOMES
AND CORE COMPETENCIES
In accordance with the Council of Social Work Education (CSWE), the Social Work Department has 10 core competencies that all of its students must demonstrate mastery in across the micro-mezzo-macro continuum. Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

These competencies reflect the program’s missions and goals as well as the Council on Social Work Education (CSWE) 2008 Educational Policy Statement. It is expected that at the end of your time with us, you will be able to successfully demonstrate all of the competencies. To this end, each class will address in an explicit way specific competencies with the goal of ensuring mastering of each one by the time you are ready to graduate.

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

MAJOR
BACHELOR OF SOCIAL WORK
Work and/or life experience or portfolio credit may not be used to substitute for required major course work.

Required: 75 units (52-56 upper division), including:
• SOWK 204 (3 units), 205, 214, 215, 252/252L, 311, 312, 314, 315, 316, 317, 349/349L, 388, 405, 488 (6 units) & 498 (12 units)
• 4 units SOWK electives to be chosen from:
  • SOWK 286 or 386
  • UNST 404P

Required Cognates:
• BIOL 107 (or equivalent)
• MATH 155 (or equivalent)
• PSYC 104
• One SOCI course

Recommended:
• ECON 254, 255
• HPSC 106
• MGMT 304
• PSYC 304, 314
• SOCI 307, 414, 418
• Spanish minor 28 units, including SPAN 329 and one literature course. Any of the summer abroad programs is strongly recommended. (See the Department of World Languages listing for more information.)

COURSES
A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

LOWER DIVISION
SOWK 104 Introduction to Social Services (4)
Designed to introduce the social work profession. Fundamental concepts of social work, client systems, fields of practice, and the history and current status of social work are covered. Special emphasis will be placed on how gender, race, and culture affect the social and economic vulnerability experienced by people. Students participate in field trips to local agencies and service learning. Open to non-majors.

SOWK 204 Colloquium
A seminar of selected topics related to generalist social work practice. Three units are required. Students are recommended to take courses sequentially, fall, winter, and spring.

SOWK 204A Introduction to Social Work (1)
Colloquium fall quarter introduces the student to the social work program.

SOWK 204B Fields of Practice (1)
The winter quarter colloquium examines the fields of social work practice.

SOWK 204C Case Management (1)
Colloquium spring quarter focuses on case management.

SOWK 205 Heritage of American Social Work (4)
Analysis of historical development of the social welfare system within the context of economic, political, religious, and sociocultural influence of each period; implications for social welfare services and policies; and historical development of the social work profession, casework, group work, and community organization.
SOWK 214 Introduction to Social Work Practice I (4)
Study of theory and principles of generalist social work practice within an ecological framework. Special attention given to the strength-empowerment and solution-focused perspectives. Introduction to the generalist intervention model across the micro, mezzo, macro continuum. Introduction to professional social work values and issues of diversity underlying generalist practice.

SOWK 215 Introduction to Social Work Practice II (4)
Continuation of SOWK 214 with an emphasis on generalist engagement, assessment, planning, intervention, evaluation, termination, and follow-up across the micro, mezzo, macro continuum. Special attention given to bio-psychosocial spiritual assessment, child neglect/abuse assessment, suicide assessment, crisis intervention, and content on diversity, oppression, and social justice.
Prerequisite: SOWK 214

SOWK 252/252L Understanding Social Work Research Methods (4)
Introduction to basic research concepts, approaches to research design, and statistical methods of data analysis using SPSS. The course emphasis will be on the importance of evidence-based social work practice.
Prerequisite: MATH 155
Restriction: Only for social work majors or students who have received consent of the instructor

SOWK 286 Special Topics (2-3)
Topics of current interest in the field of social work. Each course covers the historical development, central theories, generalist practice assessment and interventions, and policy issues related to that specific topic. Different sections may be repeated for additional credit.

SOWK 286A Substance Abuse (2-3)
This course covers the historical development, central theories, policy issues, and social work generalist practice assessment and interventions related to substance abuse. It offers students an opportunity to examine in more depth this topic of interest, which is relevant to the social work field. The course examines substance abuse issues from a systems perspective, exploring how the abuse of substances affects the individual, the family, and the larger community.

SOWK 286B Gerontology (2-3)
This course is an introduction to the study of gerontology, and gerontological social work. It examines the bio-psychosocial spiritual dynamics of elders using a life span development model. The course considers the impact of economics, politics, and social policies on the daily lives of today’s aging population. A variety of ethnic, racial, regional, and other diverse elder populations will be discussed. The importance of informal support systems and formal supportive services that exist to serve this population, as well as gaps in these services, will be examined. Intervention strategies from a solution focused, strength, empowerment perspective will be explored across the micro, mezzo, macro continuum.

SOWK 286C Criminal Justice (2-3)
This course overviews the American corrections system. It covers the historical development, central theories, social work generalist practice assessment and interventions, policy, and current issues related to criminal justice.

SOWK 286D Criminal Justice (2-3)
This course overviews the American corrections system. It covers the historical development, central theories, social work generalist practice assessment and interventions, policy, and current issues related to criminal justice.

SOWK 299 Directed Study (1-4)
Directed study option to meet the special needs of an individual student.
Prerequisites: Department faculty and chair approval

UPPER DIVISION

SOWK 311 Human Behavior and the Social Environment I (4)
Apply a holistic model for the understanding of human development and behavior from pre-natal through adolescence by drawing on a number of theories. Explore patterns of normative and abnormal development and behaviors across the pre-natal through adolescent lifespan. Focus on the biopsychosocial and spiritual factors affecting individuals, families, groups, and communities; and develop the ability to apply the generalist intervention model across the micro, mezzo, macro continuum. Emphasis on diversity issues such as gender, race, and socio-economic status.
Prerequisites: SOWK 214, 215 & consent of the instructor

SOWK 312 Human Behavior and the Social Environment II (4)
Apply a holistic model for the understanding of human development and behavior from young adulthood through senescence, including death and dying, by drawing on a number of theories. Explore patterns of normative and abnormal development and behaviors across the lifespan. Focus on the biopsychosocial and spiritual factors affecting individuals, families, groups, and communities, and develop the ability to apply the generalist intervention model across the micro, mezzo, macro continuum. Emphasis on diversity issues such as gender, race, and socio-economic status.
Prerequisites: SOWK 214, 215 & consent of the instructor

SOWK 314 Social Work Methods: Generalist Practice with Individuals (4)
Application of generalist practice to working with individuals. Professional skill development in utilizing effective techniques of worker-client communication; structuring helping interviews; and establishing, maintaining, and terminating effective working relationships within a generalist model. Special attention is given to legal and ethical issues, case recording, and working with diverse populations.
Prerequisites: SOWK 214, 215, 311 & consent of the instructor

SOWK 315 Social Work Methods: Generalist Practice with Groups (4)
Application of generalist practice to working with groups. Historical overview of group work and introduction to major theories about group dynamics; emphasis on group development and stages; introduction to interventions with groups.
Prerequisites: SOWK 214, 215, 311 & consent of the instructor

SOWK 316 Social Work Methods: Generalist Practice with Communities and Organizations (4)
Application of generalist practice to working with communities and organizations. Exploration of the theoretical foundations of community organization as a focus of social work intervention; identification, analysis, and evaluation of community problems; understanding the concepts of power, social policy, social change, and the community as a social system; introduction to and comparison of community organization strategies. Emphasis on serving the vulnerable and oppressed in our society. Students participate in service-learning.
Prerequisites: SOWK 214, 215, 311 & consent of the instructor
SOWK 317 Social Work Methods: Generalist Practice with Children and Families (4)
Application of generalist practice to working with children and families within a systemic and developmental framework; introduction to primary stressors and problems affecting families; study of interventions which target transactions between families and other social systems; examination of diverse family systems and macro influences; brief introduction to family policy.
Prerequisites: SOWK 214, 215, 311 & consent of the instructor

SOWK 324 Child Welfare (4)
A survey of services for children with an emphasis on the resources that affect the well-being of children and youth. The impact of class, ethnicity, gender, oppression, and abuse on children's potential will be addressed. Emphasis will be given to understanding the systems affecting children and the resources available to them through government and private agencies. Offered alternate years.
Prerequisites: SOWK 214, 215, 311 & consent of the instructor

SOWK 386 Special Topics
Topics of current interest in the field of social work. Each course covers the historical development, central theories, generalist practice assessment and interventions, and policy issues related to that specific topic. Different sections may be repeated for additional credit.

SOWK 386A Mental Health (2-3)
This course is designed to introduce students to concepts of mental health and mental illness and to provide students with a beginning understanding of the etiology and treatment of mental illness. Within this context, students will learn how different theoretical models lead to different intervention approaches. Students will receive an overview of the major mental disorders and will develop a working knowledge of the DSM. A primary purpose of this course is to introduce students to social work interventions with persons with mental illness.
Prerequisites: SOWK 214, 215, 311 & consent of the instructor

SOWK 386B Medical Social Work (2-3)
This course covers the historical development, central theories, policy issues, and social work generalist practice assessment and interventions related to social work and health care. Students learn about different areas of the health field in which social workers play a role and also how to analyze cases for need assessments in a critical care setting with time limits and crisis intervention.
Prerequisites: SOWK 214, 215, 311 & consent of the instructor

SOWK 388 Field Practicum Orientation (1)
Introduction to the concepts, components, and expectations of the senior field practicum. Assessment of student interests, skills, and suitability for placement in the practicum. Emphasis on interviewing, selecting, and securing an appropriate field placement. Required of all social work majors during spring quarter of the junior year.
Prerequisites: SOWK 214, 215 & 311

SOWK 405 Social Welfare Policy (4)
Systematic analysis of major social problems of the modern world and the formulation of social policies, including social welfare policies, that influence social issues on all levels of society from individuals to communities and nations. Emphasis on policies and legislation relevant to the vulnerable and oppressed in our society.
Prerequisite: SOWK 205

SOWK 448 Field Seminar (2, 2, 2)
Integration of social work knowledge, skills, and values with the field practicum. Application of the role of the generalist social work practitioner to multilevel client systems, agencies, and the profession. Required each quarter of the senior year. Must be taken consecutively fall, winter, and spring quarters.
Prerequisites: SOWK 214, 215, 311, 312, 314, 388; concurrent enrollment in SOWK 498; successful completion of previous quarter; completion of major admissions procedures; senior standing; & consent of the field coordinator

SOWK 498 Field Practicum (4, 4, 4)
Internship program involving generalist practice with clients in local service agencies; application of generalist social work practice skills. Must be taken consecutively fall, winter, and spring quarters.
Prerequisites: SOWK 214, 215, 311, 312, 314, 388; concurrent enrollment in SOWK 488; successful completion of previous quarter; completion of major admissions procedures; senior standing; and consent of the field coordinator
Recommended: SOWK 315 & 317

SOWK 499 Directed Study (1-4)
An upper division directed study option to meet the special needs of an individual student.
Prerequisites: Department faculty and chair approval

UNST 404P Religious, Moral & Social Aspects of Social Work (4)
Capstone course integrates the baccalaureate experience into a coherent whole. Students explore significant social work issues, bringing their experience and knowledge to bear on the interaction of their values and skills within the major. In this integrative experience, students take the senior comprehensive exam.
Restriction: Only for social work majors with senior standing
PREFERRATION FOR TEACHING

Students interested in learning more about the preparation involved for teaching at the elementary and secondary levels, should refer to the Department of Curriculum and Instruction section in this bulletin.

MISSION STATEMENT

Because communication through language is a God-given gift, reflects the fundamental values of a culture, and lies at the heart of human experience, the Department of World Languages is dedicated to equipping both the general student and the language major linguistically, culturally, and intellectually to communicate effectively in and about languages and literatures other than English in a pluralistic American society and abroad. (See American Council for the Teaching of Foreign Languages Standards for Foreign Language Learning in the 21st Century, Lawrence, KS: Allen Press, 2006: 7.)

OBJECTIVES

Through service learning and the department’s summer and year abroad programs in collaboration with Adventist Colleges Abroad, students enrolled in language acquisition courses gain oral proficiency and cultural awareness to meet the University’s language requirement. Students in the major program develop scholarship essential for teaching and for graduate study while acquiring skills in analytical thinking and understanding of cultural diversity.

WORLD LANGUAGES LEARNING OUTCOMES

Students will be able to:
1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in the target language.
2. Understand and interpret written and spoken language on a variety of topics in the target language.
3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
4. Demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the target language.
5. Demonstrate an understanding of the relationship between the products and perspectives of the cultures of the target language.
6. Reinforce and further their knowledge of other disciplines through the study of the target language.
7. Acquire information and recognize the distinctive viewpoints that are only available through the target language and culture.
8. Demonstrate understanding of the nature of language through comparisons of the target language with their own.
9. Demonstrate understanding of the concept of culture through comparisons of the target culture with their own.
10. Use the target language both within and beyond the school setting.
11. Show evidence of becoming life-long learners by using the target language for personal enjoyment and enrichment.

For more information concerning this program and its offerings, refer to the Adventist Colleges Abroad listing immediately following the Department of World Languages information in this bulletin.
**SPANISH**

The Department of World Languages offers students the opportunity to earn a maximum of 4 credits in lower or upper division Spanish courses through short-term study abroad opportunities in Costa Rica. For details, consult with the World Languages Department.

**ACA SUMMER PROGRAMS**

Six-week summer programs are also available through the Adventist Colleges Abroad schools located in Austria, Brazil, Greece, Italy, Japan, Mexico, Spain, Thailand, and the Ukraine. (For additional information, see the "Adventist Colleges Abroad" section listed immediately after the Department of World Languages listing.)

**INDEPENDENT STUDY**

A student who wishes to study on location a language not offered by the department may present to the department a request for independent language study. This request must be accompanied by a detailed study plan and specific objectives, as worked out by the student and the advisor. This arrangement is most beneficial for students who have previously studied a language and who have demonstrated the ability for independent study.

**DEPARTMENT SUMMER PROGRAMS**

A list of possible course offerings in conjunction with the departmental summer programs are offered at the end of the Department of World Languages section in this bulletin.

**MAJOR**

**BACHELOR OF ARTS**

**SPANISH**

The Spanish major is offered jointly through La Sierra University and the Adventist Colleges Abroad (ACA) schools in Argentina and Spain. Students wishing to declare the Spanish major must take the Spanish Placement Test administered by the Department of World Languages. The year abroad is required for all majors, except those who can give evidence of having completed secondary school studies in their native Spanish-speaking country in Latin America or Spain. For exact credit equivalencies from the ACA programs in Argentina or Spain for the Spanish major, consult with the World Language Department.

Required:

- 52 units minimum (48 upper division) including:
  - 3 terms abroad (Year abroad may be waived with evidence of having completed secondary level studies in the student's native Spanish-speaking country)
  - 4 units in preparatory courses:
    - SPAN 202 or 213
  - 22 units in upper division language/literature/linguistics courses, as follows:
    - SPAN 312 (*363 or 463)
    - SPAN 329 (*353 or 453)
    - SPAN 334
    - SPAN 426 (*317 Spain)
    - SPAN 428 (*343 Argentina)
    - WDLG 495 (2 units)
  - 26 units of upper division elective courses in Spanish language/literature/linguistics chosen from the following:
    - SPAN 307 (*373 or 473)
    - SPAN 318
    - SPAN 347 (*331-333 Spain)
    - SPAN 348 (*332, 333 Argentina)
    - SPAN 417 (*SPAN 423)
    - SPAN 468
    - SPAN 469
    - SPAN 499 (2-4 units)

*These classes taken in Argentina or Spain will substitute for the La Sierra University class.

Required Cognates:

- 4 units from Latin American or European history
- 4 units from history/appreciation of art/music
  OR
- WDLG 265 (3, 3, 3)

Strongly Recommended:

Second foreign language through intermediate level II (202)
COURSES ABROAD
THAT APPLY TO THE MAJOR
Courses listed below that substitute for a required course cannot also count as a major elective.

**LANGUAGE PROFICIENCY COURSES**

<table>
<thead>
<tr>
<th>Country</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>SPAN 351-53/451-53</td>
<td>Advanced Spanish Grammar</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>SPAN 361-63/461-63</td>
<td>Advanced Spanish Composition</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>SPAN 371-73/471-73</td>
<td>Advanced Spanish Conversation</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>SPAN 326-327/422-423</td>
<td>Translation and Interpretation</td>
<td>4</td>
</tr>
<tr>
<td>Spain</td>
<td>SPAN 351-53/451-53</td>
<td>Advanced Spanish Grammar</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>SPAN 361-63/461-63</td>
<td>Advanced Spanish Composition</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>SPAN 371-73/471-73</td>
<td>Advanced Spanish Conversation</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>SPAN 421-423</td>
<td>Translation and Interpretation</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>SPAN 341-343</td>
<td>Prep. for D.E.L.E.-D.B.E. Diploma</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPAN 441-443</td>
<td>Prep. for D.E.L.E.-D.S.E. Diploma</td>
<td>3</td>
</tr>
</tbody>
</table>

**LITERATURE COURSES**

<table>
<thead>
<tr>
<th>Country</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>SPAN 332-333</td>
<td>Latin American Literature</td>
<td>6</td>
</tr>
<tr>
<td>Spain</td>
<td>SPAN 331-333</td>
<td>History of Spanish Literature</td>
<td>6</td>
</tr>
</tbody>
</table>

**CIVILIZATION/CULTURE COURSES**

<table>
<thead>
<tr>
<th>Country</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>SPAN 301-303</td>
<td>Folklore of Argentina</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>SPAN/GEOG 306</td>
<td>Geography of Argentina</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SPAN 381-382</td>
<td>Current Events in South America</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SPAN 342, 343</td>
<td>History of Argentina</td>
<td>4</td>
</tr>
<tr>
<td>Spain</td>
<td>SPAN 315-317</td>
<td>History of Spain and Europe</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>SPAN 312-313</td>
<td>Spain and Its Culture</td>
<td>4</td>
</tr>
</tbody>
</table>

**MINORS**

A minor in a modern foreign language may not include courses numbered 151, 152, or 153.

**SPANISH**

The Spanish minor can be taken either on the La Sierra University campus or through the Adventist Colleges Abroad full year programs located in Argentina or Spain.

*The Spanish minor is recommended for Social Work majors. Any of the summer abroad programs in Spanish is strongly recommended. (See Department of Social Work for more details.)*

**On-Campus:**
28 units including SPAN 201 & 202 (or 213), SPAN 307, SPAN 329, & one literature

**Through ACA:**
28 units in 300-level Spanish courses (includes 201 and 202)

**OTHER LANGUAGE MINORS**

A minor in French, German, or Italian is also available through the Adventist Colleges Abroad year-long program and La Sierra University.

**FRENCH:**
28 units in French courses at the intermediate level or higher or the Alliance Française Language Diploma

**GERMAN:**
28 units in German courses at the intermediate level or higher or the Zertifikat Deutsch als Fremdsprache (Germany) or the Zertifikat Deutsch-ZD (Austria)

**ITALIAN:**
28 units in Italian courses at the intermediate level or higher
COURSES

A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

Students may not register for any lower division foreign language courses without taking the corresponding foreign language placement exam.

GENERAL

LOWER DIVISION

WDLG 151, 152, 153 Selected Beginning Language I, II, III (4, 4, 4)
The study of the fundamental structure of a language other than those designated with a specific La Sierra University prefix. Audio, video, and computer exercises reinforce materials studied in class. May be repeated for credit provided a different language is chosen. This difference will be indicated by the letters following the course number. These courses include a language lab requirement.
Prerequisite: Selected language placement test

WDLG 201, 202, 203 Selected Intermediate Language I, II, III (4, 4, 4)
Continuation of the study of a selected language, with emphasis on oral and written composition reinforced by oral drills, audio, video, and computer exercises. May be repeated for credit with a different language. These courses include a language lab requirement.
Prerequisite: Selected language placement test

WDLG 265 Lingua Domus (3, 3, 3)
A residential language learning program linked to one of the languages offered through the Department of World Languages. Open to students who have reached the low advanced level, according to the ACT-FL Guidelines. Eligible students are accepted for a minimum full year of residence.
Prerequisite: Consent of the instructor

WDLG 299 Directed Study (1-4)
A course that provides a flexible format in which to pursue further language acquisition and fluency through a variety of activities suited to the student's needs and goals.
Prerequisite: Consent of the instructor

WDLG 425 Culture and Civilization (4)
An overview of a civilization other than an English-speaking one. Themes include geography, peoples, historical periods and important events, literature, art, architecture, music, and unique contributions to world culture. May be repeated with new content for additional credit.

WDLG 437 Masterpieces of Literature (4)
A study of masterpieces of the literatures produced by cultures other than English-speaking ones. Focused on major works and authors, their characteristics, themes, and contributions to world culture. May be repeated with new content for additional credit.

WDLG 445 International Language Colloquium (2)
A seminar-type class dedicated to the study of cross-cultural issues interfacing with world languages, literatures, and/or civilizations. May be repeated with new content for additional credit.

WDLG 495 Research (2-4)
Students will conduct research concerning a non-English world language/culture or literature. This class is required for all department majors. An oral report of the research will be presented to the students and staff of the department.
Restriction: Research topics must be approved by the department faculty by the end of the junior year and completed in written form prior to the final quarter of the senior year

WDLG 496 Workshops in World Language (1-4)
Workshops on various topics relating to non-English language acquisition, culture, civilization, or linguistics. May be repeated with new content for additional credit.

WDLG 499 Directed Study (1-4)
In-depth independent research and writing in some area of a non-English world language/culture or literature.

ARABIC

LOWER DIVISION

ARAB 151 Beginning Arabic I (4)
A collegiate-level beginning course in the study of the language and culture of Arabic-speaking peoples through the use of audio/video tapes, computer software, and/or drills. Designed for students who have never studied Arabic. There is a language lab requirement for this course.
Prerequisite: Arabic placement test

ARAB 152 Beginning Arabic II (4)
A second-level beginning course in the study of the language and culture of Arabic-speaking peoples through the use of audio/video tapes, computer software, and/or drills. There is a language lab requirement for this course.
Prerequisite: Arabic placement exam or a grade of C or better in ARAB 151

ARAB 153 Beginning Arabic III (4)
A third-level beginning course in the study of the language and culture of Arabic-speaking peoples through the use of audio/video tapes, computer software and/or drills. There is a language lab requirement for this course.
Prerequisite: Arabic placement exam or a grade of C or better in ARAB 152
CHINESE

LOWER DIVISION

CHIN 151 Beginning Chinese I (4)
A collegiate-level beginning course in the study of the language and culture of Chinese-speaking peoples through the use of audio/video tapes, computer and online resources, and/or drills. Designed for beginning students with no background in the language. There is a language lab requirement for this course.
Prerequisite: Chinese placement test

CHIN 152 Beginning Chinese II (4)
The second level of a beginning course in the study of the language and culture of Chinese-speaking peoples through the use of audio/video tapes, computer and online resources, and/or drills. There is a language lab requirement for this course.
Prerequisite: Chinese placement test or a grade of C or better in CHIN 151

CHIN 153 Beginning Chinese III (4)
The third level of a beginning course in the study of the language and culture of Chinese-speaking peoples through the use of audio/video tapes, computer and online resources, and/or drills. There is a language lab requirement for this course.
Prerequisite: Chinese placement test or a grade of C or better in CHIN 152

FRENCH

LOWER DIVISION

FREN 151 Beginning French I (4)
A collegiate-level beginning course in the study of the language and culture of French-speaking peoples through the use of audio/video tapes, computer software, and/or drills. There is a language lab requirement for this course.
Prerequisite: French placement test

FREN 152 Beginning French II (4)
A second-level beginning course in the study of the language and culture of French-speaking peoples through the use of audio/video tapes, computer software, and/or drills. There is a language lab requirement for this course.
Prerequisite: French placement test or a grade of C or better in FREN 151

FREN 153 Beginning French III (4)
A third-level beginning course in the study of the language and culture of French-speaking peoples through the use of audio/video tapes, computer software and/or drills. There is a language lab requirement for this course.
Prerequisite: French placement test or a grade of C or better in FREN 152

FREN 201 Intermediate French I (4)
A first-level intermediate course in the study of the language and culture of French-speaking peoples with emphasis on conversation, composition, vocabulary building, and culture-based discussions. There is a language lab requirement for this course.
Prerequisite: French placement test or a grade of C or better in FREN 153

FREN 202 Intermediate French II (4)
A second-level intermediate course in the study of the language and culture of French-speaking peoples with emphasis on conversation, composition, vocabulary building, and culture-based discussions. There is a language lab requirement for this course.
Prerequisite: French placement test or a grade of C or better in FREN 201

FREN 203 Intermediate French III (4)
A high intermediate continuation of the study of the language and culture of the Francophone peoples with emphasis on conversation, composition, vocabulary building, and non-guided discussions. There is a language lab requirement for this course.
Prerequisite: French placement test or a grade of C or better in FREN 202

FREN 251 French Language and Culture (4)
French language acquisition through the study and discussion of important works of French literature, art, music, and architecture. Includes visits to famous buildings, museums, monuments, and historic sites in Paris. Offered through the Summer in Paris program only.
Prerequisite: FREN 202 or consent of the instructor

FREN 299 Directed Study (1-4)
A course that provides a flexible format in which to pursue further language acquisition and fluency through a variety of activities suited to the student's needs and goals.
Prerequisite: Consent of the instructor

UPPER DIVISION

FREN 307 Advanced Language Proficiency (4)
Speaking, listening, and reading exercises that are designed to bring students with intermediate competencies to an advanced level of proficiency. Emphasis on comprehension and verbal fluency. May be repeated for additional credit to a maximum of 8 units.
Prerequisite: FREN 202 or 203

FREN 499 Directed Study (1-4)
Involves in-depth independent research and writing in some area of French language/culture or literature.
Prerequisite: FREN 202

JAPANESE

LOWER DIVISION

JAPA 151 Beginning Japanese I (4)
A collegiate-level beginning course in the study of the language and culture of Japanese-speaking peoples through the use of audio/video tapes, computer and online resources, and/or drills. Designed for beginning students with no background in the language. There is a language lab requirement for this course.
Prerequisite: Japanese placement test

JAPA 152 Beginning Japanese II (4)
The second level of a beginning course in the study of the language and culture of Japanese-speaking peoples through the use of audio/video tapes, computer and online resources, and/or drills. There is a language lab requirement for this course.
Prerequisite: Japanese placement test or a grade of C or better in JAPA 151
JAPA 153 Beginning Japanese III (4)
The third level of a beginning course in the study of the language and culture of Japanese-speaking peoples through the use of audio/video tapes, computer and online resources, and/or drills. There is a language lab requirement for this course.
Prerequisite: Japanese placement test or a grade of C or better in JAPA 152

KOREAN
LOWER DIVISION

KORE 151 Beginning Korean I (4)
A collegiate-level beginning course in the study of language and culture of Korean-speaking peoples through the use of audio/video tapes, computer and online resources, and/or drills. Designed for beginning students with no background in the language. There is a language lab requirement for this course.
Prerequisite: Korean placement test

KORE 152 Beginning Korean II (4)
The second level of a beginning course in the study of the language and culture of Korean-speaking peoples through the use of audio/video tapes, computer and online resources, and/or drills. There is a language lab requirement for this course.
Prerequisite: Korean placement test or a grade of C or better in KORE 151

KORE 153 Beginning Korean III (4)
The third level of a beginning course in the study of the language and culture of Korean-speaking peoples through the use of audio/video tapes, computer and online resources, and/or drills. There is a language lab requirement for this course.
Prerequisite: Korean placement test or a grade of C or better in KORE 152

SPANISH
LOWER DIVISION

SPAN 151 Beginning Spanish I (4)
A collegiate-level beginning course in the study of the language and culture of Spanish-speaking peoples through the use of audio/video tapes, computer software, and/or drills. There is a language lab requirement for this course.
Prerequisite: Spanish placement test

SPAN 152 Beginning Spanish II (4)
The second level of a beginning course in the study of the language and culture of Spanish-speaking peoples through the use of audio/video tapes, computer software, and/or drills. Designed for students who have had at least 2 years of high school Spanish or equivalent. There is a language lab requirement for this course.
Prerequisite: Spanish placement test or a grade of C or better in SPAN 151

SPAN 153 Beginning Spanish III (4)
The third level of a beginning course in the study of the language and culture of Spanish-speaking peoples through the use of audio/video tapes, computer software, and/or drills. There is a language lab requirement for this course.
Prerequisite: Spanish placement test score or a grade of C or better in SPAN 152

UPPER DIVISION

BACKGROUND

SPAN 201 Intermediate Spanish I (4)
A first-level intermediate continuation of the study of the language and culture of Spanish-speaking peoples with emphasis on conversation, composition, vocabulary building, and culture-based discussions. There is a language lab requirement for this course.
Prerequisite: Spanish placement test or a grade of C or better in SPAN 153

SPAN 202 Intermediate Spanish II (4)
A first-level intermediate continuation of the study of the language and culture of Spanish-speaking peoples with emphasis on conversation, composition, vocabulary building, and culture-based discussions. There is a language lab requirement for this course.
Prerequisite: Spanish placement test or a grade of C or better in SPAN 201

SPAN 203 Intermediate Spanish III (4)
A high intermediate continuation of the study of the language and culture of the Spanish-speaking peoples with emphasis on conversation, composition, vocabulary building, and non-guided discussions. There is a language lab requirement for this course.
Prerequisite: Spanish placement test or a grade of C or better in SPAN 202

SPAN 213 Spanish for Spanish-speakers (4)
A course designed for native or near-native speakers of Spanish. Language development in the areas of vocabulary building, accenting, and spelling. Prerequisite: Spanish placement test

SPAN 299 Directed Study (1-4)
A course that provides a flexible format in which to pursue further language acquisition and fluency through a variety of activities suited to the student's needs and goals.
Prerequisite: Consent of the instructor

SPAN 307 Advanced Spanish Language Proficiency (4)
Exercises in listening, speaking, and reading that are designed to bring students with intermediate competencies to an advanced level of proficiency. Emphasis on comprehension and verbal fluency. May be repeated for additional credit to a maximum of 8 units.
Prerequisite: SPAN 203 or 253 (ACA)

SPAN 312 Advanced Spanish Reading and Composition (4)
Practice in writing through reading of journalistic, poetic, and creative prose writing. Organization of content as well as punctuation, accenting, and spelling are studied and practiced.
Prerequisite: SPAN 203 or 253 (ACA)

SPAN 329 Advanced Spanish Grammar (4)
A study of the characteristics of grammatical forms and their functions. Includes an introduction to Spanish syntax.
Prerequisite: SPAN 307
SPAN 324 Applied Spanish Linguistics (4)
A study of the principles of Spanish phonology and phonetics. Studies
the linguistic history and the sound structure of the Spanish language.
Includes a comparative analysis of English and Spanish phonetic sys-
Prerequisite: SPAN 329

SPAN 417 Translation and Interpretation (4)
Practice in applying the principles of effective written translation to the
translating of selected contemporary essays, short stories, and journal-
istic writing. Includes practice in the methods of oral interpretation.
Prerequisite: SPAN 329

SPAN 426 Spanish Civilization (4)
A study of Spanish civilization that traces influences, characteristics,
and contributions to Western civilization.
Prerequisite: SPAN 307

SPAN 428 Spanish-American Civilization (4)
A study of Spanish-American civilization that traces influences, charac-
teristics, and contributions to Western civilization.
Prerequisite: SPAN 307

LITERATURE

SPAN 318 Introduction to Literature (4)
An introduction to the genres and vocabulary of literature studies. Stu-
dents will read and discuss works from Spanish and Spanish-American
literature. Includes notions of rhetoric, literary theories, and literary
analysis.
Prerequisite: SPAN 307 or a year abroad

SPAN 347 Peninsular Spanish Literature (4)
A study of the representative creative works of Spain from the Middle
Ages through the 19th century. Offered alternate years.
Prerequisite: SPAN 307 or a year abroad

SPAN 348 Spanish-American Literature 1492-1888 (4)
A survey of Spanish-American literature from Pre-Columbian literature
through Pre-Modernismo (XIXth century). Students will do readings,
listen to lectures, participate in group or class discussions, make oral
presentations, written reports, and create one final critical essay on one
short novel. This course will be conducted entirely in Spanish and is designed for students who have an advanced level of proficiency in listening and speaking, reading and writing the Spanish language. Offered alternate years.
Prerequisite: SPAN 307 or a year abroad

SPAN 365 Cervantes and Don Quixote (4)
A reading of Miguel de Cervantes's classic work, Don Quixote of La
Mancha, in the context of XVIth century Spain. Themes relating to
reality vs. fiction, tradition vs. modernity, honor, humor, and others
will be explored in class discussions and papers. This course is taught
in English. Spanish majors will do their reading and writing in Spanish.
Offered alternate years.
Prerequisite: ENGL 113 or 124

SPAN 430 Peninsular Spanish Cinema (4)
A study of representative cinematic works of Spain from the Middle
Ages through the 19th century. Readings and films based on short sto-
ries, theater, the novel, and poetry as well as non-fiction. This course
conducted entirely in Spanish. Offered alternate years.
Prerequisite: SPAN 307 or consent of the instructor

SPAN 468 Themes in Spanish Literature (4)
A study of new and recurring themes in the literature of Spain. May
be repeated with new content for additional credit. Offered alternate
years.
Prerequisite: SPAN 307 or a year abroad

SPAN 469 Themes: Contemporary Latin American Literature:
XXth Century (4)
A survey of representative authors and works from Latin American
Modernismo (late XIXth century) to the late twentieth century. Students will read selected works in the textbook, listen to lectures, par-
ticipate in group or class discussions, make oral presentations, written
reports, and create one final critical essay on one work. This course will
be conducted entirely in Spanish and is designed for students who have an advanced level of proficiency in listening and speaking, reading and writing the Spanish language. Offered alternate years.
Prerequisite: SPAN 307 or a year abroad

GENERAL

SPAN 499 Directed Study (1-4)
Required for majors. Involves in-depth independent research and writ-
ing in some area of language and culture or of literature.

COURSES TAUGHT ABROAD

All courses are taught by faculty at the respective schools, on site.

INSTITUTO DE CULTURA Y LENGUA COSTARRICENSE
ON SITE IN ALAJUELA, COSTA RICA

LOWER DIVISION

SPAN 151, 152, 153  Beginning Spanish I, II, III (4, 4, 4)
SPAN 201, 202, 203  Intermediate Spanish I, II (4, 4)
SPAN 299  Directed Study (1-4)
Prerequisite: Consent of the instructor

UPPER DIVISION

SPAN 307  Advanced Language Proficiency (4)
Prerequisite: SPAN 203

SPAN 469  Themes in Spanish-American Literature (4)
Prerequisite: SPAN 307

SPAN 499  Directed Study (1-4)
Prerequisite: Consent of the instructor
ADVENTIST COLLEGES ABROAD

Adventist Colleges Abroad (ACA) is a consortium of Seventh-day Adventist colleges and universities in North America, which grew out of the Year-Abroad program begun by then La Sierra College in 1961. It provides qualified students opportunities for study overseas while completing the requirements of their major programs at their home colleges. The program allows students to immerse themselves in the culture and life of the host country and to become conversant in the language. In addition, students participate in on-site guided field trips of geographic, historic or economic significance. As a result of their experiences abroad, many students have been inspired to return to these countries in positions of service. This program is open to all students, regardless of their major.

GENERAL PROGRAM INFORMATION

In cooperation with the Department of World Languages at La Sierra, the Adventist Colleges Abroad program seeks to provide both the student majoring in language and the general college student the privilege of studying abroad. Students enter this program for three quarters (nine months) beginning in September. To be eligible, the student must be admitted to La Sierra University and have the endorsement of the Department of World Languages. Although enrolled overseas, students are registered at this University; are considered in residence; and are eligible for scholarships, loans, and grants offered by the University. Credit earned is recorded each quarter by the Office of Admissions and Records.

PROGRAM PREREQUISITES

The applicant for foreign study need not be a language major. Students whose program can be arranged to allow for one or more elective years within the four-year curriculum have been able to fit in the year abroad by carefully planning the years preceding and following the overseas experience.

Prerequisites for admission to a year of study abroad through ACA are:
1. Admission as a regular student at La Sierra University for the year abroad.
2. Competence in the language (minimum: one year of college or two years of secondary study, except for summer programs).
3. A GPA of 3.00 in the language and 2.50 overall.
4. A good citizenship record.
5. Application to the Office of Admissions and Records using the special ACA form.
6. Ability to meet the financial requirements. Costs, including transportation, are comparable to Adventist colleges and universities in the United States.
7. Attendance at an ACA Orientation meeting, held at La Sierra University.
8. Completion of all remedial classes at La Sierra University.

APPLICATION PROCESS

ACA programs are in high demand. Applications from the 12 ACA member institutions are processed on a first-come-first-served basis. Applications are available from the Campus Director of ACA and from the Office of Admissions and Records. Admission to both summer and academic-year programs begins the January prior to program enrollment.

Summer applications should be submitted to the Office of Admissions and Records no later than May 31; academic-year applications are due 30 days before the end of the spring term.

ADDITIONAL INFORMATION

College freshmen with a competence in the language are not specifically excluded from the ACA academic-year programs, but the course of study is usually more beneficial to sophomores and juniors, especially those who plan to major or minor in the language or specialized area of study. Although enrolled on an international campus, students are registered at La Sierra University; are considered in residence at this University; and are eligible for all external grants, loans, scholarships and financial aid offered to students in attendance at LSU. Credit earned abroad is recorded each term in the Office of Admissions and Records.

For further details concerning this program, consult the La Sierra University Campus Director of ACA as well as the Office of Admissions and Records.
YE A R A B R O A D P R O G R A M S
The following institutions are international affiliates of ACA offering academic-year study programs:

Argentina:
Universidad Adventista del Plata, Villa Libertador San Martin
(Spanish Language and Latin American Culture)

Austria:
Seminar Schloss Bogenhofen, St. Peter am Hart
(German Language and Culture)

Brazil:
Centro Universitário Adventista de São Paulo (Portuguese)

France:
Centre Universitaire et Pedagogique du Salève, Collonges-sous-Salève
(French Language and Culture)

Germany:
Friedensau Adventist University, Friedensau
(German Language and Culture)

Italy:
Istituto Avventista Villa Aurora, Florence
(Italian Language and Fine Arts)

Spain:
Colegio Adventista de Sagunto, Sagunto
(Spanish Language and Culture)

S U M M E R A B R O A D P R O G R A M S
In addition to academic-year programs, ACA offers six-week summer terms at the following international study centers:

Austria:
Seminar Schloss Bogenhofen, St. Peter am Hart (German)

Brazil:
Centro Universitário Adventista de São Paulo (Portuguese)

France:
Centre Universitaire et Pedagogique du Salève, Collonges-sous-Salève
(French)

Greece:
La Sierra University Study Center, Athens (Intermediate New Testament Greek and Hebrew)

Italy:
Istituto Avventista Villa Aurora, Florence (Italian)

Japan:
Saniku Gakuin College (Japanese)

Mexico:
Universidad Adventista de Montemorelos (Spanish)

Spain:
Colegio Adventista de Sagunto, Sagunto (Spanish)

Thailand:
Asia-Pacific International University, Mission College (Mandarin Chinese)

Ukraine:
Ukrainian Institute of Arts and Sciences, Kiev (Russian)

CO U R S E S
All courses are taught by faculty at the respective schools, on site.

A D V E N T I S T E D U SALÉV E
ON SITE IN COLLONGES-SOUS-SALÉV E, F R A N C E

L O W E R D I V I S I O N

FREN 090 Remedial French (0)
FREN 101 Beginning French (4)
FREN 111 Phonetics (1)
FREN 121 Comprehension and Written Expression (3)
FREN 131 Spelling and Grammar (4)
FREN 151 Elementary Aural Comprehension & Oral Expression (4)
FREN 191 Intensive Elementary French (11)
FREN 201 Intermediate French (3)
FREN 221 Intermediate Composition (3)
FREN 231 Spelling and Grammar (4)
FREN 251 Intermediate Aural Comprehension & Oral Expression (4)
FREN 261 Reading Comprehension (2)
FREN 291 Intensive Intermediate French (9)
FREN 269 Independent Reading (1)
FREN 273 French Fine Arts and Monuments (1)

U P P E R D I V I S I O N

FREN 321 Advanced Composition (3)
FREN 331 Advanced Orthography (2)
FREN 341 Advanced Grammar (6)
FREN 351 Advanced Listening Comprehension & Oral Expression (3)
FREN 361 Text Analysis (2)
FREN 349, 449 The French-Speaking World and its Cinema (2, 2)
FREN 369 Independent Reading (1)
FREN 373 French Fine Arts & Monuments (1)
FREN 374 European Institutions (2)
FREN 375 International Institutions (2)
FREN 376 French Civilization (2)
FREN 378, 478 Language Through Drama (2, 2)
FREN 397 Language Through Drama (1)
FREN 412 Document Synthesis & Report Techniques (2)
FREN 413 Document Synthesis Technique/Literary Commentary (2)
FREN 421 French Composition (3)
FREN 424, 425 Texts in Specialized Language (2, 2)
FREN 431, 432 Advanced Orthography (2, 2)
FREN 441 Morphology/Syntax of the Simple Sentence (4)
FREN 442 Morphology/Syntax of the Complex Sentence (4)
FREN 451, 452 Listening and Rewording Techniques (2, 2)
FREN 457, 458 France and its History (2, 2)
FREN 459, 460 French Institutions (2, 2)
FREN 461 Advanced Texts Analysis (3)
FREN 476, 477 Changes in French Society (2, 2)
FREN 487, 488 French Literature (2, 2)
FREN 493 Advanced Oral Competence (4)
SUMMER COURSES

FREN 102  Beginning French (3)
FREN 122  Written Comprehension and Expression (2)
FREN 132  Spelling and Grammar (1)
FREN 152  Elementary Oral Expression (3)
FREN 192  Intensive Elementary French (6)
FREN 202  Intermediate French (2)
FREN 222  Intermediate Composition (2)
FREN 232  Spelling and Grammar (2)
FREN 252  Intermediate Oral Expression (2)
FREN 262  Reading Comprehension (1)
FREN 292  Intensive Intermediate French (5)
FREN 322  Advanced Composition (2)
FREN 332  Orthography (1)
FREN 342  Advanced Grammar (2)
FREN 352  Advanced Oral Expression (2)
FREN 362  Literary Studies (2)
FREN 422  Literary Analysis, Summary Techniques (2)
FREN 462  Advanced Literary Studies (2)

FRIEDENSAU ADVENTIST UNIVERSITY
ON SITE IN FRIEDENSAU, GERMANY

The units connected to the following courses indicate semester hours.

LOWER DIVISION

GRMN 108, 109  Elementary German (8, 8)
GRMN 115, 116  Elementary Oral Expression (6, 6)
GRMN 125, 126  Phonetics (2, 2)
GRMN 141, 142  Multimedia Language Lab (2, 2)
GRMN 175, 176  Cultural Studies (2, 2)
GRMN 195, 196  Independent Reading (3, 3)
GRMN 208, 209  Intermediate German (6, 6)
GRMN 219, 220  Intermediate Phonetics (2, 2)
GRMN 231, 232  Intermediate Oral Expression (4, 4)
GRMN 248, 249  Multimedia Language Lab (2, 2)
GRMN 257, 258  Survey of German Literature (2, 2)
GRMN 281, 282  Cultural Studies (2, 2)
GRMN 295, 296  Independent Reading (3, 3)
HIST 288  German History (2)

UPPER DIVISION

GRMN 309, 310  Advanced Grammar (2, 2)
GRMN 318, 319  Advanced Comprehensive German (4, 4)
ART 311, 312  Ceramics: Drawing/Handicraft (1, 1)
GRMN 328, 329  Advanced Reading (2, 2)
GRMN 338, 339  Cultural Studies (2, 2)
GRMN 361, 362  Survey of German Literature (2, 2)
HIST 381, 382  German History (2, 2)

SEMINAR SCHLOSS BOGENHOFEN
ON SITE IN BRAUNAU AM INN, AUSTRIA

LOWER DIVISION

GRMN 101, 102, 103  Beginning French (2, 2, 2)
GRMN 101, 102, 103  Beginning German (6, 6, 6)
GRMN 105, 106  Business German (3, 3)
HMCE 105  Vegetarian Cooking and Nutrition (1.5)
GRMN 110  German in Films (2)
GRMN 111, 112, 113  Elementary Grammar (3, 3, 3)
GRMN 121, 122, 123  Elementary Phonetics (1, 1, 1)
GRMN 130  Austrian Culture and History (2)
GRMN 180  Elementary Conversation (1)
GRMN 181, 182, 183  Elementary Vocabulary (1, 1, 1)
FREN 201, 202, 203  Intermediate French (2, 2, 2)
GRMN 215, 216, 217  Intermediate Oral Expression (2, 2, 2)
GRMN 211, 212, 213  Intermediate Written Expression (2, 2, 2)
GRMN 221, 222, 223  Intermediate Reading Comprehension (3, 3, 3)
GRMN 227, 228, 229  Intermediate Phonetics (1, 1, 1)
BUAD/GRMN 231, 232, 233  Intermediate Business German (1, 1, 1)
GRMN 235, 236, 237  Advanced Intermediate Grammar (2, 2, 2)
GRMN 241, 242, 243  Intermediate German (2, 2, 2)
GRMN 251, 252, 253  Intermediate Vocabulary (1, 1, 1)
GRMN 254, 255, 256  Survey of German Literature (2, 2, 2)
GRMN 267, 268, 269  European Civilization (2, 2, 2)

UPPER DIVISION

GRMN 306, 307, 308  Advanced Oral Expression I (2, 2, 2)
GRMN 310  German Literature in Films (2)
GRMN 311, 312, 313  Advanced Written Expression I (2, 2, 2)
GRMN 325, 326, 327  Advanced Reading Comprehension I (2, 2, 2)
GRMN 335, 336, 337  Advanced Listening Comprehension I (2, 2, 2)
GRMN 341, 342, 343  Advanced Grammar I (2, 2, 2)
GRMN 354, 355, 356  Survey of Advanced German Literature (2, 2, 2)
GRMN 367, 368, 369  European Civilization (2, 2, 2)
GRMN 381, 382, 383  Advanced Vocabulary (1, 1, 1)
GRMN 397  Internship (1)
GRMN 401, 402, 403  Advanced Business German (2, 2, 2)
GRMN 406, 407, 408  Advanced Oral Expression II (2, 2, 2)
GRMN 411, 412, 413  Advanced Written Expression II (2, 2, 2)
GRMN 425, 426, 427  Advanced Reading Comprehension II (2, 2, 2)
GRMN 435, 436, 437  Advanced German Listening Comprehension II (2, 2, 2)
GRMN 441, 442, 443  Advanced Grammar II (2, 2, 2)
GRMN 495  Independent Study (2-6)

SUMMER COURSES

GRMN 101, 102, 103  Beginning German (2, 2, 2)
GRMN 151, 152, 153  Elementary Oral Expression (1, 1, 1)
GRMN 191, 192, 193  Intensive German Review (3, 3, 3)
GRMN 201, 202, 203  Intermediate German (2, 2, 2)
GRMN 251, 252, 253  Intermediate Oral Expression (1, 1, 1)
GRMN 291, 292, 293  Intensive German Review II (3, 3, 3)
GRMN 301, 302, 303  Advanced German (2, 2, 2)
GRMN 351, 352, 353  Advanced Oral Expression (1, 1, 1)
GRMN 411, 412, 413  Advanced Written Expression (1, 1, 1)
GRMN 441, 442, 443  Advanced Grammar (1, 1, 1)
GRMN 454, 455, 456  Advanced German Literature for Advanced German (2, 2, 2)
GRMN 467, 468, 469  Independent Study (1, 1, 1)

COLLEGE OF ARTS AND SCIENCES

ADVENTIST COLLEGES ABROAD PROGRAM
## ISTITUTO AVVENTISTA VILLA AURORA
**ON SITE IN FLORENCE, ITALY**

### LOWER DIVISION

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<td>ITLN 431</td>
<td>Advanced Italian Literature</td>
<td>(2)</td>
</tr>
<tr>
<td>ITLN 451</td>
<td>Advanced Grammar II</td>
<td>(3)</td>
</tr>
<tr>
<td>ITLN 461</td>
<td>Advanced Composition II</td>
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</tr>
<tr>
<td>ITLN 471</td>
<td>Advanced Conversation II</td>
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### SUMMER COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ITLN 101, 102, 103</td>
<td>Beginning Italian</td>
<td>(2, 2, 2)</td>
</tr>
<tr>
<td>ITLN 131</td>
<td>Italian Art</td>
<td>(3)</td>
</tr>
<tr>
<td>ITLN 191, 192, 193</td>
<td>Intensive Italian Review</td>
<td>(2, 2, 2)</td>
</tr>
<tr>
<td>ITLN 201, 202, 203</td>
<td>Intermediate Italian</td>
<td>(2, 2, 2)</td>
</tr>
<tr>
<td>ITLN 291, 292, 293</td>
<td>Intensive Italian Review</td>
<td>(2, 2, 2)</td>
</tr>
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</table>

## SANIKU GAKUIN COLLEGE
**ON SITE IN TOKYO, JAPAN**

The units connected to the following courses indicate semester hours.

### LOWER DIVISION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>JAPN 101</td>
<td>Beginning Japanese</td>
<td>(2)</td>
</tr>
<tr>
<td>JAPN 121</td>
<td>Beginning Language Skills</td>
<td>(2)</td>
</tr>
<tr>
<td>JAPN 151</td>
<td>Beginning Oral Expressions</td>
<td>(2)</td>
</tr>
<tr>
<td>JAPN 161</td>
<td>Japanese Culture</td>
<td>(2)</td>
</tr>
<tr>
<td>JAPN 201</td>
<td>Intermediate Japanese</td>
<td>(2)</td>
</tr>
<tr>
<td>JAPN 221</td>
<td>Intermediate Language Skills</td>
<td>(2)</td>
</tr>
<tr>
<td>JAPN 251</td>
<td>Intermediate Oral Expressions</td>
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</tr>
<tr>
<td>JAPN 261</td>
<td>Japanese Culture</td>
<td>(2)</td>
</tr>
</tbody>
</table>

## CENTRO UNIVERSITÁRIO
**ADVENTISTA DE SÃO PAULO**
**ON SITE IN SÃO PAULO, BRAZIL**

The units connected to the following courses indicate semester hours.

### LOWER DIVISION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORT 131, 132</td>
<td>Phonetics</td>
<td>(2, 2)</td>
</tr>
<tr>
<td>PORT 151, 152</td>
<td>Elementary Portuguese Grammar</td>
<td>(3, 3)</td>
</tr>
<tr>
<td>PORT 161, 162</td>
<td>Elementary Portuguese Composition</td>
<td>(3, 3)</td>
</tr>
<tr>
<td>MUPF 171, 172</td>
<td>Music and Choir</td>
<td>(1, 1)</td>
</tr>
<tr>
<td>PORT 171, 172</td>
<td>Elementary Portuguese Conversation</td>
<td>(3, 3)</td>
</tr>
<tr>
<td>PORT 251, 252</td>
<td>Intermediate Portuguese Composition</td>
<td>(3, 3)</td>
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<tr>
<td>PORT 261, 262</td>
<td>Intermediate Portuguese Composition</td>
<td>(3, 3)</td>
</tr>
<tr>
<td>PORT 271, 272</td>
<td>Intermediate Portuguese Conversation</td>
<td>(3, 3)</td>
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</table>

### UPPER DIVISION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PORT 301</td>
<td>Folklore of Brazil</td>
<td>(3)</td>
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</tbody>
</table>

This course is a continuation of PORT 300

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PORT 331</td>
<td>Brazilian Literature</td>
<td>(3)</td>
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</table>

This course is a continuation of PORT 300
**COLEGIO ADVENTISTA DE SAGUNTO**
ON SITE IN SAGUNTO, SPAIN

**LOWER DIVISION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 201, 202, 203</td>
<td>Spanish Folklore</td>
<td>(2, 2, 2)</td>
</tr>
<tr>
<td>SPAN 228</td>
<td>Spanish and Contemporary Movies</td>
<td>(1)</td>
</tr>
<tr>
<td>SPAN 241, 242, 243</td>
<td>Preparation for the Spanish Diploma D.E.L.E.-C.I.E.</td>
<td>(1, 1, 1)</td>
</tr>
<tr>
<td>SPAN 251, 252, 253</td>
<td>Intermediate Spanish Grammar</td>
<td>(4, 4, 4)</td>
</tr>
<tr>
<td>SPAN 261, 262, 263</td>
<td>Intermediate Spanish Composition</td>
<td>(3, 3, 3)</td>
</tr>
<tr>
<td>SPAN 271, 272, 273</td>
<td>Intermediate Spanish Conversation</td>
<td>(4, 4, 4)</td>
</tr>
<tr>
<td>SPAN 281, 282, 283</td>
<td>Current Events in Spain</td>
<td>(1, 1, 1)</td>
</tr>
<tr>
<td>MUPF/SPAN/ART 285, 286, 287</td>
<td>Flamenoc</td>
<td>(2, 2, 2)</td>
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</table>

**UPPER DIVISION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEOG 321, 322</td>
<td>Geography of Spain &amp; Europe</td>
<td>(2, 2)</td>
</tr>
<tr>
<td>SPAN 312, 313</td>
<td>Spain and its Culture</td>
<td>(2, 2)</td>
</tr>
<tr>
<td>SPAN 315, 316, 317</td>
<td>History of Spain and Europe</td>
<td>(2, 2, 2)</td>
</tr>
<tr>
<td>SPAN 321, 322</td>
<td>Business Spanish</td>
<td>(2, 2)</td>
</tr>
<tr>
<td>SPAN 322, 323</td>
<td>Spain and Its Culture</td>
<td>(2, 2)</td>
</tr>
<tr>
<td>ART 331, 332, 333</td>
<td>History of European Art</td>
<td>(2, 2, 2)</td>
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<tr>
<td>SPAN 331, 332, 333</td>
<td>History of Spanish Literature</td>
<td>(2, 2, 2)</td>
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<tr>
<td>SPAN 341, 342, 343</td>
<td>Preparation for the Spanish Diploma D.E.L.E.-D.B.E.</td>
<td>(1, 1, 1)</td>
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<tr>
<td>SPAN 351, 352, 353</td>
<td>Advanced Spanish Grammar I</td>
<td>(4, 4, 4)</td>
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<tr>
<td>SPAN 361, 362, 363</td>
<td>Advanced Spanish Composition I</td>
<td>(3, 3, 3)</td>
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<tr>
<td>SPAN 371, 372, 373</td>
<td>Advanced Spanish Conversation</td>
<td>(4, 4, 4)</td>
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<tr>
<td>SPAN 375</td>
<td>Spanish for Health Professionals</td>
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<tr>
<td>SPAN 421, 422, 423</td>
<td>Translation and Interpretation I, II</td>
<td>(2, 2, 2)</td>
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<tr>
<td>SPAN 441, 442, 443</td>
<td>Preparation for the Spanish Diploma D.E.L.E.-D.S.E.</td>
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<tr>
<td>SPAN 451, 452, 453</td>
<td>Advanced Spanish Grammar II</td>
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<tr>
<td>SPAN 461, 462, 463</td>
<td>Advanced Spanish Composition II</td>
<td>(3, 3, 3)</td>
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<tr>
<td>SPAN 471, 472, 473</td>
<td>Advanced Spanish Conversation II</td>
<td>(4, 4, 4)</td>
</tr>
<tr>
<td>SPAN 495</td>
<td>Independent Study</td>
<td>(1-4)</td>
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**SUMMER COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPAN 101, 102, 103</td>
<td>Beginning Spanish</td>
<td>(3, 3, 3)</td>
</tr>
<tr>
<td>SPAN 191, 192, 193</td>
<td>Intensive Spanish Review</td>
<td>(3, 3, 3)</td>
</tr>
<tr>
<td>SPAN 211, 212, 213</td>
<td>Intermediate Spanish</td>
<td>(3, 3, 3)</td>
</tr>
<tr>
<td>SPAN 291, 292, 293</td>
<td>Intensive Spanish Review</td>
<td>(3, 3, 3)</td>
</tr>
<tr>
<td>SPAN 311</td>
<td>Spain and its Culture</td>
<td>(2)</td>
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<tr>
<td>SPAN 350</td>
<td>Advanced Spanish Grammar I</td>
<td>(3)</td>
</tr>
<tr>
<td>SPAN 360</td>
<td>Advanced Spanish Composition I</td>
<td>(2)</td>
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<td>SPAN 370</td>
<td>Advanced Spanish Conversation I</td>
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<tr>
<td>SPAN 397</td>
<td>Internship</td>
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**UNIVERSIDAD ADVENTISTA DEL PLATA**
ON SITE IN VILLA LIBERTADOR SAN MARTIN, ARGENTINA

**LOWER DIVISION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPAN 205</td>
<td>Geography of Latin America</td>
<td>(2)</td>
</tr>
<tr>
<td>SPAN 232</td>
<td>Phonetics</td>
<td>(2)</td>
</tr>
<tr>
<td>SPAN 240</td>
<td>Orthography</td>
<td>(2)</td>
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<tr>
<td>SPAN 251, 252, 253</td>
<td>Intermediate Spanish Grammar</td>
<td>(4, 4, 4)</td>
</tr>
<tr>
<td>SPAN 261, 262, 263</td>
<td>Intermediate Spanish Composition</td>
<td>(2, 2, 2)</td>
</tr>
<tr>
<td>SPAN 271, 272, 273</td>
<td>Intermediate Spanish Conversation</td>
<td>(2, 2, 2)</td>
</tr>
<tr>
<td>SPAN 293</td>
<td>Language through Aroma</td>
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**UPPER DIVISION**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SPAN 301, 302, 303</td>
<td>Folklore of Argentina</td>
<td>(2, 2, 2)</td>
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<tr>
<td>SPAN 306</td>
<td>Geography of Latin America</td>
<td>(2)</td>
</tr>
<tr>
<td>SPAN 316, 317</td>
<td>Latin American History</td>
<td>(2)</td>
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<tr>
<td>SPAN 326-327</td>
<td>Translation and Interpretation</td>
<td>(2, 2)</td>
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<tr>
<td>SPAN 332, 333</td>
<td>Latin American Literature</td>
<td>(2, 2)</td>
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<tr>
<td>SPAN/HIST 345, 346</td>
<td>History of Argentina</td>
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<td>SPAN 351, 352, 353</td>
<td>Advanced Spanish Grammar I</td>
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<td>Advanced Spanish Composition I</td>
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<td>SPAN 371, 372, 373</td>
<td>Advanced Spanish Conversation I</td>
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<td>SPAN 381, 382</td>
<td>Current Events in South America</td>
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<tr>
<td>SPAN 422, 423</td>
<td>Translation and Interpretation</td>
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<tr>
<td>SPAN 451, 452, 453</td>
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<td>Independent Study</td>
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</tr>
</tbody>
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COLLEGE OF ARTS AND SCIENCES

ADVENTIST COLLEGES ABROAD PROGRAM
RESponsible work in God’s world will always have two dimensions: the struggle for social justice and the enrichment of creaturely life. Liberation and development go hand in hand; and each is an integral part of the mission of the School of Business. It is committed to fostering God’s shalom—wholeness, fulfillment, and justice in community.

The School’s curricula emphasize workplace spirituality, social entrepreneurship, and ethics. The focused study of these themes as part of the business curriculum fosters intellectual development and expands students’ moral and spiritual horizons. Service-learning activities simultaneously express its commitments to excellence in the School’s areas of distinctive competence and provide students with the chance to develop appropriate habits and skills.

The School intends to foster a commitment to humane patterns of work life; proactive moral action; acknowledgment of special responsibilities to employees, local communities, and other stakeholders; socially conscious investment; recognition of the value of life outside the workplace; and creative social entrepreneurship on behalf of hurting people. The School encourages its students and other constituents to embody excellence and image God’s creativity—to create value, to foster human flourishing and offer people new opportunities for comfort, beauty, insight, enjoyment, and health.

The School recognizes the importance of business education in cultivating the development of students as whole persons. It educates students—its own majors and others—for active citizenship by assisting in their moral development, facilitating their awareness of culture, and helping them to integrate their work and the rest of their lives. It challenges them to understand work as a potential vocation, a unique responsibility they can receive as a gift from God and an opportunity for service.

Service is central to the SB curriculum. By directly assisting people in need, engaging in social entrepreneurship or community education and organizing, or conducting policy analysis, students come to understand the significance of their studies and develop greater empathy.

The SB seeks to embody in its scholarship La Sierra University’s dedication to truth and service. Working where appropriate with students, its faculty members engage actively in scholarly activity to foster shalom, enlarge human understanding, and expand their own horizons.
SCHOOL OF BUSINESS
ADDITIONAL OPPORTUNITIES

PAUL CONE LECTURE SERIES
The Paul Cone Lecture Series features a range of distinguished guests who offer to students, faculty members, and community members contemporary perspectives on business and related topics. It is named for a distinguished former La Sierra faculty member—who also served as a budget advisor to the government of Ethiopia and as a faculty member and administrator at the University of Southern California and the National Defense University.

CENTER FOR ENTREPRENEURSHIP
The Center for Entrepreneurship incubates developing start-up business while helping to foster a culture of entrepreneurship within the SB. It is currently incubating businesses such as Helen's Kitchen, CandyWipes, MovieFiller.Com, and Rosaasen. It also oversees the SB's Rent-a-Brain group.

RENT-A-BRAIN
The SB's consulting group, Rent-a-Brain, provides students and faculty members alike with valuable experience and significant growth opportunities. It serves business, labor, and community organizations by providing advice regarding management, marketing, finance, ethics, and other topics.

CENTER FOR PHILANTHROPY
La Sierra University’s Center for Philanthropy is housed in the School of Business. The mission of the Center is to encourage the practice of effective philanthropic giving and fundraising and the integration of philanthropy into the mission of effective charitable and not-for-profit enterprises. It educates leaders who will create, implement, and promote innovative models of philanthropy in partnership with those who seek effective, long-lasting social change. As a contributor to La Sierra University’s mission of global service, it is a significant resource for students, faculty members, the philanthropic community, and the countless ordinary people it serves.

STUDENTS IN FREE ENTERPRISE
Students in Free Enterprise (SIFE) is an international organization devoted to business, business education, leadership development, and community service. Participation in La Sierra’s SIFE team, dedicated to business development and business education in the service of positive social change, has provided successive cohorts of students with exceptional opportunities to develop leadership skills, learn about their world, and serve people in need. La Sierra University is a six-time winner of SIFE’s international championship. Contact Heather Miller or Jodi Cahill for information regarding the La Sierra SIFE team.

PLACEMENT AND INTERNSHIPS
The School of Business attempts to help students obtain employment after graduation. Internships enable students to integrate business theory and practice, grow professionally before entering full-time employment, and acquire valuable professional contacts. Academic credit may be available for an internship. Internships are available on a regular basis with entities including Adventist Health System—North, Adventist Risk Management, KPMG, and Florida Hospital. The School’s annual Sam Croft Meet the Firms Night provides opportunities for students to network with potential employers and arrange for interviews. See the Coordinator of Student Services for internship and placement information.

FURTHER LEARNING OPPORTUNITIES

ADVENTIST COLLEGES ABROAD
Adventist Colleges Abroad (ACA) offers overseas study opportunities in various parts of the world. The School of Business encourages its students to participate in ACA programs.

HONORS PROGRAM
The Honors Program serves undergraduates of outstanding ability across the University. It is a learning community centered on a program of general studies and culminating in an original project. The SB urges qualified students to participate in the Honors Program.
DEGREES OFFERED

- Bachelor of Science degrees in:
  - Accounting
  - Finance
  - Political Economy

- Minors in Accounting, Economics & Finance

MAJORS

BACHELOR OF SCIENCE

ACCOUNTING

An accounting student wishing to prepare for a professional examination leading to the Certified Public Accountant, Certified Management Accountant, or other professional accounting designation should consult the Coordinator of the Program in Accounting, Economics, and Finance.

Required: 80 units, including:

- 64 units as follows:
  - ACCT 211, 212, 213, 341, 342, 343, 354, 362, 446 & 458
  - ECON 254, 255 & 341
  - FNCE 354
  - MGMT 381 & 382
- 12 units of electives drawn from ACCT classes
- 4 units of colloquium*

FINANCE

Required: 76 units, including:

- 52 units as follows:
  - ACCT 211, 212 & 341
  - ECON 254, 255, 341 & 444
  - FNCE 354, 364 & 478
  - MGMT 381, 382 & 491
- 20 units of electives drawn from upper-division ACCT & FNCE classes, not otherwise taken for the major (at least 12 units must be FNCE classes) to be selected from:
  - ACCT 342, 343, 354, 355
  - FNCE 365, 383, 465, 477, 487
- 4 units of colloquium*

* With the approval of the SB dean's office, the number of colloquium units required for the degrees offered through the Program in Accounting, Economics, and Finance may be prorated for students transferring from other institutions or from other schools of the University.
POLITICAL ECONOMY
The BS in Political Economy is designed primarily to prepare students for the advanced study of economics. It would also provide useful preparation for careers in or the advanced study of areas including law, political science, public policy, and urban and regional planning.

Required: 80 units, including:
- 60 units as follows:
  - ACCT 211 & 212
  - ECON 254, 255, 341, 357, 366, 387, 392 & 444
  - FNCE 354, 364 & 487
  - MGMT 381 & 382
- 16 units of electives selected from the following:
  - FNCE 478
  - HPSC 275
  - MGMT 486
  - PLSC 316, 474, 488E
  - SOCI 304, 374, 404
- 4 units of colloquium*

* With the approval of the SB dean's office, the number of colloquium units required for the degrees offered through the Program in Accounting, Economics, and Finance may be prorated for students transferring from other institutions or from other schools of the University.

MINORS
ACCOUNTING
Required: 28 units, of accounting & finance courses, including:
- ACCT 211, 212, 213, 341 & 354
- FNCE 354

ECONOMICS
Required: 28 units, of economics & finance courses selected from:
- ECON 254, 255, 357, 366, 387 & 392
- FNCE 364 & 487

FINANCE
Required: 36 units, as follows:
- ACCT 211
- ECON 254 & 255
- FNCE 354, 364 & 478
- 12 additional units of FNCE & ACCT courses

COURSES
A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

ACCOUNTING
LOWER DIVISION
ACCT 211 Financial Accounting (4)
Introduction to accounting. Covers the major financial statements, accrual accounting and the accounting cycle, internal controls, ethics, and reporting and analyzing of assets, liabilities, and stockholders equity.
Prerequisites: ENGL 111 (or equivalent) & MATH 007 (or equivalent)

ACCT 212 Managerial Accounting (4)
Introduction to cost concepts and costing problems, relevant costing for decision making, cost-volume-profit analysis, profit planning, responsibility accounting, variance analysis, and performance evaluation.
Prerequisite: ACCT 211

ACCT 213 Computerized Accounting (4)
Introduction to the design, use, and control of accounting information systems. Application of professional software packages to transaction analysis and preparation of financial statements.
Prerequisite: ACCT 211

ACCT 299 Directed Study (4)
Selected issues in accounting pursued in an independent study format.
Prerequisite: Consent of the instructor

UPPER DIVISION
ACCT 341 Intermediate Accounting I (4)
The history and rule-making process of accounting, the major financial statements, and generally accepted accounting principles applicable to the time-value of money, cash, receivables, and inventory.
Prerequisite: ACCT 212

ACCT 342 Intermediate Accounting II (4)
Generally accepted accounting principles for reporting fixed assets, intangible assets, current and long-term liabilities, and stockholder's equity.
Prerequisite: ACCT 341

ACCT 343 Reporting Issues in Intermediate Accounting (4)
Accounting for special accounting classifications and related topics, including investments, pensions, leases, income taxes, accounting changes, statement of cash flows, full disclosure, and financial statement analysis.
Prerequisite: ACCT 342

SCHOOL OF BUSINESS
PROGRAM IN ACCOUNTING, ECONOMICS, AND FINANCE
181
ACCT 354 Federal Income Tax: Individuals (4)
Provisions of federal income tax laws and regulations affecting the
determination of an individual taxpayer’s net taxable income, with em-
phasis on preparation of individual tax returns.
Prerequisite: ACCT 211

ACCT 355 Federal Income Tax: Business Entities (4)
Provisions of federal tax laws and regulations affecting partnerships,
corporations, estates, trusts and non-profit organizations; also includes
discussion of tax accounting, reorganizations, and tax planning.
Prerequisite: ACCT 354

ACCT 421 Controllership (4)
Accounting techniques, concepts, and procedures related to the func-
tions and responsibilities of the controller, with consideration of
management reporting systems, planning and controlling functions,
resource allocation, transfer pricing, the general budget-based system,
departmental expense control, and investment planning.
Prerequisites: ACCT 211 & FNCE 354

ACCT 434 International Financial Reporting Standards (4)
International financial reporting standards, including convergence
efforts and elimination of different country-specific versions of in-
ternational financial reporting standards, impact of existing statutory
reporting, changes in specific accounting practices, such as those for
inventory valuation, pension plan, and impairments, and planning for
and implementation of international financial reporting standards.
While recognition, de-recognition, reclassification, and re-measure-
ment of all assets, liabilities, and equity required under international
financial reporting standards are examined, effects of changes in equity
and retained earnings and major adjustments are covered in detail.
Prerequisite: 342

ACCT 446 Auditing Theory and Practice (4)
A study of the procedures and practices in the investigation and veri-
fication of financial data, preparation of the auditor’s report, as well as
the professional ethics and legal liability of auditors.
Prerequisite: ACCT 343

ACCT 458 Government and Nonprofit Accounting (4)
A study of the theory and practice of the accounting concepts as ap-
plied to government entities, health care institutions, colleges and uni-
versities, and other nonprofit organizations.
Prerequisite: ACCT 343

ACCT 460 Advanced Accounting (4)
Advanced topics in accounting including business formations, combi-
nations, reorganizations, and liquidations; income distribution; as well
as multinational operations and foreign currency transactions.
Prerequisite: ACCT 343

ACCT 461 Cost Accounting (4)
This class is designed for students seeking professional accounting des-
ignations. Topics include contemporary costing systems, joint and by-
product costing, activity based costing, and cost allocation techniques
in manufacturing and service organizations.
Prerequisite: ACCT 212

ACCT 466 Fraud Examination (4)
The principles and methods of fraud detection and deterrence. Topics
include skimming, cash larceny, check tampering, register disburse-
ment schemes, billing schemes, payroll and expense reimbursement
schemes, non-cash misappropriations, corruption, accounting prin-
ciples and fraud, fraudulent financial statements, and the interviewing
of witnesses.
Prerequisite: ACCT 343

ACCT 468 Advanced Auditing (4)
Issues selected from among advanced topics including internal and
compliance auditing, auditor’s ethics and liability, EDP auditing, au-
dit sampling, special report writing, audit standards for state and local
governmental entities and government agencies, review and discussion
of selected audit cases, international auditing, SAS 99, and compliance
with the Sarbanes-Oxley Act.
Prerequisite: ACCT 446

ACCT 476 Reading Tutorial in Accounting (1-4)
Critical engagement with the current scholarly literature in accounting.
May be repeated for additional credit with consent of the instructor.
Prerequisites: Consent of the instructor & the dean’s office

ACCT 484 Accounting Internship (1-4)
A ten-week structured and supervised work experience culminating in
an academic paper.
Prerequisites: ACCT 342 & consent of the instructor
Restriction: Open only to students who have completed appropriate pre-
requisite classes

ACCT 486 CPA Examination Review (4)
Integrated overview of accounting and related topics in preparation for
the examination leading to the Certified Public Accountant designa-
tion.
Prerequisite: ACCT 446

ACCT 495 Topics in Accounting (1-4)
Advanced issues in accounting. May be repeated for additional credit
with consent of the instructor.
Prerequisite: Consent of the instructor

ACCT 499 Directed Study (1-4)
Independent study in the area of accounting, to occur under the direc-
tion of a supervisor on a topic selected by the faculty member and the
student. Regular and periodic conferences with the instructor.
Prerequisites: Consent of the instructor & the dean’s office
ECONOMICS

LOWER DIVISION

ECON 254 Principles of Macroeconomics (4)
The nature and causes of economic growth, inflation, recession, and unemployment. Government monetary and fiscal policy, Keynesian and monetarist economic models, and an introduction to the American financial system.
Prerequisite: MATH 115 or 121 or 155 or CPTG 117 (for all options, student can be concurrently enrolled)

ECON 255 Principles of Microeconomics (4)
Supply and demand analysis, competition, oligopoly, and monopoly. Economic choices, pricing and production, international trade. Comparative economic systems.
Prerequisite: MATH 115 or 121 or 155 or CPTG 117 (for all options, student can be concurrently enrolled)

ECON 299 Directed Study (4)
Selected issues in economics pursued in an independent study format.
Prerequisite: Consent of the instructor

UPPER DIVISION

ECON 341 Managerial Statistics (4)
An introduction to statistical methods for decision-making with applications drawn from business, finance, and economics. Topics include random variables, probability distributions, sampling, hypothesis testing, and correlation and linear regression models. Credit is not allowed for both MATH 155 and ECON 341.
Prerequisite: MATH 115 or 121 or CPTG 117

ECON 357 Globalization and International Business (4)
Introduction to international business theory and practice: theory of trade and integration, international economic institutions and their context, comparative economic systems, and application of economic principles to the functional areas of business on the global level.
Prerequisites: ECON 254 & 255

ECON 366 Economic Development in Emerging Markets (4)
An examination of key factors driving economic growth in nations. The focus is on the roles of population growth, physical and human capital accumulation, international trade, technology, and political stability in economic development. Compares the developmental histories of advanced industrial economies and developing economies with emphasis on emerging markets. May be repeated with different content.
Prerequisites: ECON 254 & 255

ECON 387 Introductory Econometrics (4)
A presentation of the principal concepts, techniques, and applications of econometrics using OLS and MLE estimators. Emphasis on developing a critical understanding of the appropriateness and limitations of a variety of political economy models. Coverage may include systems of simultaneous equations, discrete-choice models, time series analysis, panel data, and nonlinear functional forms. Offered on demand.
Prerequisite: ECON 341

ECON 388 Limited Dependent Variable Models (4)
Maximum likelihood models, including duration models, qualitative and limited dependent variables, binary choice and discrete response, censored and count models. Focus on the modeling of political economy data.
Prerequisites: ECON 387, MGMT 341 & MGMT 444

ECON 389 Time Series Analysis (4)
Prerequisites: ECON 387, MGMT 341 & MGMT 444

ECON 392 Essentials of Game Theory (4)
Introduction to the formal study of interdependent decision-making. Topics include normal and extensive form games, strategic games, dominance strategies, the concept of the Nash equilibrium and various refinements of this concept, subgame perfect equilibrium, games of incomplete information, learning in games, repeated and sequential games, reputation and credibility, and cooperative and coalitional games. Applications in economics, political science, and business are emphasized. Offered on demand. Cross-listed as PSYC 392.

ECON 394 Methods for Panel Data (4)
This course will focus on econometric techniques developed for cross section time series (panel) data. Topics include fixed and random effects models, dynamic panel, instrumental variable, and other techniques commonly used to model panel data in political economy.
Prerequisites: ECON 387 & 388

ECON 444 Operations Research Methods (4)
The application of operations research methods to managerial decision-making. Topics include advanced statistical methods, non-linear models, forecasting and time series analysis, statistical quality control, simulation, and risk analysis.
Prerequisite: ECON 341

ECON 476 Reading Tutorial in Economics (1-4)
Critical engagement with the current scholarly literature in economics. May be repeated for additional credit with consent of the instructor.
Prerequisites: Consent of the instructor & the dean’s office

ECON 495 Topics in Economics (1-4)
Advanced issues in economics. May be repeated for additional credit with consent of the instructor.
Prerequisite: Consent of the instructor

ECON 499 Directed Study (1-4)
Independent study in the area of economics, to occur under the direction of a supervisor on a topic selected by the faculty member and the student, with regular and periodic conferences with the instructor.
Prerequisites: Consent of the instructor & the dean’s office
FINANCE

UPPER DIVISION

FNCE 335 Personal Finance (4)
The study of major financial decisions of individuals in allocating resources and planning expenditures. Personal financial planning and budgeting, insurance, the use of credit, housing, transportation, consumer protection, investments, and retirement.

FNCE 354 Managerial Finance (4)
Time value of money, valuation, risk and rates of return, financial analysis, financial forecasting, working capital management, capital budgeting, cost of capital, and long term financing.
Prerequisites: ACCT 211 & ECON 254; or consent of instructor

FNCE 364 Financial Markets and Institutions (4)
A survey of the American financial system in a global context. Considers the nature of the financial system, the role and mechanics of interest rates, the operation of money and capital markets, central banking, and the major categories of financial institutions.
Prerequisite: FNCE 354

FNCE 365 Investment Analysis (4)
Introduction to the behavior of security markets and individual investment policy. Quantitative and qualitative aspects of risk and return associated with investment decisions. Investment planning and analysis of markets.
Prerequisites: FNCE 354 & 364

FNCE 384 Real Estate Principles (4)
The nature and description of real estate; estates in real property and forms of ownership; acquisition and transfer of title, encumbrances, finance, appraisal, escrows and title insurance; landlord-tenant relationships; taxation; and careers. Offered on demand.
Prerequisites: ACCT 212 & MGMT 381

FNCE 465 Fundamentals of Health Care Finance (4)
Reimbursement concepts and procedures including public and private third-party payers; health care budgeting, financial planning techniques, and cost analysis and control. Offered on demand.

FNCE 476 Reading Tutorial in Finance (1-4)
Critical engagement with the current scholarly literature in finance. May be repeated for additional credit with consent of the instructor.
Prerequisites: Consent of the instructor & the dean's office

FNCE 477 Risk Management and Insurance Analysis (4)
Survey of insurance industry, the different forms of insurance coverage, and an analysis of the methods and procedures of treating risk in the business firm including the theoretical basis of insurance. The course emphasizes the theoretical framework and a financial exposition of risk management from a corporate perspective.

FNCE 478 Financial Analysis and Decision Making (4)
Financial analysis techniques. Forecasting and modeling methodologies using personal computers, case studies, reporting and presentations.
Prerequisite: FNCE 354 or consent of instructor
PROGRAM IN THE CUSTOMIZED MAJOR

PROGRAM FACULTY

Gary Chartier, Coordinator
Associate Dean, School of Business
Associate Professor of Law and Business Ethics (2001)
JD University of California at Los Angeles 2001
PhD University of Cambridge 1991
theology, philosophy, ethics, political theory, public policy, law and legal theory

PROGRAM PROPOSAL

1. A person with clearly defined academic objectives not readily achievable through an existing SB degree program may receive a bachelor of arts or bachelor of science degree from the School of Business after the completion of a special curriculum approved by the SB dean's office.

2. A person desiring to propose a customized major should ordinarily do so by the beginning of the first quarter of her or his junior year, though the SB dean's office may approve subsequent initiation dates under appropriate circumstances.

3. A customized major proposal submitted to the SB faculty should include:
   A. A list of the courses to be included in the program, including any cognates, a baccalaureate thesis if appropriate and, if necessary, alternate courses to be completed if proposed courses are not available, and an indication of the sequence in which requirements will be completed;
   B. A description of the program's intended academic focus and the goals it is intended to serve;
   C. A rationale for the details of the program;
   D. A title for the program, which will appear on the student's diploma and transcript if the program is approved; and
   E. Documents or other materials supportive of the proposal.

4. The proposed curriculum must include a substantial number of courses in business, but may also include courses in other areas. A customized curriculum might entail work in the School of Business and any other program, including the School of Education (e.g., educational leadership), the School of Religion (e.g., urban development, business ethics), the Department of Mathematics and Computer Science (e.g., management information systems), the Department of English and Communication (e.g., public relations), the Department of World Languages (e.g., intercultural marketing), the Department of Music (e.g., music management), the Department of History, Politics, and Society (e.g., business history), the department of Health and Exercise Science (e.g., sports management), or the Program in Philosophical Studies (e.g., business ethics).

PROGRAM ACCEPTANCE

1. The SB dean's office is responsible for certifying the academic quality of any customized major it approves. Thus, it may require revisions in a proposal, or reject it entirely.

2. While the SB and the University will attempt to ensure that a person whose customized major program has been approved will be able to complete the program on schedule, the approval of a customized major program constitutes only a commitment on the University's part to make the best effort possible to ensure the program's completion, not a guarantee that the courses included in the proposal or others to be substituted for them will be available at the times required for the major to be completed as planned.

3. The dean will notify the Office of Admissions and Records that the customized major program has been approved.

PROGRAM REQUIREMENTS

1. A customized major program is designed to meet needs not fully met by existing curricula. Its curriculum must not simply duplicate that of an existing university degree program. It should, however, compare favorably in coherence, scope, and rigor with other baccalaureate curricula of the University. It should offer the breadth necessary to be considered a truly liberal education.

2. Completion of the proposed customized major must require at least 52 quarter units. No more than 12 of the units to be applied to the major may also be used to fulfill general education requirements. At least 32 of the units must be upper-division. Each student must complete 1 unit of MGMT 219 for every three quarters of residence at La Sierra University.

3. The SB dean's office must approve the title of the proposed major program, which will appear on the student's transcript and diploma. Subsequent changes in the program title must also be approved by the dean.
PROGRAM FACULTY

JUANITA J. SINGH, Director
Associate Professor of English as a Second Language (1986)
EdD Loma Linda University 1992
brain research and second language acquisition, the role of motivation in pedagogy

COLLABORATING FACULTY

NANCI GERIGUIS-MINA
Lecturer in English as a Second Language
MA La Sierra University 1989
public relations, news and featured writing

OBJECTIVE

The English as a Second Language (ESL) and American Experience and Language (AELP) programs are designed to prepare non-native speakers of English for academic work at the university level. The curriculum focuses on effective language acquisition and learning, facilitated by activities in which learners experience a variety of cognitive challenges, including listening, speaking, reading, and writing. Students are also encouraged and assisted in becoming independent learners and thinkers. Further, because culture is an integral part of language learning, the program incorporates cultural activities.

Students may enter this program at the beginning of any quarter of the school year as well as during the five-week intensive English course in the summer. Beginning and Intermediate courses, as well as the three Advanced courses, do not carry academic credit. Only ENSL 103 Advanced Writing, ENSL 104 Advanced Reading and ENSL 299, 399 Directed Study carry academic credit. The requirements for ESL students to transition to regular university courses, particularly those in English, are available at the Office of the Associate Provost.

The prerequisite for part-time enrollment for an ESL student in regular university classes is a Test of English as a Foreign Language (TOEFL) score of 500 or above or Michigan Test of English Language Proficiency (MTELP) equated scores of 76-85 percentile and regular admission status.

The ESL program falls under the jurisdiction of the School of Business. For further information on this program see “English as a Second Language” section in the Academic Policies and Practices portion and “English Competence” section in the Admission Information portion of this bulletin.

COURSES

CONTINUING EDUCATION (NONCREDIT) COURSES

AELP 901A Beginning Conversation & Recitation (1-4 CEU)
An introduction to English conversation through the use of simple dialogues and conversation on common everyday topics. Recitation is to assist in speech output and to inculcate basic sentence patterns subconsciously.

AELP 901B Beginning Grammar & Sentence Structures (1-4 CEU)
An introduction to basic grammar with emphasis on verb forms, subject-verb combinations, and recognition of phrases as commonly occurring patterns.

AELP 901C Beginning Listening & Pronunciation (1-4 CEU)
An introduction to basic listening skills to enhance aural comprehension in context and to increase listening awareness for accent, sentence stress, undulation of voice, pauses, length of vowel sounds, voiceless consonants and sibilants, and silent consonants.

AELP 901D Beginning Reading & Vocabulary (1-4 CEU)
An introduction to reading through the use of children’s classics and other easy reading materials on various topics dealing with American everyday life and ideas on being human, with emphasis on reading comprehension, vocabulary building, and basic reading skills which include looking for the main idea, the topic sentence, supporting ideas, transitional devices, and conclusion.

AELP 901E Beginning Writing & Dictation (1-4 CEU)
An introduction to basic free-writing, journaling, summary writing, dictation, and paragraph writing on everyday topics of interest, some of which are first presented through reading or movies.

AELP 902A Intermediate Conversation & Recitation (1-4 CEU)
A course designed to improve general and academic conversation skills, using authentic situations, interviews, drama, debates, skits, and simulations.

AELP 902B Intermediate Grammar & Sentence Structures (1-4 CEU)
A contextual grammar approach designed to connect grammar with authentic text and language rich ideas, using sentences and paragraphs from authentic texts to parse by clauses and phrases with emphasis on sentence structures, patterns, and sentence variety/mix and flow.
ENSL 104 Advanced Reading (1-4 units)
A course designed to foster development and application of reading skills, including interpretation, analysis, criticism, and advocacy of ideas found in fictional and non-fictional texts. These skills will aid in further developing the student’s ability to think critically, solve problems, analyze, evaluate, and advocate ideas.

ENSL 105 Writing for Test Preparation (1-4 units)
A course designed to help refine student writing in preparation for the Writing Placement Exam (an LSU writing exam that measures a student’s readiness for placement in ENGL 111 College Writing). The course places emphasis on formal essay writing in the rhetorical genres, especially argumentation.

ENSL 299 Directed Study (1-8 units)
An independent study in consultation with the advisor and the instructor. Emphasis is placed on different language enhancements. It may be repeated with different areas of emphasis.

UPPER DIVISION

AELP 903 American Experience and Language Program: Intensive English (1-10 CEU)
This program is offered only during the summer. It aims at raising the level of English competence by immersing students into a culture-rich environment and introducing academic English and current English usage through the use of the media, the movies, American classics, the Internet, and reading and writing assignments. The purpose is to facilitate English acquisition, enhance comprehension of everyday English, encourage independent thinking, and increase fluency in speaking and writing.

LOWER DIVISION

ENSL 103 Advanced Writing (1-4 units)
A course designed to prepare students to transition to ENGL 111 College Writing and other regular classes. It introduces students to formal academic writing, including writing critical responses, summaries, and rhetorical essays (in-class writing and out of class assignments). The students are to prepare a portfolio of their written compositions as part of the class requirements.
**PROGRAM IN**

**Teaching English as a Second Language**

**PROGRAM FACULTY**

**JUANITA J. SINGH**, Director
Associate Professor of English as a Second Language (1986)
EdD Loma Linda University 1992
BRAIN RESEARCH AND SECOND LANGUAGE ACQUISITION, THE ROLE OF MOTIVATION IN PEDAGOGY

**COLLABORATING FACULTY**

**NANCY GERIGUIS-MINA**
Lecturer in English as a Second Language
MA La Sierra University 1989
PUBLIC RELATIONS, NEWS AND FEATURED WRITING

**OBJECTIVE**

The TESOL (Teaching English to Speakers of Other Languages) certificate program aims at preparing prospective teachers to teach English As a Second Language (ESL). It focuses on language theories, teaching methods, and approaches to teaching second languages that lead to language acquisition and learning.

Applicants must present a minimum TOEFL score of 525 and a TOEFL essay rating of 3 or above or a Michigan Test of English Language Proficiency of 85 percentile average with at least 80 percentile on the Language Proficiency section, and a score of 4 or above on the La Sierra University College Writing Test.

**COURSES**

**TESL 815 Theories in and Approaches to Teaching Second Languages** (3)
An introduction to theories and approaches to second language teaching and academic second language development.

**TESL 816 Language Acquisition Versus Language Learning** (3)
A comparison between two schools of thought in second language teaching and first language development.

**TESL 817 Contextual Grammar Approach** (3)
An approach to teaching grammar that aims at comparing/matching grammatical patterns with sentence usage/combinations in selected passages with the purpose of application in students’ oral and written communication.

**TESL 818 Critical Reading and Thinking in English As a Second Language** (3)
A macro-micro approach that fosters critical dialogue between reader and text, text and text, and reader and reader.

**TESL 819 Oral Communication and Aural Comprehension** (3)
An approach that combines teaching listening and conversation through audio-visuals and the media, using authentic materials on current topics.

**TESL 820 Writing at the Cognitive and Affective Levels** (3)
An approach to teaching writing from reflective writing to academic writing, emphasizing techniques that draw out the spontaneous writer in students before teaching structured academic writing.

**TESL 821 Introduction to American Culture, Heritage, and Worldview** (2-3)
A course that highlights multicultural America and its ideology, values, beliefs, working principles, and world outlook.

*The TESOL certificate program falls under the jurisdiction of the School of Business.*
PROGRAM FACULTY

**Elias G. Rizkallah**, Coordinator
Professor of Management and Marketing (2001)
PhD Northwestern University 1982
international marketing, strategic marketing planning, marketing management, consumer behavior

**Gary Chartier**
Associate Dean, School of Business
Associate Professor of Law and Business Ethics (2001)
JD University of California at Los Angeles 2001
PhD University of Cambridge 1991
theology, philosophy, ethics, political theory, public policy, law and legal theory

**Doug Lainson**
Assistant Professor of Strategic Management;
Coordinator, Program in Executive Education (2008)
PhD student, Claremont Graduate University
MBA Biola University 2005
mission-based business strategy, strategic modeling, leadership, entrepreneurial economics, business as mission

**Prudence E. LaBeach Pollard**
Professor of Management (1999)
PHR 1997
PhD Western Michigan University 1993
human resource management, leadership, institutional assessment and strategic planning

**John Thomas**
Dean, School of Business
Bashir Hasso Associate Professor of Entrepreneurship (1989)
PhD Claremont Graduate University 2001
behavioral finance, political economy, development studies, social entrepreneurship

**A. Andrew Truong**
Assistant Professor of Management (2006)
EdD University of Southern California 2006
MBA California State University at Pomona 2001
management strategy, multicultural management

COLLABORATING FACULTY

**Cheryl Bauman**
Lecturer in Office Administration;
Colloquium Coordinator
BS Loma Linda University 1974
student services, business colloquium management

**Jay Du Nesme**
Lecturer in Business Law
JD University of San Diego 1998
complex securities, employment and insurance class action litigation

**James Erickson**
Director, La Sierra University Center for Philanthropy
LHD La Sierra University 2007
EdD Indiana University 1970
philanthropic fundraising, not-for-profit organizational strategy

**Jere L. Fox**
Lecturer in Law
MA La Sierra University 2007
JD Pepperdine University 1977
estate planning, trust and probate law, business associations, law and the church

**Craig Kinzer**
Lecturer in Business Communication
PhD University of California at Riverside 2007
MA La Sierra University 1994
business communication, management strategy, management and literature, medieval English

**Robert Krone**
Distinguished Visiting Professor of Strategic Management
PhD University of California at Los Angeles 1972
strategic planning, electronic distance learning, systems analysis, policy formulation, organization theory

**Thomas Macomber**
Lecturer in Management and Law
JD Williamette University 1980
music management, business law

**Lari Mobley**
Lecturer in Management
PhD student, Claremont Graduate University
MBA Biola University 2005
MA Loma Linda University 1987
brand diversification in mergers and acquisitions, branding strategies for new product launches, literary themes in contemporary advertising

**Nabil Y. Razzour**
Lecturer in Marketing
PhD Arizona State University 1980
marketing and business education, marketing ethics, comparative and international marketing

**Constance Rossum**
Lecturer in Marketing
PhD Claremont Graduate University 1998
strategic marketing

**Victoria A. Seitz**
Lecturer in Marketing
PhD Oklahoma State University 1987
apparel merchandising, consumer behavior, advertising strategy

**Juanita J. Singh**
Director, Program in English as a Second Language
Lecturer in Business Communication
EdD Loma Linda University 1992
writing skill development, intercultural business communication

**Warren C. Trenchard**
Lecturer in Management and Social Entrepreneurship
PhD University of Chicago 1981
social entrepreneurship, management strategy
DEGREES OFFERED

- Bachelor of Arts degrees in:
  Management
  Management - Human Resource Management concentration
- Bachelor of Science degrees in:
  Business and Society
  Marketing
- Minors in Management & Marketing

MAJORS

BACHELOR OF ARTS

MANAGEMENT

Required: 60 units, including:
- 48 units as follows:
  ACCT 211 & 212
  ECON 254, 255, 341 & 444
  FNCE 354
  MGMT 304 or 344
  MGMT 381, 382 & 491
  MKTG 305
- 8 units of electives from upper-division MGMT courses not used to fulfill any other requirement (or others with the approval of the coordinator.)
- 4 units of colloquium*

MANAGEMENT - HUMAN RESOURCE MANAGEMENT

Required: 72 units, including:
- 60 units as follows:
  ACCT 211 & 212
  ECON 254, 255, 341 & 444
  FNCE 354
  MGMT 304 or 382
  MGMT 315, 381, 382, 464, 475, 484H & 491
- 8 units of electives to be selected from among the following:
  ECON 364
  MGMT 487
  PSYC 474
- 4 units of colloquium*

BACHELOR OF SCIENCE

BUSINESS AND SOCIETY

The BS in Business and Society is designed especially to prepare business students for the study and practice of law, with a particular emphasis and business and economic issues related to law.

Required: 80 units, including:
- 56 units as follows:
  ACCT 211 & 212
  ECON 254, 255, 341, 357, 366 & 444
  FNCE 354
  MGMT 304 or 344
  MGMT 381, 382 & 491
  PLSC 225
- 20 electives selected from among the following:
  FNCE 487
  GEOG 276
  HIST 430F, 430G, 430H, 432S
  MGMT 367, 424, 467, 486
  PLSC 316, 440, 474, 485
  PSYC 315
  SOCI 345, 374, 404
- 4 units of colloquium*

HEALTH CARE MANAGEMENT

The BS in Health Care Management is designed for the student who wishes to combine the study of business with preparation for admission to post-baccalaureate study in one of the health professions. While incorporating core requirements for admission to medical and dental school, it also features a lean array of business courses (including Professional Practice Management and Fundamentals of Health Care Finance) designed to equip students to understand the business environment within which a private professional practice operates and the business vocabulary and issues they will need to comprehend in order to navigate the increasingly complex world of managed health care.

Required: 52 units, including, as follows:
- ACCT 211 & 212
- ECON 254, 255, 341 & 444
- FNCE 354 & 465
- MGMT 344, 381 & 382
- MKTG 305
- 4 units of colloquium*

Required Cognates:
- BIOL 111, 111L, 112, 112L, 113 & 113L
- CHEM 111, 111L, 112, 112L, 113 & 113L
- PHYS 231, 231L, 232, 232L, 233 & 233L
- 12 units selected from:
  CHEM 491, 491L, 492, 492L, 493 & 493L
  BIOL 301 & 301L
  BIOL 302 & 302L
  BIOL 434
  BIOL 446
  BIOL 466

Supplemental Courses (Students may also benefit from completing):
- ACCT 354, 458
A student who wishes to qualify for admission to a post-baccalaureate health professional degree program should verify and plan to meet all relevant field-specific and institution-specific requirements, which may include the completion of classes in addition to those listed here.

MARKETING
Required: 76 units, including:
- 48 units as follows:
  - ACCT 211 & 212
  - ECON 254, 255, 341 & 444
  - FNCE 354
  - MGMT 304 or 344
  - MGMT 381, 382 & 491
  - MKTG 305
- 24 units of electives from among upper-division MKTG courses not used to fulfill any other requirement. With the approval of the coordinator, up to 12 units of courses drawn from the following list may also be used to fulfill this requirement:
  - COMM 206, 215, 237, 315, 328, 344, 488, 490
  - PSYC 304, 314, 315, 349, 355, 435, 482C
- 4 units of colloquium*

* With the approval of the SB dean's office, the number of colloquium units required for the degrees offered through the Program in Marketing and Management may be prorated for students transferring from other institutions or from other schools of the University.

MINORS

MANAGEMENT
Required: 28 units of management courses, including:
- MGMT 304
- Remaining units to be selected in consultation with SB advisor

MARKETING
Required: 28 units of management courses, including:
- MKTG 305
- Remaining units to be selected in consultation with SB advisor

COURSES
A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

MANAGEMENT

LOWER DIVISION

MGMT 219 Business Colloquium (0.5-2)
Topics of interest to scholars and students of business.

MGMT 229 Business Colloquium: Intensive (1-4)
Intensive engagement with topics of interest to scholars and students of business.

MGMT 295 Topics in Management (4)
Advanced issues in management. May be repeated for additional credit with consent of the instructor.

Prerequisite: Consent of the instructor

UPPER DIVISION

MGMT 304 Management and Organizational Behavior (4)
This course will cover topics including management as a discipline, effective decision making, understanding the organizational environment, motivation and communication techniques, leadership skills, and performance evaluation.

MGMT 314 Philosophy of Work (4)
Explores a range of philosophical issues related to the meaning and organization of work.

MGMT 341 Managerial Statistics (4)
An introduction to statistical methods for decision-making with applications drawn from business, finance, and economics. Topics include random variables, probability distributions, sampling, hypothesis testing, and correlation and linear regression models. Credit is not allowed for both MATH 155 and ECON 341.

Prerequisite: MATH 115 or 121 or CPTG 117

MGMT 345 Spirituality in the Workplace (4)
A practical course focused on the application of spiritual resources to workplace challenges and the practice of spiritual disciplines in the workplace.

MGMT 354 Professional Practice Management (4)
Practical techniques and strategies for managing a professional (medical, legal, accounting, dental, etc.) practice for oneself, for an individual professional, or for a group of professionals. Focuses on human relations, financial management, and other challenges specific to the professional practice environment.

MGMT 356 Human Resource Management (4)
The personnel function, including the development of programs for recruitment, selection, performance evaluation, training, supervision, compensation, pensions, and government regulations.

Prerequisite: MGMT 304
MGMT 364 Principles of Entrepreneurship (4)
Concepts, methods, and procedures of initiating new ventures. Acquisition, location, legal consideration, and application of the management process as it relates to the operation of a small business.
Prerequisites: FNCE 354, MGMT 304 & MKTG 305

MGMT 367 Concepts and Issues in Social Entrepreneurship (4)
An introduction to the application of business skills and techniques, the entrepreneurial spirit of creativity, and openness to the risk often necessary in solving social problems.

MGMT 375 Managerial Communication (4)
Effective organizational communication, written and oral; consultations, meetings, and conferences; document design; use of appropriate communication technologies; linking communication with organizational strategy.
Prerequisites: ENGL 113 or 124 & MGMT 304

MGMT 378 The Environment of Business (4)
Introduces the student to the social, political, legal, and historical context of contemporary business activity. Examines ongoing political developments and social trends relevant to business practice. Discusses the legal system, constitutional law, and government regulation of business. Explores the impact of business on society and of society on business, with a particular focus on the debate over globalization. Designed to develop student awareness of the significance of current issues and events for business leaders.

MGMT 381 Business Law I (4)
Legal institutions and principles; constitutional issues in business law; business torts and crimes; real and personal property; wills, trusts, and estates; labor and employment; government regulation and public policy.
Prerequisite: ENGL 113 or 124

MGMT 382 Business Law II (4)
Course examines contracts, uniform commercial code, sales, commercial paper, secured transactions, creditors’ rights and bankruptcy, agency, and business organizations.
Prerequisite: ENGL 113 or 124 & MGMT 381

MGMT 388 eLab (4)
Virtual research environment focused on value creation and competitive advantage in the digital economy. May be repeated for additional credit with consent of the instructor.
Prerequisite: Consent of the instructor

MGMT 424 Global Poverty (4)
An examination of the causes of the global wealth gap and an assessment of alternative policy responses to this gap, with particular attention to the effects of aid programs and of globalization on poverty reduction. Integrates perspectives from economics, politics, law, philosophy, and religion. Not open to students with credit in MGMT 495G. Cross-listed as RELE 459.
Prerequisites: ENGL 113 & MATH 121

MGMT 427 Enterprise, Organization, and Anarchy (4)
The design of industrial organizations, and the potential contributions of for-profit and not-for-profit organizations to the provision of social and other public services, including “public goods,” in the absence of the state. Seminar format.

MGMT 436 Health Care Management (4)
Economic, political, social, and technological issues in the health care delivery system; the interaction of health care organizations; and the problems of access and delivery of health services.
Prerequisite: MGMT 304

MGMT 438 Management and Literature (4)
Explores the insights into human behavior, organizational processes, the nature of leadership, moral and spiritual challenges, and other business-related issues offered by literary texts.

MGMT 439 Management and Film (4)
Explores the insights into human behavior, organizational processes, the nature of leadership, moral and spiritual challenges, and other business-related issues offered by films.

MGMT 444 Operations Research Methods (4)
The application of operations research methods to managerial decision-making. Topics include advanced statistical methods, non-linear models, forecasting and time series analysis, statistical quality control, simulation, and risk analysis.
Prerequisite: MGMT 341

MGMT 458 Managing for Sustainable Development (4)
An application-oriented course that challenges students to integrate skills and insights from the business disciplines and from the study of the social and behavior sciences, politics, and religion to foster effective development practice.

MGMT 464 Women in Management (4)
Leadership and management styles as they affect women and the organization. Examines stereotypes in business and strategies for bringing women into management; considers legal, social, and interpersonal factors. Course provides interactive skills for both men and women in management.
Prerequisite: MGMT 304

MGMT 467 Legal Issues in Health Care (4)
Common law principles, government regulations, and public policy issues as they pertain to health care services.
Prerequisites: MGMT 378 & 436

MGMT 469 Leadership for Economic Growth (4)
A skill-based practicum that challenges students to draw on integrative and discipline-specific skills to foster the empowerment of economically vulnerable communities. May be repeated for additional credit with the consent of the instructor.
Prerequisite: Consent of the instructor

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192 PROGRAM IN MANAGEMENT AND MARKETING SCHOOL OF BUSINESS
MGMT 475 Leadership and Organizational Effectiveness (4)
Focuses on leadership as an interpersonal process of social influence and examines how effective leaders influence the attainment of group and organizational goals. Topics include classic and contemporary views of leadership and the application of various theories to leadership in business and politics. Also explores the influence of cultural and gender differences on leadership processes.
Prerequisite: MGMT 304

MGMT 476 Reading Tutorial in Management (1-4)
Critical engagement with the current scholarly literature in management. May be repeated for additional credit with consent of the instructor.
Prerequisites: Consent of the instructor & the dean's office

MGMT 484 Management Internship (4)
A ten-week structured and supervised work experience culminating in an academic paper. Open only to students who have completed appropriate prerequisite classes.
Prerequisite: MGMT 304

MGMT 486 International Environment and Management (4)
The international environment of business; its cultural, economic, legal, and political aspects; markets and business customs; dealing with foreign governments; protecting investments.
Prerequisites: ECON 354 & 255

MGMT 487 Topics in Human Resource Management (1-4)
Advanced issues in Human Resource management. May be repeated for additional credit with consent of the instructor.
Prerequisite: Consent of the instructor

MGMT 491 Business Policy and Strategy (4)
The application of managerial skills to develop integrated strategies, policies, and action plans for the organization under conditions of uncertainty, complexity, and change. Computer literacy expected.
Prerequisites: ACCT 212; FNCE 354; MGMT 375 or ENGL/COMM 304; MGMT 382; MGMT 444; MGMT 304 or 344; & MKTG 305

MGMT 495 Topics in Management (4)
Advanced issues in management. May be repeated for additional credit with consent of the instructor.
Prerequisite: Consent of the instructor

MGMT 499 Directed Study (1-4)
Independent study under the direction of a supervisor on a topic selected by the faculty member and the student, with regular and periodic conferences with the instructor.
Prerequisites: Consent of the instructor & the dean's office

UNST 404C Religious, Moral, and Social Aspects of Business (4)
An exploration of the moral and political dimensions of business practice from the perspective of Christian faith. Examines business ethics at the personal, institutional, societal, and international levels, and seeks to encourage students to use business skills and business creativity to foster positive social change. Service-learning component.

MKTG 305 Marketing Principles (4)
An overview of marketing and its role in society and today's organization. Fundamentals of the marketing environment, consumer and industrial buying behavior, marketing research, and marketing ethics. Examines the basics of marketing strategy (market segmentation, targeting, and product differentiation and positioning) with an emphasis on the marketing mix—product, price, distribution, and promotion.
Prerequisites: ACCT 212 & FNCE 354

MKTG 358 Marketing Management (4)
Integration and reinforcement of marketing principles and concepts through simulation and case studies. Emphasis is placed on managerial and analytical techniques designed to cultivate the student's decision-making skills.
Prerequisite: MKTG 305

MKTG 365 Marketing Research (4)
Highlights the importance of marketing information and information technology in management decision making. Includes the marketing research process—methods and applications, techniques of data collection, analysis, and interpretation, with emphasis on consumer surveys and test marketing.
Prerequisites: ECON 341 & MKTG 305

MKTG 374 Consumer Behavior (4)
The course is designed to be a pragmatic review of the theory of consumer behavior. It covers topics including cultural and social influences on consumer behavior, information processing, attitude formation and change, learning theory, and social issues relevant to marketing decisions.

MKTG 386 Advertising (4)
The role and use of advertising and other promotional techniques within the marketing function. Development of an advertising plan including media selection, creative strategy and advertising appeal, and budgeting. Legal, ethical, and international aspects of advertising are highlighted.
Prerequisite: MKTG 305

MKTG 426 Sales Management (4)
Management of the sales territories, personnel, and activities. Includes territory management, the personal selling process, managing the sales force (sales force strategy and structure; recruiting, selecting, training, motivating, and supervising salespeople).
Prerequisite: MKTG 305

MKTG 436 Retailing Management (4)
Overview of the different retail organizations and retail activities. Organization and management of retail institutions. Emphasis on retail store operations—location, layout, planning, managing human resources, pricing, and customer services. Design of retail and merchandising strategies.
Prerequisite: MKTG 305
MKTG 438 Quantitative Methods in Marketing (4)
Quantitative skills needed for managerial decisions related to marketing. Topics include strategic marketing decisions, market segments evaluation, target market selection, profitability analysis and financial ratios, new products/projects evaluation, pricing and margins, distribution alternatives evaluation, operating efficiency indicators, inventory management and control, setting promotional budget, and budget allocation among different promotional tools.

MKTG 444 eCommerce Marketing and Consumer Behavior (4)
Initiating an on-line marketing program. Using the Internet to assess consumer preferences, develop strategies, and appeal to consumers. The employment of electronic store fronts to attract consumer interest in online products and services.

MKTG 476 Reading Tutorial in Marketing (1-4)
Critical engagement with the current scholarly literature in marketing. May be repeated for additional credit with consent of the instructor.
Prerequisites: Consent of the instructor & the dean’s office

MKTG 484 Marketing Internship (1-4)
A ten-week structured and supervised work experience culminating in an academic paper. Open only to students who have completed appropriate prerequisite classes.
Prerequisite: MKTG 358

MKTG 487 International Marketing (4)
Methods utilized for developing marketing strategies in the global market. Cultural, political, legal, economic, and distribution differences within foreign markets.
Prerequisite: MKTG 358

MKTG 495 Topics in Marketing (1-4)
Advanced issues in marketing. May be repeated for additional credit with consent of the instructor.
Prerequisite: Consent of the instructor

MKTG 499 Directed Study (1-4)
Independent study under the direction of a supervisor on a topic selected by the faculty member and the student, with regular and periodic conferences with the instructor.
Prerequisites: Consent of the instructor & the dean’s office
Restriction: Open only to students with senior standing
DEPARTMENT OF CURRICULUM & INSTRUCTION

DEPARTMENT FACULTY

**Anita O. Oliver**, Chair  
Professor of Curriculum and Instruction (1990)  
PhD University of Wisconsin - Madison 1993  
curriculum and instruction, educational policy studies

**Sandra J. Balli**  
Associate Professor of Curriculum and Instruction (2005)  
PhD University of Missouri 1995

**Linda Caviness**  
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**Lolita Davidson**  
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EdD La Sierra University 1991  
curriculum and instruction

**Sandra Green**  
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EdD La Sierra University 2002  
curriculum and instruction, special education

**Elissa Kido**  
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english education

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Curriculum & Instruction

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**Melvin D. Campbell**  
PhD Purdue University 1963  
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**Sylvia Gallegos**  
Credentials Analyst

**Douglas Herrmann**  
EdS La Sierra University (1992)  
administration and leadership

**Janet Mallery**  
EdD Loma Linda University 1989  
curriculum and instruction

**Wallace D. Minder**  
EdD Loma Linda University 1984  
administration

**Tonya R. Perry**  
EdD La Sierra University 2006  
curriculum and instruction, school psychology

**Pamela Ramsey**  
MA La Sierra University 1993  
Special Education

**Dorita West**  
MA La Sierra University 1986

PREPARATION FOR TEACHING

Students preparing to teach at the secondary level should plan to qualify for state of California teaching credentials by completing the bachelor's degree and passing the CSET subject area assessment. During the freshman year prospective teachers of both secondary and elementary levels should consult the credential analyst and the Department of Curriculum and Instruction in the School of Education for detailed information concerning requirements.

A further program leading to the Master of Arts in Teaching degree (MAT) in Curriculum and Instruction designed for prospective elementary and secondary teachers is described in the Graduate Bulletin.
TEACHER EDUCATION PROGRAMS
(Blended Undergraduate Teacher Education and Master of Arts in Teaching)

The Teacher Education Program is offered in two ways. One as a program blended into an undergraduate degree in which students take the methods courses and the prerequisite courses for the program as part of their undergraduate degree. The Teacher Education Program and the Liberal Studies Program are both State of California approved. Even though this is the case, students completing the Liberal Studies Program are required by the California Commission on Teacher Credentialing (CCTC) to take the California Subject Examination for Teachers (CSET) in addition to completing the project.

The Master of Arts in Teaching (MAT) is the approved Teacher Education Program with the addition of graduate courses that enhance students’ ability to teach in California schools. The Master of Arts is a 54 quarter unit degree. Students in both the blended undergraduate program and the Master of Arts are required to take the examinations required by the State of California.

Because the Teacher Education Program is a California Commission of Teacher Credentialing approved program, program decisions are always made based on the requirements of the State of California and the North American Division of Seventh-day Adventists and the Pacific Union Conference of Seventh-day Adventists.

Throughout the teacher education program students have periodic assessments. As the information returns to the department from the standardized tests as well as the TPAs changes may be made to processes but not to content. As this is a State of California program, there is little adjustment to content that can be made.

EXAMINATIONS

The examinations students in Teacher Education are required to take are:

At the beginning of the program:
- CBEST: California Basic Education Skills Test

After taking the Reading and Language Arts courses:
- RICA: Reading Instruction Competence Assessment

Immediately after completion of the bachelor’s degree, or prior to acceptance into the MAT:
- CSET: California Subject Examination for Teachers

Throughout the program:
- TPA: Teaching Performance Assessments

The largest in the series of examinations is the Teaching Performance Assessment (TPA) and it occurs in four places. The total time for a student to complete the four examinations is about 20 hours per test for a total of 80 hours. The Teaching Performance Assessments (TPAs) are based on the 13 Teaching Performance Expectations (TPEs), which are listed following the program.

The places throughout the program where examinations are given are in bold.
Two examinations are required prior to entering the Teacher Education Program.

CBEST: California Basic Education Skills Test

**ELEMENTARY**

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<thead>
<tr>
<th>Teaching Performance Assessment Seminar</th>
<th>EDCI</th>
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**TPA 1 Subject Specific Pedagogy (Required for course completion)**

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<th>Classroom Management</th>
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**RICA Examination**

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<th>CSET: California Subject Examination for Teachers (Must be passed prior to student teaching)</th>
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TPAs 3 and 4 are completed during student teaching

TPA 3 Assessing Learning; TPA 4 Culminating Teaching Experience

Students who wish to obtain Secondary Credentials in addition to Elementary Credentials are required to take EDCI 429, 429L, 430 & 430L.

Two examinations are required prior to entering the Teacher Education Program.

CBEST: California Basic Education Skills Test

**SECONDARY**

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<tr>
<th>Teaching Performance Assessment Seminar</th>
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| Classroom Management Lab | EDCI | UG | Grad |
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<tr>
<th>CBEST: California Subject Examination for Teachers (Secondary candidates are required to take the CSET in the subject area in which they intend to teach.)</th>
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TPAs 3 and 4 are completed during teaching

Students who wish to obtain Elementary Credentials in addition to Secondary Credentials are required to take EDCI 415, 415L, 418 & 418L.

The Teaching Performance Assessments are designed to assess The Teaching Performance Expectations. The TPAs are:

- Task 1 Subject Specific Pedagogy
- Task 2 Designing Instruction
- Task 3 Assessing Learning
- Task 4 Culminating Teaching Experience

To complete a Master of Arts in Teaching, the Following four courses must be completed.

**DISCIPLINE CORE**

<table>
<thead>
<tr>
<th>Integration of Faith and Learning</th>
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**FIFTH-YEAR CORE**

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MAT TOTAL 54 units

COURSES

A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

LOWER DIVISION

EDCI 204 Teaching in the Multicultural Classroom (3)

This is the first course en route to a teaching credential. In addition to an introduction to the history of public education, the following topics are covered: motivation, lesson design, teaching strategies, discipline and management, and professionalism. An observation component is based on these last five areas. Required for admission to teacher education. ELD components are addressed.

UPPER DIVISION

EDCI 414 Reading K-8 (4)

Reading is designed to aid the prospective teacher in developing knowledge and skills in the teaching of developmental reading in grades K-8. The specific components of the reading process are examined as well as a variety of alternative methods and materials to be used in multilingual and bilingual instruction. The assessment of students' strengths and weaknesses relative to the reading act, the development of curriculum objectives, and the planning of instruction are also included. Application of skills and knowledge are provided through a field work experience in which class members instruct groups of students in the elementary or junior high school reading class. ELD components and mild/moderate disabilities are addressed.

Prerequisites: EDCI 204, EDFO 305 & acceptance into the Teacher Education program
EDCI 414L Reading K-8 Laboratory (1)
Application of skills and knowledge are provided through a fieldwork experience in which class members instruct groups of students in the elementary or junior high school reading class. Concurrent registration in EDCI 414 is required.

EDCI 415 Mathematics K-8 (3)
Curriculum organization, methods, materials, and instructional aids. Observation and micro-teaching. ELD components and mild/moderate disabilities are addressed.
Prerequisites: EDCI 204, EDFO 305, MATH 202 & acceptance into the Teacher Education program

EDCI 415L Mathematics K-8 (1)
This practicum is provided in a multicultural classroom where students may develop their teaching skills by putting theory into practice. Concurrent registration in EDCI 415 is required.

EDCI 416 Language and Literacy K-12 (3)
The focus of this course is to prepare teachers in pedagogical skills appropriate for linguistically, culturally, and economically diverse students. Included are curriculum organization, methods, materials, and instructional aids. Observation and microteaching in multicultural classrooms is part of the fieldwork for this course. Development of skills to teach language, writing, and basic language skills necessary for successful use of the English language in both elementary and secondary schools. Methods, practices, and theories that are appropriate for the linguistically diverse students in first and second language development are also included. ELD components and mild/moderate disabilities are addressed.
Prerequisite: EDCI 204, EDFO 305 & acceptance in to Teacher Education program

EDCI 417 Culture, Society, Religion, and Ethics (4)
This course focuses on pedagogy, theory, research, and practice relating to the historical, legal, social, political, religious, and economic understandings of multiple linguistic and cultural groups as they relate to education in California. Students will demonstrate their ability to appropriately use English to teach and communicate. There will be a focus on use of appropriate materials and the ability to plan equitable lessons. A study will be made of teaching religion, values, and spirituality in Seventh-day Adventist schools, teaching about religion in public schools, and the practice of ethical and moral teaching.
Prerequisites: EDCI 204, EDFO 305 & acceptance into the Teacher Education program

EDCI 418 Science and Health K-8 (3)
Identifies the scope, sequence, methods, materials, and equipment utilized in teaching science and health. Coordinates the student’s learning experience in science and health among the home, school, and community. ELD components addressed.
Prerequisites: EDCI 204, EDFO 305 & acceptance into the Teacher Education program

EDCI 418L Science and Health K-8 Lab (1)
Application of skills and knowledge are provided through a fieldwork experience in which class members instruct groups of students in the elementary or junior high school reading class. Concurrent registration in EDCI 418 is required.

EDCI 419 Reading in the Content Area (4)
Designed to assist the prospective single subject teacher to acquire knowledge and skills in teaching reading. The specific components of the reading process are examined as well as appropriate methods and materials to be used in reading instruction. Assessment of students’ strengths and weaknesses relative to the reading act, the development of curriculum objectives, and planning of instruction are also included. Applications of skill and knowledge are provided through a practicum, in a single subject classroom. ELD components and mild/moderate disabilities are addressed.
Prerequisites: EDCI 204, EDFO 305 & acceptance into the Teacher Education program

EDCI 419L Reading in the Content Area Laboratory (1)
Application of skills and knowledge are provided through a fieldwork experience in which class members instruct groups of students in the secondary reading class. Concurrent registration in EDCI 419 is required.

EDCI 420 Curriculum Strategies for Students with Mild/Moderate Disabilities (3)
Strategies for teaching students with mild/moderate disabilities in the areas of reading, language and literacy, mathematics, and science and health. The emphasis is on specific pedagogical strategies and other special education issues are addressed.
Prerequisite: Completion of all required courses for a teaching credential

EDCI 425 Student Teaching in the Elementary School (3-18)
Provides the supervised teaching experience required for state and Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom, discipline, and other relevant issues. A total of 15 weeks of full-time participation is required.
Prerequisites: EDCI 204, 410, 414, 415, 416, 417 & 418; EDFO 305; FBI & DOJ Certificate of Clearance; CSET, CBEST, CPR & TB tests; U.S. Constitution requirements; TPAs 1 & 2; & acceptance into the Teacher Education program

EDCI 428 Curriculum and Instruction in Special Education (3)
Study of practices and trends in educational programming for all exceptional students. Includes the development of knowledge and skills in defining objectives, planning instruction, assessment, evaluation of children with special needs, and program evaluation. Provides practicum in special schools and classes for disabled.
Prerequisite: EDPC 460

EDCI 429 Middle School Theory (3)
This course is designed to prepare the in-service secondary teacher to (1) develop skills in the use of a wide variety of teaching strategies; (2) gain a knowledge and understanding of classroom organization and planning; (3) understand and teach to the various diverse student populations; (4) understand the professional, historical, and political issues involved in teaching; and (5) understand the use of curriculum frameworks for the State of California and the North American Division of Seventh-day Adventists.
Prerequisites: EDCI 204, EDFO 305 & acceptance into the Teacher Education program
EDCI 429L Middle School Theory Laboratory (1)
A field experience is required for application of skills learned in the course. The field experience will be in a single subject classroom. Concurrent registration in EDCI 429 is required.

EDCI 430 Secondary Theory and Practice (3)
Involves selecting and organizing learning materials and opportunities. Identifies appropriate teaching strategies and provides instruction in developing course outlines and unit plans. Deals with the organization, management, and discipline of the classroom. A practicum is required for students without teaching experience.

Prerequisites: EDCI 204, 429, EDFO 305 & acceptance into the Teacher Education program

EDCI 430L Secondary Theory and Practice Laboratory (1)
A field experience is required for application of skills learned in the course. The field experience will be in a single subject classroom. Concurrent registration in EDCI 430 is required.

EDCI 432 Instructing the Learning Handicapped (3)
A study of educational models and strategies for teaching the learning handicapped students. Includes an investigation of the characteristics of students with learning problems as well as instructional techniques for promoting maximum cognitive and social development, with an emphasis on the use of computers in the curriculum. A 25 hour practicum of observation and instruction is a component of this course.

Prerequisite: EDCI 564 or EDPC 460

EDCI 433 Instructing Students with Behavior Disorders (3)
Designed to aid special education and regular education teachers to maximize educational experiences for students with behavior disorders in elementary and high schools. Emphasis is placed on the forces which have an impact on behavioral, academic, social, and communication skills in students with behavior disorders. (See EDCI 533.)

EDCI 456 Student Teaching of Religion in Secondary Schools (9)
Provides the supervised teaching experience required for Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom and other relevant issues.

Prerequisites: EDCI 204, 417, EDFO 305 & acceptance into the student teacher program

EDCI 457 Student Teaching in the Secondary School (3-18)
Provides the supervised teaching experience required for state and Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom and other relevant issues.

Prerequisites: EDCI 204, 410, 416, 417, 419, 429 & 430; EDFO 305; CSET, CBEST, CPR & TB tests; U.S. Constitution requirements; TPAs 1 & 2; & acceptance into the Teacher Education program

EDCI 464 Special Education in the Regular Classroom (3)
Identifies emerging responsibilities of the regular educator for the education of children with special needs. Methods of identifying such children and developing for them individualized programs and appropriate teaching strategies.

EDCI 498 Teaching Performance Assessment Seminar (1)
The state of California requires that all multiple and single subjects credential candidates attending California teacher preparation programs pass the four Teaching Performance Assessments. This seminar prepares students to take the four Teaching Performance Assessments.

EDCI 499 Projects and Topics in Curriculum & Instruction (1-3)
Individual research and study under the guidance of a curriculum instructor. A minimum of 30 clock hours of study time is expected for each unit of credit.

Prerequisites: Consent of instructor & department chair
COURSE

EDPC 460 The Exceptional Child (3-4)
A study of the determinants, characteristics, problems, and adjustments of children with mental, physical, emotional, or social disabilities, and of gifted and talented children. Intervention techniques used with children with disabilities, rights of children under the Americans with Disabilities Education Act. Open to upper division, graduate, or postgraduate students only. Credit not allowed for both this course and PSYC 464.
LA SIERRA UNIVERSITY

SCHOOL OF RELIGION

DEPARTMENT FACULTY

John W. Webster, Dean
Professor of Theology and History of Christianity (1999)
PhD Princeton Theological Seminary 1995
systematic theology, history of christianity, philosophy, ethics

Douglas R. Clark, Associate Dean
Professor of Biblical Studies and Archaeology (2007)
PhD Vanderbilt University 1984
biblical languages, old testament, archaeology

Kent Bramlett
Assistant Professor of Archaeology and History of Antiquity (2010)
PhD University of Toronto 2009
biblical language, near eastern archaeology, and history of antiquity

Lawrence T. Geraty
Professor of Archaeology and Old Testament Studies (1993)
PhD Harvard University 1972
old testament studies, archaeology

V. Bailey Gillespie
Professor of Theology and Christian Personality (1970)
PhD Claremont Graduate University 1973
theology, christian nurture, ministry

Fritz Guy
Research Professor of Philosophical Theology (1961, 1990)
DD La Sierra University 2002
PhD University of Chicago 1971
theology, philosophy of religion, ethics

Kendra Haloviaik
Associate Professor of New Testament Studies (2001)
PhD Graduate Theological Union 2002
new testament studies, biblical languages

Ginger Hanks Harwood
Associate Professor of Religious and Theological Studies (1997)
PhD Iliff School of Theology, University of Denver 1991
social ethics, theology, history of christianity

Maury D. Jackson
Assistant Professor of Pastoral Ministry (2009)
DMin Claremont School of Theology
pastoral ministry, ethics, philosophy

John R. Jones
Associate Professor of New Testament Studies and World Religions (1990)
PhD Vanderbilt University 1982
biblical languages and background, scriptural interpretation and theology, phenomenology of religions

Wonil Kim
Associate Professor of Old Testament Studies (1994)
PhD Claremont Graduate University 1996
exegesis, theology, and hermeneutics of the old testament

Charles Teel, Jr.
Professor of Religion and Society (1967)
PhD Boston University 1972
religion and society, christian ethics

Warren C. Trenchard
PhD University of Chicago 1981
biblical languages, new testament background and interpretation, early christian literature

Randal R. Wisbey
University President
Associate Professor of Ministry (2007)
DMin Wesley Theological Seminary 1990
pastoral and youth ministry

COLLABORATING FACULTY

John C. Brunt
PhD Emory University 1978
homiletics

Gary Chartier
JD University of California, Los Angeles 2001
PhD University of Cambridge 1991
theology and ethics

Gerard Kiemenej
DMin Fuller Theological Seminary 1993
ministry

Samuel Leonor
MDiv Andrews University 1998
introduction to adventist beliefs

William Loveless
EdD University of Maryland 1964
ministry & pastoral counseling
MISSION

The School of Religion is committed to the following endeavors:

1. In seeking truth, the School of Religion fosters the scholarship of discovery by:
   - Encouraging research on the part of faculty and students
   - Encouraging faculty participation in the discourse of scholarship; and
   - Encouraging students in continued personal and academic study of the Scriptures, theology, and religion.

2. In knowing God, ourselves, and the world, the School of Religion fosters theological learning as follows:
   - With regard to general education, the School provides general religious studies for all students in every school of the University. Based upon the central Christian belief in one God, Creator of the world and Redeemer of mankind, these studies explore the Bible as the inspired Word of God, provide instruction in Christian faith, examine the history and mission of the church, and offer spiritual guidance for the Christian life.
   - With regard to the academic and professional needs of specialists, the School provides:
     A. The Bachelor of Arts in Religious Studies
     B. The pre-seminary program
     C. Five graduate programs:
        I. Master of Arts in Religion (MA)
        II. Master of Divinity (MDiv)
        III. Master of Pastoral Studies (MPS)
        IV. Master of Ministry (MMin)
        V. Certificate of Ministry

3. In serving campus, church and community, the School of Religion encourages its faculty to provide pastoral leadership by regularly participating in ecclesiastical consultations, continuing education programs, lecture series, conferences and workshops. In addition to regularly preaching and leading out in other functions in local congregations, the faculty produce resources for pastors and lay members. The School also conducts the annual Paul J. Landa and H.M.S. Richards, Jr. Lectures, and provides, to both the church and community, the expertise and resources available within the School (including the Stahl Center for World Service, the John Hancock Center for Youth and Family Ministries, and the H.M.S. Richards Library, as well as other expertise and resources on the campus, especially in archaeology) and in the church at large.

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1 The Bachelor of Arts in Religious Studies complements the pre-seminary curriculum, and by itself comprises a strong liberal-arts major as a foundation for a career in the pastoral, legal, teaching, public service, medical, or other health-related professions.
2 The School provides undergraduate training for the ministry and in preparation for seminary and graduate study. The School's pre-seminary curriculum, taken in conjunction with a major of the student's choice, lays a foundation for further professional or academic preparation at the graduate level.
3 The School offers graduate education leading to the masters degree:
   A. In the academic track, the Master of Arts in Religion provides for specialization in religious, Christian, and Adventist studies. A major is selected from the traditional fields of religious and theological study.
   B. In the professional track, the Master of Divinity, the Master of Pastoral Studies, and the Master of Ministry cover the core theological disciplines, with particular emphasis on the various dimensions of ministry, with optional concentrations available in pastoral leadership, youth ministry, pastoral counseling, religious education, and other areas.
LEARNING GOALS AND OUTCOMES FOR THE RELIGIOUS STUDIES MAJOR

Students will be:

1. **Aware of and Informed Regarding Spiritual and Religious Experience and Expression:** Students will explore the nature of religion and spirituality and their expression.
   a. Students can describe the phenomenon of religion.
   b. Students can analyze the nature and various expressions of various religions.
   c. Students will demonstrate the value of personal spiritual formation in a holistic context.

2. **Knowledgeable about Christian Beliefs and Heritage:** Students will understand the historical roots and major tenets of the Christian faith.
   b. Students will demonstrate a general knowledge of the history of Christianity.
   c. Students will develop skills in historical, philosophical, and theological analysis.
   d. Students will demonstrate a general knowledge of the key doctrines of the Christian Faith.
   e. Students will demonstrate a general knowledge of the doctrines of the SDA Church, and their historical and cultural contexts.

3. **Engaged with Sacred Texts:** Students will develop skills with which to interpret the biblical texts.
   g. Students will demonstrate a knowledge of the literature, history, and content of the Old and New Testaments.
   h. Students will demonstrate knowledge of a range of approaches to the study of the Bible.
   i. Students will demonstrate exegetical skills when interpreting sacred texts.
   j. Students will explore the relevance of biblical texts.
   k. Students can articulate the importance of social context on religious understandings and function.

4. **Informed on the Role of Religion in Society:** Students will explore religious and philosophical ethics and their applications.
   m. Students will be aware of the functions of religion in society.
   n. Students will understand the nature of society and sociological analysis.
   o. Students will demonstrate knowledge of personal and social ethics.
   p. Students can apply ethical principles to varied situations in life.

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LEARNING GOALS AND OUTCOMES FOR THE PRE-SEMINARY PROGRAM

Students will be:

1. **Aware of and Informed Regarding Spiritual and Religious Experience and Expression:** Students will explore the nature of religion and spirituality and their expression.
   a. Students will demonstrate the value of personal spiritual formation in a holistic context.

2. **Knowledgeable about Christian Beliefs and Heritage:** Students will understand the historical roots and major tenets of the Christian faith.
   b. Students will demonstrate a general knowledge of the history of Christianity.
   c. Students will develop skills in historical, philosophical, and theological analysis.
   d. Students will demonstrate a general knowledge of the key doctrines of the Christian Faith.
   e. Students will demonstrate a general knowledge of the doctrines of the SDA Church, and their historical and cultural contexts.
   f. Students will demonstrate an understanding of the life and ministry of Ellen G. White.

3. **Engaged with Sacred Texts:** Students will develop skills with which to interpret the biblical texts.
   g. Students will demonstrate a knowledge of the literature, history, and content of the Old and New Testaments.
   h. Students will demonstrate knowledge of a range of approaches to the study of the Bible.
   i. Students will demonstrate exegetical skills when interpreting sacred texts.
   j. Students will explore the relevance of biblical texts.
   k. Students can articulate the importance of social context on religious understandings and function.
   l. Students will develop appropriate competencies in Biblical Hebrew and Gree.

4. **Competency in Basic Skills of Pastoral Ministry:** Students will develop the skills necessary for entry into various fields of ministry.
   m. Students will understand the nature and philosophy of service and ministry.
   n. Students will demonstrate hands-on skills of pastoral ministry.
   o. Students will develop communication and homiletical skills.
MINISTERIAL PREPARATION

The pre-seminary program consists of a curriculum which is designed to meet entrance requirements for graduate or professional studies in Seventh-day Adventist or other seminaries or graduate schools. Taken in combination with a major of the student’s choosing, the pre-seminary track provides a foundation upon which to build the skills and knowledge essential to the Christian ministry; the Religious Studies major which is offered by the School of Religion is particularly compatible. Pre-seminary students are encouraged to work closely with their assigned pre-seminary advisor in the School of Religion as well as their regular major program advisor. In addition, we highly recommend that pre-seminary students, who wish to enhance their pastoral skills on the undergraduate level, include in their program some or all of the “practices package” of professional courses as listed below. These are offered on a two-year rotating cycle.

Students who are following the pre-seminary curriculum should apply no later than the fall quarter of their senior year for the School of Religion’s endorsement in their quest for denominational employment. Any such recommendation will form part of the student’s “portfolio” prepared for senior interviews with prospective employers during the winter quarter. In addition, students may be required to complete a prescribed battery of tests. These are planned, along with a counseling session, to help students evaluate themselves and their call to the ministry. Each application is considered by the faculty of the School, and a letter of response is inserted in the student’s portfolio.

The pre-seminary curriculum consists of a sequence of required and recommended courses (see further in the listing for details).

WORKSHOPS, CONTINUING EDUCATION

The School of Religion cooperates with the various schools and departments of the University and with denominational conference organizations in sponsoring significant workshops in various parts of the Pacific Union (and elsewhere) for church leaders and others. Well-known experts join with the University faculty and denominational leaders in providing the instruction. Workshops providing practical and theological information are available on request. Those interested in this service of the School of Religion should contact the dean’s office for up-to-date information and current charges. Such workshops are available on either a university credit or noncredit (continuing education) basis.

MAJOR

BACHELOR OF ARTS

RELIGIOUS STUDIES

Required: 64 units, as follows:

- The following RELB courses:
  RELB 104 Jesus and the Gospels is required for the Religious Studies major to fulfill University Studies Theme III C requirements.
  RELB 206 & 207
  RELB 409 or RELG 306

- The following RELE courses:
  RELE 205
  RELE 447 or 454 or 458 or 405
  RELE 457 or 455 or 459

- The following RELG courses:
  RELG 235
  RELG 237 or 327
  RELG 267

- The following RELH courses:
  RELH 445
  RELH 446 or 495
  RELH 483 or 447 or 488 or 497

- The following RELT courses:
  RELT 255 or 435
  RELT 355
  RELT 436 (PHIL 204 recommended prerequisite)
  RELT 455 or 434

MINORS

ARCHAEOLOGY

Required: 32 units, as follows:

- 20 units of core requirements:
  ANTH 215
  RELB 445 (or 446), 447, 494 & 497

- 0-8 units of archaeology/history/anthropology electives:
  ANTH 216
  HIST 432E, 432H, 432T, 499
  RELB 494, 499

- 0-4 units of art electives:
  ARTA 308, 408
  ARTS 255, 274A, 274B

- 0-4 units of language electives:
  ARAB 151, 152, 153
  REL 361, 371, 381, 382, 383, 481, 482, 483

BIBLICAL LANGUAGES

Required: 31 units, as follows:

- REL 281, 282, 283, 381, 382, 383, 481, 482 & 483
- REL 484 or RELB 409
RELIGIOUS STUDIES
Required: 32 units (16 upper division), to be selected from the following:
- RELB 104
- RELB 206
- RELB 207
- RELE 447 or 448 or 405
- RELG 235
- RELH 483 or 445 or 446 or 447 or 495
- RELT 255 or 435
- RELT 355 or 436
- RELT 455 or 434

PRE-PROFESSIONAL PROGRAM
PRE-SEMINARY CURRICULUM
Required: 43 units (25 upper division), as follows:
- The following RELB courses:
  [RELB 104 Jesus and the Gospels is required for the Pre-seminary Curriculum to fulfill University Studies Theme IIIC requirements.]
  RELB 206, 207 & 409
- The following RELH courses:
  RELH 254
  RELH 445 or 446 or 447 or 495
  RELH 483
- The following RELP courses:
  RELP 101, 102, 361 & 374
- The following RELT courses:
  RELT 255, 355 & 455

Required Cognates: 24 units, as follows:
RELL 281, 282, 283, 381, 382, 383, 481 & 482

Recommended Cognates:
- PSYC 104
- RELH 446 or 495
- RELH 447

Recommended “Practics Package”:
- RELP 345, 349, 362, 374, 397, 415, 436 & 465
- RELM 464
- RELT 464

COURSES
A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor.

BIBLICAL STUDIES
LOWER DIVISION
RELB 104 Jesus and the Gospels (4)
An overview of the historical and social setting in which Jesus taught as well as his teachings and their practical applications. Emphasis on the characteristics and contributions of the various canonical Gospels to Christian understandings of Jesus’ life and work.

RELB 206 Sacred Texts: The Old Testament Scriptures (4)
Survey of the Old Testament, with emphasis on its historical setting, unity, and revelation of the plan of redemption.

Survey of the New Testament, with emphasis on its historical setting, unity, and abiding message of God’s new covenant of grace.

RELB 244 Daniel and Revelation (4)
Historical and prophetic study, with emphasis on gospel implications.

RELB 255 Understanding and Sharing Your Bible (4)
A study of the Bible as Scripture in the church and as the living Word of God in Christian life and witness. Not open to students in the religious studies major, minor, or pre-seminary curriculum.

RELB 299 Directed Study (1-4)
Lower-division independent study in Biblical studies, to be completed in consultation with an advisor.
Prerequisite: Consent of the instructor

UPPER DIVISION
RELB 309 Readings in Scripture (4)
Analysis and exegesis of a selected work (or works) of the Old or New Testament. May be repeated for credit with different content to a maximum of 8 units. Does not apply to the religious studies major or to the pre-seminary curriculum.

RELB 404 New Testament Letters (2-4)
Verse-by-verse study of selected documents, with emphasis on their theological and practical implications for Christians today.

RELB 409 Sacred Texts: Theory and Practice of Biblical Interpretation (4)
An advanced study and application of principles and practices of interpreting the Old or New Testament scriptures. Includes in-depth readings of selected biblical passages from a variety of hermeneutic perspectives. To be taken subsequent to or simultaneously with RELB 383 or 483, as stipulated.
Restriction: Open only to religious studies majors and minors, and pre-seminary students

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4 Four quarters of Greek or Hebrew will satisfy the World Language (Foundational Studies) requirement of the University Studies curriculum.
RELB 419 The Gospel of John (2-4)
An exegetical study of the Gospel of John, with special emphasis on Johannine Christology and other central motifs of the text.

RELB 424 Old Testament Prophets (4)
Origin and development of Old Testament prophecy as a background for understanding the prophetic writings. Introduction to each writing prophet; the relevance of his message to his own time and to the present.

RELB 445 Old Testament Archaeology (2-4)
An examination of the contributions that archaeology makes to an understanding of the historical and cultural backgrounds of the Old Testament.

RELB 446 New Testament Archaeology (2-4)
An examination of the contributions that archaeology makes to an understanding of the historical and cultural backgrounds of the New Testament.

RELB 447 Archaeology Methods and Theory (4)
Examination of theoretical and methodological approaches to the modern study of archaeology.

RELB 459 Topics in Biblical Studies (2-4)
In-depth analysis of topics in Biblical studies. See class schedule each quarter for possible offerings. May be repeated with different content. Prerequisite: Consent of instructor

RELB 464 The Letter to the Romans (2-4)
An exegetical study of Paul's most complete summation of the Christian gospel.

RELB 494 Fieldwork in Ancient Near Eastern Archaeology (1-8)
This course involves the completion of fieldwork in a specified area relating to ancient Near Eastern archaeology. May be repeated up to a total of 8 units. Prerequisite: Consent of the instructor

RELB 497 Proseminar in Biblical Archaeology (4)
Advanced study of major archaeological issues. Prerequisite: Consent of the instructor

RELB 498 Senior Thesis (1-8)
An opportunity for majors to showcase their breadth of knowledge or research abilities in the area of Biblical studies, as well as to pursue an issue of their special interest in Biblical studies in further detail. Prerequisites: Consent of advisor, thesis mentor & dean

RELB 499 Directed Study (1-4)
Upper-division independent study in Biblical studies, to be completed in consultation with an advisor. Prerequisite: Consent of the instructor
Restriction: Limited to pre-seminary or religious studies major students

CHRISTIAN ETHICS

LOWER DIVISION

RELE 205 Biblical Ethics in the Modern World (2-4)
An introduction to the study of biblical ethics. Principles of biblical interpretation, general themes in biblical ethics, and specific issues addressed by Bible writers, with a view toward contemporary application.

UPPER DIVISION

RELE 405 Moral Philosophy (3-4)
A philosophical investigation of major moral theories associated with notions such as virtue, natural law, duty, and responsibility. Moral concepts (e.g. ‘the good’, ‘the right’, ‘the just’) will be studied, and their application to problems concerning the individual and society explored. Readings will include the works of moral philosophers, both ancient and modern. Cross-listed as PHIL 405. Prerequisite: Consent of the instructor
Recommended Prerequisite: PHIL 204

RELE 447 Religion and Society (4)
Exploration of biblical themes which call the individual of faith and the community of faith to fulfill personal as well as social obligations. Examination of the dynamics involved as a religious movement evolves toward a religious institution. Models of relationship between church and world.

RELE 448 Christian Professional and Business Ethics (4)
Ethical issues emerging in professional and business transactions. An assessment of ethical theory, followed by selected case studies. Not open to students who have credit in UNST 404C.

RELE 454 Applied Ethics and Social Issues (2-4)
Implications of moral principles for selected problems in social policy. Cross-listed as PHIL 454.

RELE 455 Christian Understanding of Sexuality (2-4)
Interpretations of human sexuality in ancient, medieval, and modern theology, with emphasis on contemporary discussions of masculinity, femininity, monogamy, pornography, homosexuality, and professional ethics.

RELE 457 Religion and Gender (4)
An exploration of the multilevel relationships between religion as a cultural phenomenon, institutional structure, and personal spirituality as well as gender as a biological characteristic and social construct.

RELE 459 Issues in Religious Ethics (4)
In-depth consideration of selected major ethical concerns in contemporary societal and individual life.

RELE 497 Proseminar in Christian Ethics (2-4)
Advanced study of major ethical concerns, as they apply to Christians and to the Christian lifestyle. Prerequisite: Consent of the instructor
### GENERAL RELIGIOUS STUDIES

**LOWER DIVISION**

**RELG 235 Introduction to Religious Studies (4)**
Examination of how religion provides meaning, societal structure and ethical guidance. Issues of method and theory will be considered in the context of such religious phenomena as the sense of the sacred, religious language, sacred narrative, sacred time and place, ritual, symbolism, and religious community. Not open to students with credit in UHNR 224.

**RELG 237 World Religions (4)**
A study of religion in human experience. Topics include religious phenomena, the function of religion, religious institutions, interaction between religion and culture, Christianity and other major world religions.

**RELG 267 Religious Faith and Life (4)**
Exploration of the potential and meaning of a life of faith in a secularized and pluralistic world.

**UPPER DIVISION**

**RELG 306 Sacred Texts: The Literature of the World’s Religions (4)**
Survey and interpretation of selected classical texts of the Hindu, Buddhist, Taoist, Muslim, and Shinto traditions, in historical and cultural context.

**RELG 327 Asian Philosophical Traditions (4)**
An investigation of the major philosophical themes and movements among the civilizations of India, China, and Japan. Includes questions of knowledge, reality, the self, nature, society, and social ethics. Consideration is also given to issues of human rights, as well as to environmental and political philosophy, in connection with the so-called “Asian values” debate. Cross-listed as PHIL 327. Recommended Prerequisite: PHIL 204

**RELG 459 Seminar: Issues in Religious Studies (1-4)**
Advanced study of major and minor areas of interest applicable to the field of religious studies. May be repeated with different content. Prerequisite: Consent of instructor

### HISTORICAL STUDIES

**LOWER DIVISION**

**RELH 254 Ellen G. White and the Church (4)**
The prophetic ministry of Ellen G. White in relation to the origin and development of Adventism, with emphasis on the present significance of her writings.

**UPPER DIVISION**

**RELH 425 Contemporary Religious Issues (2-4)**
An analysis of a number of religious issues (such as ecumenism and the charismatic movement) which are prominent enough to be discussed extensively in contemporary journals.

**RELH 445 History of Christianity I: Formation (4)**
The birth and development of Christianity from the apostolic age to the year 1000, with emphasis on the formation of Christian beliefs and traditions. Cross-listed as HIST 445.

**RELH 446 History of Christianity II: Reformation (4)**
Christianity from 1000 to the age of the Renaissance and Reformation, with emphasis on 16th-century movements and the emergence of Protestantism. Cross-listed as HIST 446.

**RELH 447 History of Christianity III: Transformation (4)**
Christianity in the Enlightenment, post-Enlightenment, and modern eras, including the American religious scene (Students may elect to focus on the origins and development of Adventism). Cross-listed as HIST 447.

**RELH 483 History of Seventh-day Adventism (3-4)**
A study of the origins, context, and development of Seventh-day Adventist doctrines and institutions from the 1840s to the 21st century. Includes consideration of the role of Ellen G. White. Cross-listed as HIST 430N.

**RELH 488 Theology in the 20th Century (3-4)**
An examination of major figures, issues, and resources in contemporary theology in the 20th century and beyond. Prerequisite: Consent of the instructor
RELH 494 Adventist Heritage Tour (3-4)
A study of Adventist heritage that may incorporate field trips, extensive travelling, and various types of coursework including reports, presentations, and papers.

RELH 495 Reformation Lands Tour (3-4)
A study of the Christian Reformation that may incorporate field trips, extensive travelling, and various types of coursework including reports, presentations, and papers.

RELH 497 Proseminar in Church History (4)
Advanced study of church history that may include in-depth looks at specific historical, social, and religious aspects.
Prerequisite: Consent of the instructor

RELH 498 Senior Thesis (1-8)
An opportunity for majors to showcase their breadth of knowledge or research abilities in the area of historical studies, as well as to pursue an issue of their special interest in historical studies in further detail.
Prerequisites: Consent of advisor, thesis mentor & dean

RELH 499 Directed Study (1-4)
Upper-division independent study in historical studies, to be completed in consultation with an advisor.
Prerequisite: Consent of the instructor
Restriction: Limited to students majoring in religious studies or to pre-seminary students

BIBLICAL LANGUAGES

Courses in this section do not apply toward the University Studies (general education) religion requirement. However, four quarters of Greek or Hebrew, offered through the School of Religion, will satisfy the World Language (Foundational Studies) requirement of the University Studies curriculum.

LOWER DIVISION

RELL 251 Beginning Latin I (4)
First quarter of the study of classical Latin vocabulary, grammar, and syntax.

RELL 252 Beginning Latin II (4)
Second quarter of the study of classical Latin vocabulary, grammar, and syntax.

RELL 253 Beginning Latin III (4)
Third quarter of the study of classical Latin vocabulary, grammar, and syntax.

RELL 281 Beginning Greek I (3)
The first quarter of a beginning course in the study and linguistic analysis of the grammatical structure of New Testament Greek. Greek grammar and vocabulary.

RELL 282 Beginning Greek II (3)
The second quarter of a beginning course in the study and linguistic analysis of the grammatical structure of New Testament Greek. Greek grammar and vocabulary.

RELL 283 Beginning Greek III (3)
The third quarter of a beginning course in the study and linguistic analysis of the grammatical structure of New Testament Greek. Greek grammar and vocabulary.

RELL 351 Intermediate Latin I (4)
Study of classical Latin with emphasis on translation and syntax.

RELL 361 Akkadian (4)
Study of the ancient language of Akkadian. Vocabulary, grammar, and syntax.

RELL 371 Egyptian (4)
Study of the ancient Egyptian language. Vocabulary, grammar, and syntax.

RELL 381 Intermediate Greek I (3)
The first quarter of an intermediate course in the study of Greek, with an emphasis on syntax as it occurs in the Greek New Testament. Passages for translation and for exegesis selected from the Gospels and the Pauline epistles.
Prerequisite: Average grade of C (2.00) for the 3 quarters of RELL 281, 282, 283, with minimum grade of C (2.00) in RELL 283

RELL 382 Intermediate Greek II (3)
The second quarter of an intermediate course in the study of Greek, with an emphasis on syntax as it occurs in the Greek New Testament. Passages for translation and for exegesis selected from the Gospels and the Pauline epistles.
Prerequisite: Average grade of C (2.00) for the 3 quarters of RELL 281, 282, 283, with minimum grade of C (2.00) in RELL 283

RELL 382 Intermediate Greek III (3)
The third quarter of an intermediate course in the study of Greek, with an emphasis on syntax as it occurs in the Greek New Testament. Passages for translation and for exegesis selected from the Gospels and the Pauline epistles.
Prerequisite: Average grade of C (2.00) for the 3 quarters of RELL 281, 282, 283, with minimum grade of C (2.00) in RELL 283

RELL 481 Basic Hebrew I (3)
The first quarter of a beginning course in the study Biblical Hebrew, including an examination of grammar, vocabulary, and textual materials.

RELL 482 Basic Hebrew II (3)
The second quarter of a beginning course in the study Biblical Hebrew, including an examination of grammar, vocabulary, and textual materials.

RELL 483 Basic Hebrew III (3)
The third quarter of a beginning course in the study Biblical Hebrew, including an examination of grammar, vocabulary, and textual materials.
RELL 484 Intermediate Hebrew I (4)
Emphasis on syntax as it occurs in biblical Hebrew. Passages for translation and for exegesis selected from the narrative, prophetic, and poetic writings of the Hebrew Scriptures.

RELL 498 Senior Thesis (1-8)
An opportunity for majors to showcase their breadth of knowledge or research abilities in the area of Biblical languages, as well as to pursue an issue of their special interest in Biblical languages in further detail. 
Prerequisites: Consent of advisor, thesis mentor & dean

RELL 499 Directed Study (1-4)
Upper-division independent study in Biblical languages, to be completed in consultation with an advisor.
Prerequisite: Consent of the instructor

MISSION STUDIES
Courses in this section do not apply toward the University Studies (general education) religion requirement.

UPPER DIVISION

RELM 444 Comparative Religions (2-4)
A survey of the origins, beliefs, and contemporary practices of major religious systems. Attention given to the interaction between specific religions and the cultures in which they are practiced. Study of the similarities, differences, and potential for understanding among the religions.

RELM 465 Principles and Practice of Evangelism (4)
Presentation of Adventist beliefs to individuals and groups. Personal and public evangelism. Course may involve being part of an evangelistic endeavor at home or abroad.

RELM 464 Theology of Mission (2-4)
A study of biblical theology applied to defining the concerns, structures, and methods of mission. Mission as a general function of the church and as specific activities related to persons, time, and place. Topics include the idea of the church, the definition of missionary, the priorities of mission, and the place of eschatology.

RELM 498 Senior Thesis (1-8)
An opportunity for majors to showcase their breadth of knowledge or research abilities in the area of mission studies, as well as to pursue an issue of their special interest in mission studies in further detail.
Prerequisites: Consent of advisor, thesis mentor & dean

RELM 499 Directed Study (1-4)
Upper-division independent study in mission studies, to be completed in consultation with an advisor.
Prerequisite: Consent of the instructor

PASTORAL MINISTRY
Courses in this section do not apply to University Studies (general education) religion requirement.

LOWER DIVISION

RELP 101 Introduction to Ministry I (1)
The call and role of the minister as he or she relates to the specific areas of ministerial education and practice, pastoral ministries, and church policy.

RELP 102 Introduction to Ministry II (1)
An in-depth examination of the call and role of the minister as they relate to the specific areas of ministerial education and practice, pastoral ministries and church policy. Course may include a further examination of specific issues pertinent to ministry not covered in RELP 101.

RELP 264 Evangelism (4)
Introductory theory and practice of communicating Adventist beliefs to individuals and groups. Personal and public evangelism.

UPPER DIVISION

RELP 345 Spiritual Formation (2-4)
Personal spiritual growth is fostered through the study and practice of the spiritual disciplines and the principles of Christian discipleship. Students are also exposed to an understanding of the work of God’s grace in the process of spiritual formation in both clergy and congregation.

RELP 349 Principles of Christian Worship (4)
Theory and practice of Christian proclamation and liturgics, from early Christian times to the present.

RELP 361 Homiletics I (4)
The art of preaching, church administration, and development of proper methodologies. May be taken concurrently with RELP 374.

RELP 362 Homiletics II (4)
An in-depth examination of the art of preaching, church administration, and development of proper methodologies. Course may include a further examination of specific issues pertinent to ministry not covered in RELP 361. May be taken concurrently with RELP 374.

RELP 374 Externship (1)
Practical application of the principles of church leadership and preaching by assignment to local churches. May be repeated for additional credit to a maximum of 6 units.
Prerequisite: RELP 361 &/or 362 (can be concurrently enrolled)
Restriction: Limited to pre-seminary students with junior or senior standing

RELP 397 Proseminar in Ministerial Studies (1-4)
Advanced study in topics pertinent to the field of ministerial studies.
Restriction: Limited to students majoring in religious studies or to pre-seminary students
RELP 414 Fieldwork in Educational Ministry (1)
Practice in teaching in an educational setting; interaction with students in a learning setting either in school or a church. May be repeated for additional credit to a maximum of 3 units.
Prerequisite: RELP 468

RELP 415 Youth Ministry and the Local Church (2-4)
Designed to provide insight into the theology, organization, and methods of local youth ministry. The problem of what to do in the local setting with youth as they grow toward God. Consideration of the problems of leadership, activities, models of ministry, and current materials available.

RELP 427 Crisis Counseling (2-4)

RELP 435 Proseminar in Pastoral Counseling (1-4)
Supervised clinical experience in a church counseling center. Actual counseling, case studies, reading, group conferences. May be repeated for additional credit to a maximum of 4 units.
Prerequisites: RELP 436 & consent of the instructor

RELP 436 Pastoral Counseling (2-4)
The biblical and theological bases of and methodologies for pastoral counseling as it relates to the unique role of the minister. For pre-seminary students.

RELP 463 Homiletics III (2-4)
Advanced preaching: theory and practice. May be taken concurrently with an externship that provides significant preaching and mentoring opportunities or by participating, with permission, in a graduate class in Homiletics.

RELP 465 Principles and Practice of Evangelism (4)
Theory and practice of communicating the gospel, as reflected in Adventist beliefs, to individuals and groups. Personal and public evangelism. Course may involve being part of an evangelistic endeavor at home or abroad.

RELP 468 Methods of Educational Ministry (3-4)
A critical examination of the foundation, theories, and practices of Christian education as an aspect of ministry. Emphasis on practical application of theology and religious development as it relates to the educational setting. Development of materials for secondary school Bible teaching.
Prerequisite: RELT 464

RELP 492 Fieldwork in Evangelism (1)
Practical experience in conducting public evangelistic meetings either locally or at an international venue. May be repeated for additional credit to a maximum of 3 units.

RELP 498 Senior Thesis (1-8)
An opportunity for majors to showcase their breadth of knowledge or research abilities in the area of pastoral ministry, as well as to pursue an issue of their special interest in pastoral ministry in further detail.
Prerequisites: Consent of advisor, thesis mentor & dean required

RELP 499 Directed Study (1-4)
Upper-division independent study in pastoral ministry, to be completed in consultation with an advisor.
Prerequisite: Consent of the instructor
Restriction: Limited to students majoring in religious studies or to pre-seminary students

THEOLOGICAL STUDIES

LOWER DIVISION

RELT 104 Introduction to Christianity (2-4)
An introduction to basic Christian beliefs for students from a non-Christian culture. Does not apply toward a major in religious studies or to the pre-seminary program.

RELT 106 Introduction to Seventh-day Adventist Beliefs (4)
The biblical basis, formulation, and implications of the theological convictions of Seventh-day Adventists, with emphasis on those beliefs that distinguish Adventists from other Christians. Limited to students who are not Seventh-day Adventists. Does not apply toward a major in religious studies. Not open to students with credit in RELT 245.

RELT 205 Dynamics of Personal Religion (4)
The experience of forgiveness, acceptance, and faith; the place and function of prayer, worship, Bible study, fellowship, and witness in religious life. Does not apply toward a major in religious studies.

RELT 245 Christian Beliefs (4)
Fundamental doctrines of Christianity as taught by the Seventh-day Adventist Church. Does not apply toward a major in religious studies or the pre-seminary program.

RELT 255 Theology I: Faith Seeking Understanding (4)

RELT 299 Directed Study (1-4)
Lower-division independent study in theological studies, to be completed in consultation with an advisor.
Prerequisite: Consent of the instructor

UPPER DIVISION

RELT 355 Theology II: God and Creation (4)
Christian understanding of the doctrines of God, creation, humanity, covenant, providence and evil. A survey of leading theological figures, ideas, and movements related to these themes. Second of a three-quarter sequence in Christian theology from an Adventist perspective.
Prerequisite: RELT 255
RELT 434 Dimensions of Salvation (4)
Soteriology, including Christology; atonement and sanctification; the Sabbath; the church as the community of faith; human destiny.
Prerequisite: Senior standing

RELT 435 Christian Understanding of God and Humankind (4)
Theological methodology, the nature and function of revelation, attributes of God, and the nature of human beings.
Prerequisite: Senior standing

RELT 436 Philosophy of Religion (4)
Reasons for belief in the reality and relevance of God for contemporary life and thought, and related issues. Cross-listed as PHIL 436.
Prerequisite: Senior standing or consent of the instructor
Recommended Prerequisite: PHIL 204

RELT 437 Current Issues in Adventism (2-4)
Selected questions of current interest concerning theological understanding, ecclesiastical polity, church policies and practices, etc., in preparation for active involvement in the life of the church.
Prerequisite: Consent of the instructor

RELT 453 Christian Theology (4)
A survey of leading theological figures and movements in Christianity over the past three centuries.

RELT 455 Theology III: Reconciliation and Consummation (4)
Christian understanding of the person and work of Christ, the Holy Spirit, salvation, church, and eschatology. Christianity in the context of world religions. A survey of leading theological figures, ideas, and movements, related to these themes. Third of a three-quarter sequence in Christian theology from an Adventist perspective.
Prerequisite: RELT 255

RELT 459 Topics in Theology (2-4)
Courses that bring an in-depth analysis to some topics of theological studies. See class schedule each quarter for possible offerings. May be repeated with different content.
Prerequisite: Consent of instructor

RELT 464 Religious Development and Moral Learning (4)

RELT 498 Senior Thesis (1-8)
An opportunity for majors to showcase their breadth of knowledge or research abilities in the area of theological studies, as well as to pursue an issue of their special interest in theological studies in further detail.
Prerequisites: Consent of advisor, thesis mentor & dean

RELT 499 Directed Study (1-4)
Upper-division independent study in theological studies, to be completed in consultation with an advisor.
Prerequisite: Consent of the instructor
Restriction: Limited to pre-seminary students with junior or senior standing
OFFICERS

Chair                  Ricardo Graham
Vice Chair             Judy St. John
Secretary             Randal R. Wisbey

MEMBERS

Tony Anobile          James Kyle
Theodore Benson       Carla Lidner Baum
Kelly Bock            Shelia Marshall-McLean
Alvaro Bolivar        Gerald McIntosh
Larry Caviness        Bradford Newton
Henry Coil, Jr.       Douglas Nies
Leonard Darnell       Gerald Penick
Karen Hansberger      Kathryn Proffitt
Meredith Jobe         Alina Sanchez
Donald Kanen          Marta Tooma
Alvin Kwiram          Arnold Trujillo
OFFICE OF THE PRESIDENT
Randal R. Wisbey, DMin

OFFICE OF THE PROVOST
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Barbara Favorito, DMA
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John W. Webster, PhD
Faye Swayze, MBA
Melanie Jobe, MA
Nancy L. Dittemore, EdD
Douglas R. Clark, PhD
Geoffrey Ingram, MBA
Guru Uppala, MA
Tammy R. Green, MA
Kitty Simmons, MLS

ADVANCEMENT
Jeffry M. Kaatz, DMA
Carol A. Bradfield, PhD
Norman Yergen, MDiv
Jay DuNesme, JD
Julie A. Narducci, MMus
Wendy Johnson, MA
Christine Cales, MBA

COMMUNICATION AND INTEGRATED MARKETING
Marilyn J. Thomsen, PhD
Larry Becker, BA
Darla Martin Tucker, BS

ENROLLMENT SERVICES
David R. Lofthouse, BS
Bobby Brown, MBA
Diane Gebhard, BA
FINANCIAL ADMINISTRATION

Vice President
Associate Vice President
Controller
Associate Controller/Bursar
Coordinator, Purchasing
Director, Custodial and Post Office
Director, Business Development/Property Management
Director, Human Resources and Payroll
Director, Physical Plant
Director, Student Financial Services
Manager, Accounts and Loans
Manager, La Sierra Natural Foods
Manager, Risk and Safety

David Geriguis, MBA
Pamela Chrissens, MBA
Gary Willis, BBA
Stefani McFarland, MBA
Cynthia Nguyen, BA
Fernando Gutierrez
Tracy Tyler, MBA
Dell Jean Van Fossen, BS, CPP
Al Valdez
Esther Kinzer, MBA
Annie Park, BA
Clare Alberado
Chris Bartholomew, MA

STUDENT LIFE

Vice President
Associate Vice President and Dean of Students
Dean of Men and Director, Residential Life
Dean of Women and Assistant Director, Residential Life
Campus Pastor
Director, Athletics
Director, Counseling Center
Director, Health Service
Director, Security
Director, Student Activities
University Church Pastor

Yami Bazan, MA
C. Sue Curtis, EdS
Chris Canine, MA
Nancy Guerpo, AA
Sam Leonor, MDiv
Javier Krumm, MA

THE COLLEGE OF ARTS AND SCIENCES

Dean
Associate Dean
Chair, Department of Art
Chair, Department of Biology
Chair, Department of Chemistry and Biochemistry
Chair, Department of English and Communication
Chair, Department of Health and Exercise Science
Chair Department of History, Politics, and Society
Chair, Department of Mathematics and Computer Science
Chair, Department of Music
Chair, Department of Physics
Chair and Coordinator, Program in Engineering
Chair, Department of Psychology
Chair, Department of Social Work
Chair, Department of World Languages
Coordinator, Individual Majors
Coordinator, Program in Philosophical Studies
Director, Women’s Resource Center

James W. Beach, DA
Nathan R. Brandstater, PhD
Beatriz Mejia Krumbein, MFA
James R. Wilson, PhD
Marvin A. Payne, PhD
Mary E. Wilson, PhD
Robert K. Thomas, EdD
Jeffrey N. Dupée, PhD
Jon D. Vanderwerff, PhD
Kimo Smith, DMA
Ivan E. Rouse, PhD
Ivan E. Rouse, PhD
Adeny Schmidt, PhD
Laurellé C. Warner, MSW
Lourdes Morales-Gudmundsson, PhD
Suzanne Mallery, PhD
Fritz Guy, PhD
THE SCHOOL OF BUSINESS

Dean
Associate Dean
Coordinator, Programs in Accounting, Economics & Finance
Coordinator, Programs in Management & Marketing
Coordinator, Off-campus MBA Programs
Director, Center for Philanthropy

Dean
Chair, Department of Administration and Leadership
Chair, Department of Curriculum and Instruction
Chair, Department of School Psychology and Counseling

John Thomas, PhD
Gary W. Chartier, PhD, JD
Lee Reynolds, PhD
Elias G. Rizkallah, PhD
Doug Lainson, MBA
James H. Erickson, EdD

John W. Webster, PhD
Douglas R. Clark, PhD
V. Bailey Gillespie, PhD
V. Bailey Gillespie, PhD
Charles W. Teel, Jr., PhD

THE SCHOOL OF EDUCATION

Dean
Chair, Department of Administration and Leadership
Chair, Department of Curriculum and Instruction
Chair, Department of School Psychology and Counseling

Clinton A. Valley, EdD
Gilbert M. Valentine, PhD
Linda B. Caviness, PhD
Chang-Ho Ji, PhD

THE SCHOOL OF RELIGION

Dean
Associate Dean
Director, Pre-ministerial Studies
Director, Hancock Center for Youth and Family Ministry
Director, Stahl Center for World Service

John W. Webster, PhD
Douglas R. Clark, PhD
V. Bailey Gillespie, PhD
V. Bailey Gillespie, PhD
Charles W. Teel, Jr., PhD
La Sierra University is a school diverse at countless levels, including at the faculty level. LSU depends on a number of important people who aid in the educational offerings at this school. Those people include collaborating and adjunct faculty members, lecturers, and others who come from various other programs and schools to enrich the University. Although these individuals’ presence at LSU often varies from quarter to quarter, there are other teachers who maintain faculty status at La Sierra University. It is these faculty members who act as the core, working diligently both in their respective departments/programs as well as serving in various additional posts, appointments and committees. It is these full-time faculty members that are listed alphabetically below. For more information on any given faculty member, please consult the bulletin by turning to the department under which the faculty member is listed or contact the University directly.

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Title and Department</th>
<th>Education 1</th>
<th>Education 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>William C. Andress</td>
<td>2007</td>
<td>Associate Professor of Health and Exercise Science, College of Arts and Sciences</td>
<td>DPH Loma Linda University 1988</td>
<td></td>
</tr>
<tr>
<td>Sandra J. Balli</td>
<td>2005</td>
<td>Professor of Curriculum and Instruction, School of Education</td>
<td>PhD University of Missouri 1995</td>
<td></td>
</tr>
<tr>
<td>James Beach</td>
<td>1979</td>
<td>Associate Professor of Mathematics, College of Arts and Sciences</td>
<td>DA Idaho State University 1977</td>
<td></td>
</tr>
<tr>
<td>Sibyl Beaulieu</td>
<td>2007</td>
<td>Assistant Professor of Social Work, College of Arts and Sciences</td>
<td>MSW Loma Linda University 1995</td>
<td></td>
</tr>
<tr>
<td>Wayne E. Borin</td>
<td>2010</td>
<td>Assistant Professor of Health and Exercise Science.</td>
<td>EdD University of San Diego, San Diego 2003</td>
<td></td>
</tr>
<tr>
<td>Gary L. Bradley</td>
<td>1972</td>
<td>Professor of Biology, College of Arts and Sciences</td>
<td>PhD University of California, Davis 1982</td>
<td></td>
</tr>
<tr>
<td>Kent Bramlett</td>
<td>2010</td>
<td>Assistant Professor of Archaeology and History of Antiquity, School of Religion</td>
<td>PhD University of Toronto 2009</td>
<td></td>
</tr>
<tr>
<td>Nate Brandstater</td>
<td>2004</td>
<td>Associate Professor of Chemistry, College of Arts and Sciences</td>
<td>PhD University of California, Los Angeles 1996</td>
<td></td>
</tr>
<tr>
<td>Melissa Brotton</td>
<td>2007</td>
<td>Assistant Professor of English, College of Arts and Sciences</td>
<td>PhD University of North Dakota, Grand Forks 2004</td>
<td></td>
</tr>
<tr>
<td>Linda Caviness</td>
<td>1999</td>
<td>Professor of Curriculum and Instruction, School of Education</td>
<td>PhD Andrews University 2001</td>
<td></td>
</tr>
<tr>
<td>Gary Chartier</td>
<td>2001</td>
<td>Associate Professor of Law and Business Ethics, School of Business</td>
<td>JD University of California at Los Angeles 2001, PhD University of Cambridge 1991</td>
<td></td>
</tr>
<tr>
<td>Wilton E. Clarke</td>
<td>1986</td>
<td>Professor of Mathematics, College of Arts and Sciences</td>
<td>PhD University of Iowa 1975</td>
<td></td>
</tr>
<tr>
<td>Dora Clarke-Pine</td>
<td>2002</td>
<td>Associate Professor of School Psychology and Counseling, School of Education</td>
<td>PhD Andrews University 1995</td>
<td></td>
</tr>
<tr>
<td>Ken Crane</td>
<td>2008</td>
<td>Assistant Professor of Sociology and Anthropology, College of Arts and Sciences</td>
<td>PhD Michigan State University 2000, MPA Monterey Institute of International Studies 1986</td>
<td></td>
</tr>
<tr>
<td>Horace Crogman</td>
<td>2007</td>
<td>Assistant Professor of Physics, College of Arts and Sciences</td>
<td>PhD University of Arkansas 2004</td>
<td></td>
</tr>
<tr>
<td>Lolita Davidson</td>
<td>2006</td>
<td>Associate Professor of Curriculum and Instruction, School of Education</td>
<td>EdD La Sierra University 1991</td>
<td></td>
</tr>
<tr>
<td>Natasha S. Dean</td>
<td>2003</td>
<td>Assistant Professor of Biology, College of Arts and Sciences</td>
<td>PhD Loma Linda University 2004</td>
<td></td>
</tr>
<tr>
<td>Jeffrey N. Dupée</td>
<td>1991</td>
<td>Professor of History, College of Arts and Sciences</td>
<td>PhD Claremont Graduate University 2001, JD Peninsula University 1988</td>
<td></td>
</tr>
<tr>
<td>Sean E. Evans</td>
<td>2010</td>
<td>Assistant Professor of Psychology, College of Arts and Sciences</td>
<td>PhD Loma Linda University 2005</td>
<td></td>
</tr>
<tr>
<td>Barbara Favorito</td>
<td>1990</td>
<td>Professor of Music, College of Arts and Sciences</td>
<td>DMA University of Miami 1990</td>
<td></td>
</tr>
<tr>
<td>Laura Fenton</td>
<td>2009</td>
<td>Associate Professor of Health and Exercise Science, College of Arts and Sciences</td>
<td>MA Western Michigan University 1988</td>
<td></td>
</tr>
<tr>
<td>Sari Fordham</td>
<td>2007</td>
<td>Assistant Professor of English, College of Arts and Sciences</td>
<td>MFA University of Minnesota 2007</td>
<td></td>
</tr>
</tbody>
</table>
Elvis Geneston, 2008. Assistant Professor of Physics, College of Arts and Sciences
PhD University of North Texas 2008

Lawrence T. Geraty, 1993. Professor of Archaeology and Old Testament Studies, School of Religion
PhD Harvard University 1972

Lora Geriguis, 2007. Assistant Professor of English, College of Arts and Sciences
PhD University of California, Riverside 1997

V. Bailey Gillespie, 1970. Professor of Theology and Christian Personality, School of Religion
PhD Claremont Graduate University 1973

Sandra Green, 2006. Associate Professor of Curriculum and Instruction, School of Education
EdD La Sierra University 2002

Lee F. Greer, 2007. Assistant Professor of Biology, College of Arts and Sciences
PhD Loma Linda University 2007

Shirley M. Gregg, 2006. Associate Professor of School Psychology and Counseling, School of Education
PhD Capella University 2003

L. Lee Grismer, 1994. Professor of Biology, College of Arts and Sciences
PhD Loma Linda University 1994

Fritz Guy, 1961, 1990. Research Professor of Philosophical Theology, College of Arts and Sciences, School of Religion
DD hc La Sierra University 2002,
PhD University of Chicago 1971

Kendra Haloviak-Valentine, 2001. Associate Professor of New Testament Studies, School of Religion
PhD Graduate Theological Union 2002

Ginger Hanks Harwood, 1997. Associate Professor of Religious and Theological Studies, School of Religion
PhD Iliff School of Theology, University of Denver 1991

Jennifer Helbley, 2006. Assistant Professor of Chemistry, College of Arts and Sciences
PhD University of Nevada, Reno 2006

Douglas W. Herrmann, 2010. Associate Professor of Curriculum and Instruction, School of Education
EdD La Sierra University, Riverside 2010

John D. Ng Wong Hing, 1996. Assistant Professor of Mathematics, College of Arts and Sciences
MA University of California, Los Angeles, 1979

Sharilyn R. Horn, 2000. Assistant Professor of Mathematics, College of Arts and Sciences
MA California State University, Fullerton, 2002

Andrew C. Howe, 2005. Assistant Professor of History, College of Arts and Sciences
PhD University of California, Riverside 2005

Vernon W. Howe, 1974. Professor of Mathematics and Computer Science, College of Arts and Sciences
PhD Dartmouth College 1971

Winona R. Howe, 1991. Professor of English, College of Arts and Sciences
PhD University of California, Riverside 1991

Enoch O. Hwang, 1988, 1999. Professor of Computer Science, College of Arts and Sciences
PhD Andrews University 1995
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Maury D. Jackson, 2009. Assistant Professor of Pastoral Ministry, School of Religion
DMin Claremont School of Theology

Chang-Ho Ji, 1994. Professor of School Psychology and Counseling, School of Education
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John R. Jones, 1990. Associate Professor of New Testament Studies and World Religions, College of Arts and Sciences, School of Religion
PhD Vanderbilt University 1982

Eugene E. Joseph, 1989. Associate Professor of Biology, College of Arts and Sciences
PhD Morehouse School of Medicine 2004

Jeffry Kaatz, 1988. Professor of Music, College of Arts and Sciences
DMA University of Southern California 1989

Elissa Kido, 2001. Professor of Curriculum and Instruction, School of Education
EdD Boston University 1980

In-Kyong Kim, 1995. Professor of Psychology, College of Arts and Sciences
PhD Cornell University 1990

Wonil Kim, 1994. Associate Professor of Old Testament Studies, School of Religion
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Lisa Kohlmeier, 2005. Assistant Professor of History, College of Arts and Sciences
PhD Claremont Graduate University 2009
Barbara Kreaseck, 1989. Associate Professor of Computer Science, College of Arts and Sciences
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Prudence E. LaBeach Pollard, 1999. Professor of Management, School of Business
PHR 1997, PhD Western Michigan University 1993

Doug Lainson, 2008. Assistant Professor of Strategic Management;
MBA Biola University 2005

Christine Law, 2006. Assistant Professor of Communication, College of Arts and Sciences
PhD University of California, Santa Barbara 2010

Raejin Lee, 2005. Assistant Professor of Music, College of Arts and Sciences
DMA Rutgers University 2008

Ping-Herng Denny Lin, 2001. Assistant Professor of Computer Science, College of Arts and Sciences
MS California State University, Fullerton 2002

Marilynn Loveless, 2007. Associate Professor of English, College of Arts and Sciences
PhD Griffith University 2004

Michael S. Malarek, 2008. Assistant Professor of Chemistry, College of Arts and Sciences
PhD University of Melbourne, Australia 2005

Paul M. Mallery, 1993. Professor of Psychology, College of Arts and Sciences
PhD University of California, Los Angeles 1994

Suzanne Mallery, 2001. Associate Professor of Psychology, College of Arts and Sciences
PhD Fuller Theological Seminary 1998

Leslie R. Martin, 1996. Professor of Psychology, College of Arts and Sciences
PhD University of California, Riverside 1996

Katheryn Matthews, 2008. Assistant Professor of Social Work, College of Arts and Sciences
MSW Loma Linda University 1996

Sam McBride, 2007. Associate Professor of English, College of Arts and Sciences
PhD University of California, Riverside 1997

Beatriz Mejia-Krumbein, 1997. Professor of Art, College of Arts and Sciences
MFA James Madison University 1996

Lourdes E. Morales-Gumdunsson, 1995. Professor of Spanish, College of Arts and Sciences
PhD Brown University 1981

Krista Motschiedler, 2002. Assistant Professor of Chemistry, College of Arts and Sciences
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Timothy Musso, 2008. Assistant Professor of Art, College of Arts and Sciences
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Kenneth Narducci, 2006. Professor of Music, College of Arts and Sciences
DMA University of Oregon 1989

Cheng F. Ng, 1991, 1992. Professor of Computer Science, College of Arts and Sciences
PhD University of California, Irvine 1991

George O. Ogum, 1997. Associate Professor of Finance, School of Business
DBA University of Memphis 1990

Katherine Parsons, 2010. Assistant Professor of History, College of Arts and Sciences
PhD Candidate, University of California, Riverside
MA Cambridge

MLIS San Jose State University 1988

Susan D. Patt, 1979. Associate Professor of Art, College of Arts and Sciences
MEd Miami University 1976

Steve Pawluk, 2007. Professor of Administration and Leadership, School of Education
PhD Montana State University 1992

Marvin A. Payne, 1997. Associate Professor of Chemistry, College of Arts and Sciences
PhD University of North Texas 1993

John Perumal, 2002. Professor of Biology, College of Arts and Sciences
PhD University of Western Ontario 1994

René M. Ramos, 1983. Associate Professor of Music, College of Arts and Sciences
PhD Indiana University 1997

Lee Reynolds, 1979, 2001. Professor of Finance and Economics, School of Business
PhD University of Nebraska 1979
E. Earl Richards II, 2002. Assistant Professor of Music, College of Arts and Sciences
DMA University of California, Los Angeles 2010

Elias G. Rizkallah, 2001. Professor of Management and Marketing, School of Business
PhD Northwestern University 1982

Elvin S. Rodríguez, 1998. Professor of Music, College of Arts and Sciences
EdD Teachers College of Columbia University 1991

Ivan E. Rouse, 1978. Professor of Physics, College of Arts and Sciences
PhD Washington State University 1974

Shereen Sabet, 2009. Assistant Professor of Biology, College of Arts and Sciences
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