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undergraduate BULLETIN

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 admission, registration, tuition and fees, attendance, curriculum requirements, conduct, academic standing, candidacy, and graduation.

GENERAL OFFICE HOURS

Administration

8:30–12, 1–5:00 Monday–Thursday

8:30–12 Friday

Bursar, Office of Student

Financial Services & Office of Admissions and Records

8:30–4:30 Monday–Thursday; 8:30–12 Friday

Closed 11:00–12:00 Thursdays for worship exercises

Saturday, Sunday, legal holidays,

and November 24, 2008

(To ensure service, appointments are especially recommended during interterm recesses and the summer)

LA SIERRA UNIVERSITY

university president

A Message from the University President

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

H I S T O R Y

La Sierra University is a Seventh-day Adventist coeducational institution that began as La Sierra Academy in 1922, on acreage that had been part of an 1846 Mexican land grant known as Rancho La Sierra. It is now part of the city of Riverside. In 1923, with the addition of coursework in preparation for teaching, the school became La Sierra Academy and Normal School. As the offerings continued to grow, it became Southern California Junior College in 1927 and La Sierra College in 1939. Accreditation as a four-year liberal arts college was received in 1946.

In 1967, La Sierra College was merged with Loma Linda University as its College of Arts and Sciences. The School of Education was organized in 1968, followed in 1986 by the School of Business and the Evening Adult Degree Program, and in 1987 by the School of Religion.

The Loma Linda and La Sierra campuses of Loma Linda University were reorganized into separate institutions in 1990, and four schools (the College of Arts and Sciences, the School of Education, the School of Business and Management, and the School of Religion) and the Evening Adult Degree Program became La Sierra University.

L A S I E R R A U N I V E R S I T Y T O D A Y

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 management, religion, and programs for professional education in fulfillment of requirements for teaching credentials.

Intellectual pursuits are facilitated by the University Library, museums, Observatory, Arboretum, Brandstater Gallery, MICOL computing laboratory, Learning Support and Testing Center, Hancock and Stahl Centers, and other campus resources. Physical fitness is encouraged on campus by such activities as intramural and varsity sports, physical education courses, and by three swimming pools, a fitness center, 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, the snow-clad peaks of the surrounding ranges to be seen rising

above the rolling open fields—a view of rare beauty from the campus, truly a scenic part of the Inland Empire.

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.

A C C R E D I T A T I O N

La Sierra University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Suite 100, Alameda, California 94501, phone: (510) 748-9001, [<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, General Conference of Seventh-day Adventists, 12501 Old Columbia Pike, Silver Spring, Maryland 20904, phone: (301) 680-6000, [<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.

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 Pastoral Studies, Specialist in Education, and Doctor of Education.

M I S S I O N S T A T E M E N T

La Sierra University is a diverse community of inquiry, learning, and service, rooted in the Christian gospel. Committed to Seventh-day Adventist values and ideals, its mission is:

- to seek truth,*
enlarging human understanding through scholarship;
- to know ourselves,*
broadly educating the whole student;
- to serve others,*
contributing to the good of the global community.

La Sierra University pursues this mission for God and society with recognized excellence, integrity, compassion, and mutual respect.

A I M S O F T H E U N I V E R S I T Y

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 its undergraduate students.

Thus this University does the things most other universities do. But it does these things 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 other high school graduates and transfer students from all parts of the world.

It 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 appropriate self-esteem and 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 its students, faculty, and staff with regard to race, national origin, gender, and age. The University recognizes this diversity as a valuable asset in the preparation of all its students for positions of service and leadership in the 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 and 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—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 for 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, the 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.

guidelines

AFFIRMATIVE ACTION

La Sierra University affirms that Christian principles are not compatible with various forms of discrimination which have encrusted and divided modern societies, because 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 nondiscrimination 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 programs.

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, deportment and appearance.

The complete statement regarding the University's policy and program of nondiscrimination and program of affirmative action 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, which 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 employees. 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, faculty member or employee.

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 and thus 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, dispensing or manufacture of controlled substances by its employees, whether faculty, staff or student, is prohibited. Further, 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 faculty, employees and students are required to refrain from the use of alcohol, drugs 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 faculty, students and employees 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, in at its discretion, provide therapeutic alternatives for anyone in the University involved in the use of alcohol, tobacco, prescription or nonprescription drugs 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.

AIDS EDUCATION AND PREVENTION

In response to the epidemic of infection with the Human Immunodeficiency 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.

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 which includes, but is not limited to, the means of transmission of the virus, high risk behaviors associated with transmission, best ways of preventing transmission of the virus, sites for and meaning of HIV testing, and 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.

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 Student Life.

Further information about the Family Educational Rights and Privacy Act of 1974, subsequent amendments, and HEW guidelines are available in the Office of Student Life and the offices of each college/school dean. Additional information is also available in the Student Handbook.

academic calendar

SUMMER SESSION 2008

Beginning and end dates vary.

Advising and registration for summer sessions

Beginning of summer sessions

Last day to enter a course

Change audit to credit or credit to audit

Last day to withdraw with no record on transcript

Independence Day holiday

English Intensive

Diploma date

Labor Day holiday

See course schedule.

April 15 & up to first day of class

June 16

Variable by session—Ask Office of Admissions & Records for details

Variable by session

Variable by session

July 4

August 4 – September 5

August 28

September 1

PRE-FALL QUARTER EVENTS 2008

Advising and Registration for fall quarter:

ACT, English and Math placement testing

First-Year Student Orientations (Students will select 1)

First-Year Parent Orientations

Transfer Student Orientations (Students will select 1)

Ignite Experience by Student Life (Required for first-year students)

Ignite Weekend by Student Life (For all students)

May 27–September 26

See Learning Support & Testing Center for schedule

July 9–10, 16–17, 23–24, 30–31

August 6–7, 13–14, 20–21, 27–28

September 8–9, 15–16*

* Only for students living out of the country & those living 50 or more hours away

See Center for Student Academic

Success for schedule

August 11, September 11

September 16–19

September 19–20

FALL QUARTER 2008

Total days: 54

Instruction & Registration late fee begins

Last day to enter a course, change audit to credit, or credit to audit

Academic Convocation

Last day to withdraw with no record on transcript

Advising and Registration for winter quarter

Last day to submit an S/U petition or withdraw with a “W”

Thanksgiving recess

Final examinations

Fall quarter ends

Grades due at the Office of Admissions & Records

September 22–December 11

September 22

September 26

September 30

October 3

November 17–January 9, 2009

November 21

November 22–30

December 8–11

December 11

December 16 (2:00 p.m.)

CHRISTMAS RECESS 2008–2009

Total days: 23

Christmas holiday

New Year’s holiday

December 12–January 4

December 25

January 1

WINTER QUARTER 2009

Total days: 52

Instruction & Registration late fee begins
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
President's Day holiday
Advising and Registration for spring quarter for continuing and tran..
Last day to submit an S/U petition or withdraw with a "W"
Final examinations
Winter quarter ends
Grades due at the Office of Admissions & Records

January 5-March 19
January 5
January 9
January 16
January 19
February 16
March 2-April 3
February 27
March 16-19
March 19
March 24 (2:00 p.m.)

SPRING RECESS 2009

Total days: 10

New Student Orientation

March 20-29
March 26

SPRING QUARTER 2009

Total days: 53

Instruction & Registration late fee begins
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
Memorial Day holiday
Advising and Registration for fall quarter
Last day to submit an S/U petition or withdraw with a "W"
Final examinations
Spring quarter ends
Grades due at the Office of Admissions & Records

March 31-June 12
March 30
April 3
April 10
April 14 & up to first day of class
May 25
May 26-September 25
May 22
June 8-11
June 11
June 16 (2:00 p.m.)

EVENTS OF COMMENCEMENT 2009

Consecration
Worship Service
Educator Dedication
Commencement Concert
Conferring of Degrees

June 12
June 13
June 13
June 13
June 14

SUMMER SESSION 2009

Beginning and ending dates vary.

Advising and registration for summer sessions
Beginning of summer sessions
Last day to enter a course, change audit to credit, or credit to audit

Last day to withdraw with no record on transcript
Last day to submit an S/U petition or withdraw with a "W"
Independence Day holiday
English Intensive
Diploma Date
Labor Day holiday

See course schedule on Web.
April 14 & up to first day of class
June 15
Variable by session: Ask Office of Admissions & Records for details
Variable by session
Variable by session
July 4
August 3 – September 4
August 27
September 7

A C A D E M I C A N D

instructional resources

ACADEMIC AND INSTRUCTIONAL RESOURCES

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.

Advising/Center for Student Academic Success

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, as well as supplemental instruction in specific content areas and in the development of study skills. C-SAS coordinates faculty advising for currently enrolled sophomore, juniors, and seniors and is the door by which transfer students successfully transition to the university through careful advising and orientation. For all students it oversees learning communities which meet in the residence halls and within various departments. C-SAS seeks to provide the highest quality academic support to enable students to reach their personal and professional goals.

American Experience and Language Program

The Intensive American Experience and Language Program offered from mid-June to mid-July enables the international student with limited English to work toward the proficiency level necessary to pursue regular university classes. The program, as well as the credit-bearing English as a Second Language courses, runs throughout the school year to prepare students for full university standing.

Archaeological Excavations

La Sierra University, in a consortium arrangement with other educational institutions, sponsors 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. Inquire at the Archaeological Museum for more information.

Disability Support Services

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 their concerns, documentation guidelines, and referrals for testing and/or assessment. Procedures and policies may be found on the web at: www.lasierra.edu/ods.

Biology Field Studies

Summer field school 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.

Marine biology at Rosario Beach 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.

The value of these biology courses is enriched by field trips to the Olympic or Cascade Mountains, or to locations in the Puget Sound, by study and meditation on the beach in front of the station, and by the lively volleyball games. An opportunity not to be missed! For more information, ask for a brochure at the Biology Department office, or call at (951) 785-2105.

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 family and community an opportunity to interact with art by contemporary artists, thus making an important contribution to the cultural life on campus and in western Riverside and San Bernardino counties.

In addition, the gallery hosts an outstanding chamber music series which regularly features professional musicians performing in this intimate setting. During the academic year, a full schedule of exhibitions and chamber music is available for the students and community. For further information contact the Gallery Director at (951) 785-2959.

Community Service

Local outreach 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. In addition, our Service Learning Office offers service through our affiliation with numerous organizations serving the community. The considerable number of Seventh-day Adventist churches in the area enable students to gain experience serving large and small congregations.

SIFE

Students In Free Enterprise 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 develop leadership, teamwork, and communication skills through learning, practicing and teaching the principles of free enterprise. Currently, there are approximately 1,000 SIFE teams on college and university campuses across the United States and in about 20 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 four consecutive national championships, and SIFE's international championship in 2002.

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
- 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.

Computer Facilities

La Sierra University proudly boasts a comprehensive, state-of-the-art computing facility. Ambs Hall houses the general purpose Microcomputer Lab, 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.

They include:

- School of Business
- Music
- Visual Arts
- Math & Computing
- Biology
- World Languages
- Physics
- Psychology

Computer Laboratory

The computer labs around campus provide the students and faculty with the available computer equipment to assist in their research, course work, and creation of electronic materials. The labs are equipped with either PCs or Macintoshes. In both cases, most of the latest software is installed.

Software

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

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 and are used by the following departments of the university:

- Accounting & HR
- Student Information and Financial Systems
- Library
- Web Serving Functions
- Multi-Media Services
- Cafeteria System
- Keyless Entry and Surveillance Systems
- Fund Raising Systems
- Course Management Systems
- Environmental Monitoring Systems
- Copy and Print Functions
- Dorm Management Systems
- Telephone Management Systems
- E-mail functions
- Academic Advising functions
- Research databases
- Etc.

Fiber-Optic and Wireless Network

The University uses a high-speed fiber-optic backbone to connect all computers on campus to the main servers and 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.

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, (951) 785-2900 or visit the IT web page at www.lasierra.edu/IT.

Counseling and career planning

The Counseling Center, located in La Sierra Hall 115, provides students with both personal and career counseling. Personal counseling addresses a wide range of student concerns, including personal and relationship issues, premarital counseling, and stress and anxiety management. In addition, workshops and groups are available to address specific student needs. Career counseling includes career and personality testing, career library resources, computer-based information and decision making programs. All services are free and strictly confidential. Career counseling, guidance in decision-making for undeclared majors, and interest and vocational assessment are available through the University's Counseling Center. For more information, call (951) 785-2011.

Additional career and placement services

Additional career and placement services are offered by the Office of Career services, located in the Administration Building 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 web site (www.lasierra.edu/slif/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. Contact (951) 785-2237

Hancock Center for Youth and 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, featuring

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, Hancock Center, (951) 785-2091 or fax (951) 785-2199. The Center can be reached via e-mail at hcyfm@lasierra.edu or on the Internet at www.hancockcenter.org or www.hancockcenterstore.com.

Student Missions

Short-term Mission Projects:

In addition to an organizational structure change, Spiritual Life has a newly introduced program into the Missions department designed to encourage students and faculty alike, to participate in a life of servitude. Short-term mission projects (comprised of 1-4 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 we are currently trying to establish funds based on donations and sponsorships to defray the cost for each student. The goal of the Short-term Missions division 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 3 years our short-term opportunities have included: 5 trips to the Gulf States offering support for those affected by hurricane Katrina, 4 trips to Mexico building homes for families in need, a trip to Puerto Rico to help restore a local school, a trip to Kenya to help build a church for the Masai people, and a trip to Tanzania where students worked in a local clinic helping aids children and mothers. Overall, we have sent over 100 students to 12 locations effecting thousands of individuals throughout our world. It is our hope that after students encounter La Sierra University, they not only find a deeper understanding of what it means to be human, but 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 our 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 gauntlet ranging from teaching at multi-grade classrooms in the Micronesian islands, acting as dean to academy students in Europe, working at medical clinics in Africa or serving as English Language tutors in Korea, amongst others.

The majority of students wanting to volunteer their time and talent consult with the Missions Office which aids and screens the prospective missionary with call placement, travel arrangements, academic deferments, fundraising, and overall preparedness in regards to their mental, physical and spiritual health.

Missions also offers students the ability to travel for a shorter periods of time during the summer and individual quarters as well. Summer trips have included teaching summer school abroad, working at orphanages and evangelistic trips, to name a few. Organizations that we have worked with to offer these trips to our students have been the Adventist Volunteer Services with the General Conference, Share Him Evangelism and the Quiet

Hour as well as other independent ministries. Missions continues to work with these organization, and others, to ensure that we are able to help our students answer the call to serve.

For more information on how you can become involved in world Missions check out our website at www.lasierra.edu/missions by email at missions@lasierra.edu or by phone at the Office of Spiritual Life (951) 785-2090

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 3.50 will have the designation "University Honors" added to their diplomas.

For more information, see "University Honors" in the Undergraduate Programs section.

International Student Services

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. Contact (951) 785-2237 for more information.

Learning Support and 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, group tutoring in many basic subject areas, computer tutorials, speed reading software programs, video and text review of major professional tests, study skills assistance, and advocacy for specific learning disabilities. All undergraduate and graduate testing are centralized here. For more information about the services call (951) 785-2453.

Library 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.

Library Collections

Book collections number about 214,000 volumes. These are supplemented with more than 39,000 bound journal volumes representing nearly 1,000 currently received journal titles. However, the strength of the current journal collection is in the access to about 23,000 periodical titles and an additional 32,000 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.

Library 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, models and other teaching materials.

Library 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. On-line computer and Internet linked databases are available to students 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, information sources in collections owned by the Library and at other locations may rapidly be located.

Networking and Consortia

Computer networks link the Library to area and distant libraries. When resources outside the Library are needed, staff 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 40 public and academic libraries in California and Nevada is possible through the LINK+ service. Interlibrary loans may be expedited with several thousand libraries throughout North America via the OCLC Interlibrary Loan network.

Library Media Services

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.

Observatory

The 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 by 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.

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 also make presentations at undergraduate research conferences, and at regional and national professional conferences, and author or co-author papers in refereed professional journals.

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 also drawing upon other campus entities, the center mounts world service tours; promotes student world service; sponsors world service research; inaugurates world service lectureships; and acquires world service collections for the Stahl Center Museum.

The center serves the world church and the wider academic community by sponsoring lectureships, archives, and displays at La Sierra University and in other settings. For further information contact the center director at (951) 785-2999; fax (951) 785-2199; e-mail cmteel@aol.com.

Museum

The as-yet-unnamed world museum of culture is a locus for such Stahl Center activities as seminars, lectures, and classes on world mission and comparative religions. The Museum one hundred family collections include the Senseman collection from East Africa, the Elick collection from the 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, the Stahl collection from Peru, and the Christianson collection from diverse locales. In addition to campus visitors, Church, school, and community groups regularly view the museum's displays, bringing over one thousand guests to the campus each year.

Global Piecemaking

This project is an extension of the ecumenical and international drive 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 to such varied settings as U.S. pediatric wards, African village huts, South American AIDS hospices, and Asian temples.

Path of the Just

Working in concert with the La Sierra University Administration, the Stahl Center initiated the idea of honoring individuals whose twentieth-century 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, and Pearl S. Buck.

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.

La Sierra Academy and Elementary School

La Sierra Academy and Elementary School provides 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. Early Childhood Education laboratories are available in local private schools.

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 Peruvian highlands, Israel, Jordan, Egypt, Greece, and Asia.

Teaching Credentials

A credential office is maintained in the School of Education where questions may be answered and where students may apply for California state and Seventh-day Adventist teaching and service credentials.

Undergraduate Testing Services

Undergraduate testing is located in the Learning Support and Testing Center at La Sierra Hall, Suite 100. The center administers tests for course placement and academic achievement, including the College Level Examination Program (CLEP), American College Testing program (Residual ACT), Michigan Test of English Language Proficiency (MTELP), and DANTES tests. Academic placement tests (English, French, and math) are administered through the Center. The Center also provides services for the American Council on the Teaching of Foreign Languages, Inc. (ACTFL OPI). This Oral Proficiency Interview is a standardized procedure for the global assessment of functional speaking ability. Contact the Center for test cost and the administration fee applicable to each test. (951) 785-2453 or access the University web site at www.lasierra.edu/centers/lstc.

Graduate testing Services

Graduate testing is located in the Learning Support and Testing Center at La Sierra Hall, Suite 100. The subject area tests of the Graduate Record Examination (GRE), Law School Admission Test (LSAT), 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 are administered here. Contact the Learning Support and Testing Center for the dates and the administration fee applicable to each test. (951) 785-2453. Each test also has a web site, which can be found via the link on our site www.lasierra.edu/centers/lstc. We also supply bulletins for other tests not given in our testing center.

Women's Resource Center

The Women's Resource Center serves students and faculty by providing information, resources and support with regard to gender issues. In addition, the Women's Resource Center is focusing on leadership development of women with projects geared for female students as well as women already in the workplace. The Women's Resource Center also offers opportunities to celebrate the accomplishments and contributions of Seventh-day Adventist women to their world and church. To this effect, the center gathers archival material concerning the experiences, services and contributions of women; it sponsors lectures and events, and supports gender equality within the Adventist Church. For more information contact the director at (951) 785-2470. www.adventistwomenscenter.org

World Museum of Natural History

The World Museum of Natural History, which is located in Cossentine Hall, was opened to the public in Palmer Hall in 1981 and in 1989 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 unequalled 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 Sujseki (Japanese style contemplative stone).
8. American Indian artifacts.

The museum cooperates with museums and zoos around the world and receives outstanding zoo mortalities. A formal relationship exists with the Gladys Porter Zoo in Brownsville, Texas, where the museum maintains a freezer. 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 to 5 p.m. Museum tours are available to groups by appointment. The Museum attracts 10,000 visitors annually. For further information about the museum, contact the director at (951) 785-2209.

ADDITIONAL 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 stay connected via the alumni web site and the alumni magazine *La Sierra Today*. Alumni are 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.

Arboretum

In 1979, the trees on campus were surveyed and classified. When the extent of the campus tree collection was determined, it was decided 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, 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. The University is frequently the site of visits by botany classes from schools throughout the area. For further information regarding the Arboretum, contact the director at (951) 785-2209.

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.

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 and staff, and the University, and serves as a peaceful place for visitors, students, or others to talk or 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, as well as 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, or brass, by artists from the campus or visiting musicians from the community.

Employment

The Human Resources Department (HRD), in collaboration with the Payroll Department, directs the employment and payroll function for all La Sierra University (LSU) graduate and undergraduate students. The HRD is dedicated to bringing the best service possible to the Student Employment Program by offering the 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. Located in the Administration Building, Room 220, Phone (951) 785-2088, or the Jobline (951) 785-2147.

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 steppers; 19 individualized weight stations; and a complete free weight area including six Olympic benches, dumbbell benches, dumbbells and other stations. During the school year the Fitness Center is open Monday-Thursday, 6 a.m. - 10 p.m.; Friday, 6 a.m. to one hour before sunset; Sunday. 5-10 p.m.

Recreation

On campus 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 physical education classes, too, which have not only 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 are mountains (with hiking/camping/winter skiing), deserts (rock climbing/wilderness survival), and beaches and lakes (scuba/sailing/etc.).

Off campus

A partial list of frequent off-campus group activities of La Sierra University students from year to year include: a whale watching cruise off the coast at Newport Beach and the Christmas-lighted "Boat Parade" in the coastal estuaries of Newport Beach; 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 mountains, deserts and on the beaches; sunset vespers at the beach; visits to the San Diego Zoo and the Wild Animal Park,

Sea World, Griffith Park Observatory, Disneyland, and Knott's Berry Farm; and trips to some of the finest museums in the world— J. Paul Getty, the Los Angeles County Museum of Art, the Museum of Tolerance and the Huntington Library.

Student Association of La Sierra University (SALSU)**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 the production of the student newspaper, 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 Student Life section of this BULLETIN, in Student Handbook, and online at www.lasierra.edu/sliffe.

Well @ LSU (Wellness Program)

The University provides a wellness program for faculty, staff, and students which includes free blood work, fitness evaluation, and low cost wellness classes and other wellness events and instruction.

admission information

ADMISSION INFORMATION

La Sierra University examines evidence of scholastic competence, moral and ethical standards, and significant qualities of character and personality of each applicant.

The University reserves the right to refuse admission to any applicant on the basis of the foregoing considerations, or to any applicant who, on the application, deliberately omits pertinent information, and/or purposely supplies wrongful information. Such subterfuge, if discovered later, may cause a student to be subject to dismissal.

APPLICATION AND ACCEPTANCE

Where to write

Inquiries about admission and acceptance should be addressed to:

Office of Admissions and Records
La Sierra University
4500 Riverwalk Parkway
Riverside, California 92515-8247

Toll free number: (800) 874-5587
Telephone: (951) 785-2176
Fax: (951) 785-2477
E-mail: admissions@lasierra.edu
Website: www.lasierra.edu

Procedure

1. Submit the following:
 - A. APPLICATION. Submit a completed application form (either the paper or online version), personal statement/essay, and a \$30 non-refundable application fee. (An applicant requesting any accommodation because of any physical or learning disability or handicap should so specify at the time of application so that the University may assist.)
 - B. TRANSCRIPTS. Arrange for complete official and final transcripts from all colleges, universities, professional or technical schools and the final high school showing date of graduation to be mailed directly from each school attended to the Office of Admissions and Records at La Sierra University. Transcripts that are not mailed directly from the issuing educational institution will be considered unofficial, even if the transcript is sent in the sealed envelope and/or faxed.

NOTE: Unofficial copies of transcripts can be used for the initial review and acceptance of an application file. The official copies should be received in the Office of Admissions

and Records by the second week of the first quarter of attendance. Subsequent enrollment is contingent on the receipt of official transcripts before the second quarter of attendance. Official transcripts are needed in order to process requests for financial aid.

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, including 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 applications who do not enroll 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)
- July 1 (All other applications)

Winter Quarter

November 15

Spring Quarter

- March 1
- (February 15 for international applicants)

Summer Session

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

ADMISSION CLASSIFICATIONS

Regular

Students 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 Students

Provisional status is given to a student whose grade point average does not reach the level for regular standing or whose file shows low or missing test scores, but who otherwise fully meets admission requirements. Reviewed on a quarter-by-quarter basis up to 3 quarters or 12 quarter units, unless otherwise stipulated in acceptance. To change classification to regular standing, a student's file must be completed and/or the required grade point average must be achieved and maintained.

AELP 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 MTELP scores before advisement and registration.

ADMISSION OF NEW FRESHMAN

Preparation for college Students planning to apply for admission to La Sierra University are urged to consider the following:

- A. 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:
1. A-G subject req.
 2. Grade point average from subject required courses, SAT or ACT test scores.
 3. 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 (See section regarding eligibility Index), and has completed, with grades of C or better, the required comprehensive pattern of college-preparatory subjects (See "A-G" subject requirements section). Required religion courses from Seventh-day Adventist schools are considered to be part of the required comprehensive pattern ("H").

Admission may be based on work completed through the junior year of high school and planned for one's senior year. 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.

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.

Grade Point Average

High school grade point average is calculated using the grades in all college prep "A-G" and "H" classes completed after the 9th through 11th grades. Senior year grades may be used if necessary.

- B. 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. (See the High School Equivalency section below.)
- C. 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.
- D. 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 (See the High School Equivalency section below).

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 an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.

College Board Tests

Test scores are required for all first-time freshman applicants. 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.

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).

Eligibility Index

The eligibility index is the combination of the high school grade point average (Computed on the A-G subject required courses taken during the sophomore- senior years of high school study) and a test score on either the American College Test (ACT) or the Scholastic Assessment Test (SAT I).

NOTE:

- Minimum GPA for calculation of La Sierra University Eligibility Index is 2.00.
- Eligibility Index scores cannot be calculated for any individual who is missing course requirements (“A-G” courses).
- w/SAT results calculate the eligibility index by multiplying the grade point average by 800 and adding the total score on the SAT I. with ACT results multiply the GPA by 200 next multiply the ACT composite by 10 add both results for the ACT EI score. La Sierra University requires a minimum Eligibility Index of 3000 score using the SAT I or 714 using the ACT for regular admission status. The Eligibility Table shows the combinations of test scores and averages required.
- 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 asked to submit additional 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 be required.
- Students with an SAT I combined score of less than 800 or

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 asked to submit additional 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 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 be required.

Admission requirements for international students are somewhat different (See section on International Students).

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

A-G Subject Requirements

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 and one-half year of 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. Not more than two semesters of ninth-grade English or no more than 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 that your high school includes on your transcript with grades and units.

D. Laboratory Science – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED

Two years of laboratory science providing fundamental knowledge in two of these 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 your high school includes the course, with grades and units, on your 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-F” above, chosen from the following areas: 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).

(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 (2 semesters) of religion courses.

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.

Substitutions for Disabled Students

Applicants with disabilities are encouraged to complete college preparatory course requirements. If a qualified applicant is judged unable to fulfill a specific course requirement because of a disability, alternative college preparatory courses may be substituted for specific subject requirements. Substitutions may be authorized, on an individual basis, after review and recommendation by the La Sierra University Director of Disability Services in consultation with an academic adviser or guidance counselor. Failure to complete courses required for admission may limit a student’s later enrollment in certain majors, particularly those involving mathematics. For further information and substitution forms, please contact the director of La Sierra University’s Office of Disability Services (951-785-2452).

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 remedial 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 and Placement Test Assignments

ENGLISH:

Incoming freshman students with a minimum SAT score of 550 in Critical Reading or a minimum ACT score of 22 in English are not required to take the English Placement Test and are eligible for ENGL 111.

In the event that a student would have a SAT score of 340 or less or a comparable ACT score in English, the student will be placed directly into RDNG 001. LSU English Placement testing is not an option for students with these scores.

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

MATHEMATICS:

Incoming freshman students with a minimum SAT score of 580 in Math or a minimum ACT score of 23 in Math 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.

English 124 Placement

1. Freshman students with a high school GPA of 3.5, or higher, AND 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, the student must complete the entire 111, 112, 113 sequence, as English 124 cannot be repeated. If a student passes with B- or lower, the student must also complete 112, 113

2. Freshman students who have a SAT Critical Reading score of at least 550 (ACT English score of at least 22), may register for ENGL 111. These students do not take a LSU English placement test.
3. Freshman students who have a SAT Critical Reading score of 340 or below (ACT score of 1) are registered into RDNG 001. These students do not take a LSU English placement test.
4. Freshman students with SAT Critical Reading scores of 350 to 540 (or the equivalent ACT scores) are tested to determine

the level of English composition course that would be most appropriate for their writing skill levels. Students will be placed, with LSU English placement testing, according to the following Accuplacer combination scores:

Test Score Placement Level

(0.72 times the score of Reading comprehension) + (0.36 times the score of Sentence skills) is 98 or more **English 111**

(0.72 times the score of Reading comprehension) + (0.36 times the score of Sentence skills) is 75 – 97 **English 005A**

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 **Reading 001**

(0.72 times the score of Reading comprehension) + (0.36 times the score of Sentence skills) is less than 75 **Reading 001**

Pre-foundational Courses

Students placing into pre-foundational class must be enrolled in appropriate pre-foundational class/es each quarter until all required pre-foundational classes are completed. Students may not drop a pre-foundational class unless a student is requesting a total withdrawal from classes.

Students must be registered for a pre-foundational class by 5:00 p.m. on the second day of the pre-foundational class. Students must attend class by the second day of the pre-foundational class. Registered students who have not attended a pre-foundational class by day two of the class will be administratively withdrawn from the class.

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 or 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) result in lieu of the high school diploma.

GED: Applicants who receive passing scores on the GED and either an ACT Composite of 17 or a SAT I 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.

CHSPE: Applicants who have passed the CHSPE and have either an ACT composite of 17 or a SAT I 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.

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 a high school transcript as additional information for review.

ADMISSION OF UNSPECIFIED NON-DEGREE STUDENTS

Unspecified non-degree status may be available to students who are not interested in seeking a degree. However 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 for international students. (See "Consequences of failure to make academic progress" in 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 a 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 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, the student must submit a Re-Application Statement which is 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 reentry. 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 conditions which have been specified to be considered by the Undergraduate Admissions Committee. A student who has been "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 English (EPT) and mathematics (MPT) is required from transfer students who have not completed Freshman English and College Algebra prior to enrollment. Transfer students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial 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”.

Evening Adult Degree Program

In addition to following all other admission procedures, and meeting all other admission requirements, an applicant to the Evening Adult Degree Program must meet these requirements: be at least 25 years of age and have completed at least 44 transferable quarter units.

International Transfer Students

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

- 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.
- 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, United Kingdom or 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.)
- Give evidence of ability to meet all financial obligations to the University during the proposed course of study by completing the financial guarantee form as provided by the Office of Admissions and Records.
- Upon acceptance submit required deposit of between \$1,000 to \$5,000, depending on country of origin. The deposit can be used as partial payment for the student’s last academic term of attendance.
- Submit I-20 processing fee of \$100, used for postage and expenses related to the acquisition of the I-20.

English Competence

See criteria above for those required to submit a Test of English as a Foreign Language (TOEFL) or Michigan Test of English Language Proficiency (MTELP) test score along with their secondary school and/or postsecondary transcripts as part of the application process. Applicants with TOEFL scores of 550 or above or MTELP percentiles of 90 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 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 or English as a Second Language. An intensive language program is also offered during the summer. See Calendar at the beginning of this Bulletin. 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 Michigan Test of English Language Proficiency (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 remedial 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 and assurance has been provided that funds will be forthcoming to meet school expenses, and any deposits and I-20 fee have been pre-paid. Express mail fees are charged to the individual student’s account. (It is the University’s aim to use the most cost effective express mail service.) See Financial Information immediately following this Admission Information section of the Bulletin.

An undergraduate student entering the United States on a student visa (F-1) must report to the University Office of International Students Service within seven (7) days of arrival in the United States and must complete a full study load of at least 12 units for each quarter of attendance. 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. Permission for off-campus employment is not given during the first nine months of study. After this time, if a student meets USCIS requirements, application may be made to the USCIS through the Office of International Student Services for permission for off-campus employment.

Exchange Visitor

Through the U.S. 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.

financial information

PLAN AHEAD

Students are required to make financial plans and complete financial arrangements with the office of Student Financial Services before school begins.

Business hours

8:30 a.m.–4:30p.m. Monday through Thursday
 8:30 a.m.–12 noon Friday
 Offices are closed Thursday from 11 a.m. to 12 noon, and occasionally Tuesdays from 11 a.m. to 12 noon.

To better serve parents, sponsors, and others who plan to travel a long distance to the campus for business purposes, appointments are recommended. All offices are closed on Saturdays, Sundays, legal holidays, the day after Thanksgiving, and the week between Christmas and New Year’s Day. Contact Numbers:

Toll-free number	(800) 874-5587
Student Financial Services	(951) 785-2175
Fax	(951) 785-2942
E-mail	sfs@lasierra.edu
Bursar	(951) 785-2152
Accounts and Loans	(951) 785-2238
Human Resources	(951) 785-2088

SCHEDULE OF CHARGES

FOR 2008 - 2009

(Subject to change by Trustee action.) (See *Graduate BULLETIN* for graduate rates.)

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

\$7,440	Tuition—12 to 18 units per quarter
\$620	Per unit for Fall, Winter, and Spring
\$480	Per unit for Summer
\$2,236	Room and Board (double occupancy)
\$3,228	Room and Board (single occupancy)
\$284	Comprehensive Fee
\$50	Business Lab Fee (Business students)

*Academic year: Fall-Spring. Summer classes are additional.

NOTE: 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 as follows: 12 units and above - \$410; 9-11.5 units - \$308; 6-8.5 units - \$205. Less than 6 units - none. SDA scholarships are not available during summer sessions or for reduced tuition programs, including ACCESS, ESL, and off-campus cohorts.

Audit Charge

\$310 Per unit
 (See “Audit Regulations” in this section of the *BULLETIN*.)

Other Rate Information

\$310	ACCESS tuition per unit
\$3,480	English as a Second Language—12 to 18 units
\$290	English as a Second Language per unit
\$130	Gateway to College tuition per unit
\$195	Student Missionary tuition per unit
\$240	ESL per unit during summer
\$620	Tour tuition per unit

Deposits Required

- \$100 Residence hall room damage and cleaning deposit; required of the 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–\$5,100 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 (payable in advance at the Bursar’s office)
- \$325 Applied music lesson charges for no academic credit (not included in flat charge) for 9 one-half hour lessons per quarter (payable in advance at the Bursar’s office)
- \$1,020 Performer’s Certificate charges per quarter (not for academic credit). See “Department of Music” in this *BULLETIN* for information regarding this program.
- \$30 LSU Application fee (non-refundable)
- \$100 Adventist Colleges Abroad/Study Abroad processing fee (non-refundable).

\$180	Evaluation of international transcripts
\$85	Late registration, first day of the term; additional
\$10	Per day thereafter until the last day to add classes
\$50	Check returned for insufficient funds
\$50	Waiver examination (for each numbered course)
\$250	Equivalency examination (for each numbered course)
\$10-\$30	Placement tests (Mathematics, English, Michigan Language, TOEFL). See the Undergraduate and Graduate Testing Service in the Learning Support and Testing Center section for test information and charges.
\$10	Replacement of student identification card
\$50	School of Business lab fee for all business majors (\$150/year)
\$200	Freshman fee (<i>Fall/One time charge</i>)
\$50	English as a Second Language activity fee
\$80	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

Miscellaneous Expenses

\$5	Standard transcript fee
\$8	Rush transcript fee
\$20	Vehicle registration for non-full-time students
Cost	Library fine or loss; parking fine; property or supplies breakage or loss
Cost	Special physical education activities
Cost	Express mailing fee for I-20 to overseas address
Cost	International student health insurance charge
Cost	Books, supplies, music
Cost	Health charges: care other than that provided by campus Health Service
Cost	Non-routine psychological tests
Cost	Campus clubs and organizations
Cost	Meal charges other than those included in flat rate: including those during holiday and inter-quarter recesses

PAYMENT AND ACCOUNT INFORMATION

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, coordinated through the University's in-house payment plan. This option is available at \$30 per quarter.

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 credits on their ID cards to be used at the La Sierra Bookstore.

Correspondence

Financial information from the University is mailed to a student's current address or his/her official LSU email address. Students are responsible for updating their address and telephone information with the University. A student may request certain information to be sent to an address other than his/her current address.

Checks

Checks should be made payable to La Sierra University, and clearly indicate the student's name and I.D. 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 must be in the form of money order, certified/cashier's check, credit card, or cash.

REQUIRED FEES

Comprehensive Fee

Charged to all students admitted to an on-campus program. This fee covers various support services and campus resources.

Summer Required Fees

All students enrolled in Summer classes are charged a comprehensive fee of \$165. Students who wish to use the University Fitness Center may purchase access for \$60.

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 dependants 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 mailed to the student, and is payable immediately. For more information, please refer to the Student Handbook.

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 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.

Veterans

A student who has been accepted and is eligible to receive veteran's benefits under the 1966 enactment should contact Admissions and Records's office for information regarding these benefits.

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.

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.

Confirmation of Registration

Every student is required to complete a process known as 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.

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 Loan. 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.

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 mailed once each quarter to the current address provided by the student. 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. Financial statements may be sent to persons other than the student (parents/sponsors) only after receipt of a request signed by the student.

Past Due Accounts

Failure to pay scheduled charges or to make proper financial arrangements with the office of 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.

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 \$100 late payment fee will be assessed to accounts in which the student has not met their financial arrangement, as agreed to on Confirmation of Registration.

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 account balance.

Refunds

Students may request a refund of their credit balance by submitting a signed request form to the office of 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 same address to which the student statement is mailed, unless the student authorizes the funds to be deposited directly in the student's bank account.

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 Admissions and Records's office, or 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 a minimum charge of 5 percent of the billed tuition for withdrawal during the first 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 2 above. Federal financial aid is prorated based on a calculation prescribed in federal regulation 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.

Study Load Change

A student who adds or drops a course during the first week of classes will be charged tuition for the added or dropped course as of the first day of the quarter. No financial adjustment is made for the student who adds and drops the same number of units on or before the last day to add. A student who drops a class during the first 60% of the quarter may be eligible for a partial refund (see "Total withdrawal," this section). No refund of charges will be processed until either a drop form is turned in and accepted by Admissions and Records's office, or the student completes the drop online. Financial aid may be modified when a student changes study load by adding or dropping classes.

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 section of this Bulletin.

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.

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 pro rated according to the number of days in residence.

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.

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. The office of Student Financial Services makes arrangements for payroll deductions at the student's request.

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 the office of 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 the office of 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 a revised award notification will be sent to the student. Students are not required to respond to subsequent award notifications.

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.

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 students (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 2008-2009 year (9 month) for full-time students are:

Residence hall	\$34,350
Living with parents/relatives	\$34,656
Off-campus	\$39,033
Loan fees may be added to these figures	

Financial Clearance

All students are required to have an approved financial plan before enrolling for classes. Financial clearance is the official process by which student's financial plans are approved by the office of Student Financial Services. Students are urged to contact the office of Student Financial Services early to complete the clearance process. Because some funds are limited and are awarded on a first-come, first-served basis, early application is advised.

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 below)

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 U.S. citizen or eligible non-citizen; having a valid Social Security number; making satisfactory academic progress; and, if required, register 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 grade point average and a La Sierra University cumulative grade point average 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, 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. (See "Acceptable progress" 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 the office of 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 the office of Student Financial Services. The following U.S. Department of Education Student Financial Assistance Programs are available at La Sierra University:

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.

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 Federal Pell Grants.

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), who are U.S. citizens, 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 U.S. citizens, 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 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 in 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 to 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 education 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 charges only. No FWS funds may be used to pay a balance from a previous aid year.

Federal Perkins Loans

Perkins Loans are low-interest (5 percent) loans for students with financial need. No fees are deducted from this loan; accrual

of interest and repayment begin nine 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 Family Education Loans (Stafford Loans)

Stafford 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 the office of 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 for the same enrollment period. The interest rate is fixed at 6.8%. A fee of up to 4% will be deducted from each disbursement. 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)	\$3500
Sophomores (44-87 units)	\$4500
Juniors (88-135 units)	\$5,500
Seniors, fifth year (136 or more units)	\$5,500

These limits apply to independent undergraduate students (or dependent students whose parents are unable to get a PLUS loan):

Freshmen (0-43 units)	\$9500	(\$3500 subsidized)
Sophomores (44-87 units)	\$10500	(\$4500 subsidized)
Juniors (88-135 units)	\$12,500	(\$5,500 subsidized)
Seniors, fifth year (136 or more units)	\$12,500	(\$5,500 subsidized)

Parent Loan for Undergraduate Students (PLUS)

PLUS loans enable parents with good credit histories to borrow funds to pay the education 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 8.5%. 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.

California State Grants (Cal Grant)

Cal Grant A and B are available to California residents who meet GPA, financial need, and deadline requirements. Contact the office of 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 the office of 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, (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 for at least half-time. Applicants must be both currently eligible for foster care or have been eligible between their 16th and 18th birthdays and 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 the office of Student Financial Services for more information.

Assumption Program of Loans for Education (APLE)

This program 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 term in which they apply and must continue to be enrolled for 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 in Student Financial Services

OTHER PROGRAMS

The 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 \$500 to \$7,500 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 pro-rated 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

LSU National Merit (up to 100% of tuition) award is available. Freshmen Leadership awards are made 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.

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.

Outside Resources

Students are encouraged to research outside scholarship resources that may be available. Libraries have publications outlining eligibility criteria. The office of 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 on line at www.finaid.org for comprehensive information.

student life

STUDENT LIFE

Student Responsibility

Application to and enrollment in La Sierra University constitute the student's commitment to honor and abide by the practices and regulations stated in the announcements, Bulletins, handbooks, and other published materials both on and off campus; and to maintain a manner that is mature and compatible with the University's function as a Seventh-day Adventist institution of higher learning.

The University was established to provide education in a distinctive Christian environment. No religious test is applied, but students are expected to respect the Sabbath and to honor the church values, standards and the ideals of the University. If prospective applicants choose to apply and are accepted to enroll as students, they must abide by these church values, standards and ideals while they are enrolled at the University.

From University to Student

The University regards the student from a cosmopolitan and comprehensive point of view: (a) cosmopolitan in that historically the University's global mission has promoted bonds and opportunities in education and service without regard to sex, national or racial origin, or geographical line; and (b) comprehensive in that the University's concern for the welfare of the student has been traditionally an integrated concern for assisting the student in balanced development of the intellectual, emotional, physical, spiritual, and societal potentialities.

GENERAL INFORMATION

Identification Number

All students will be assigned an University identification number by the Office of Admissions and issued identification cards 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 admissions and records, library, healthcare, fitness center, residence halls, cafeteria and access to many other 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.

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 or by making the appropriate change

on the registration form. 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 program, and Diploma or Certificate of Completion.

Counseling and Career Planning Services

The Counseling Center, located in La Sierra Hall 115, provides students with both personal and career counseling. Personal counseling addresses a wide range of student concerns, including personal and relationship issues, premarital counseling, and stress and anxiety management. In addition, workshops and groups are available to address specific student needs. Career counseling includes career and personality testing, career library resources, computer-based information and decision making programs. All services are free and strictly confidential. Career counseling, guidance in decision-making for undeclared majors, and interest and vocational assessment are available through the University's Counseling Center. For more information, call (951) 785-2011.

Additional career and placement services are offered by the Office of Career services, located in the Administration Building 202 206. 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 web site (www.lasierra.edu/slife/careers) offers students the convenience of 24 hour service. The office coordinates on campus interviews with representatives from various organizations. Contact (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 Service 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 the following medical information: 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. Fees will apply.

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. Please refer to the Student Handbook and Guide to Residential Life for specific policies and requirements regarding these services.

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 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.

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.

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 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 available on the La Sierra University Student Life website.

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

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)

Ministries

- Hispanic Ministries
- Homebase
- Missions

INTERNATIONAL STUDENTS

Admissions Requirements

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

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 the

Registrar to start the external evaluation process. 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, United Kingdom or 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. Give evidence of ability to meet all financial obligations to the University during the proposed course of study by completing the financial guarantee form as provided by the Office of Admissions and Records.

English Competence

See criteria above for those required to submit a Test of English as a Foreign Language (TOEFL) or Michigan Test of English Language Proficiency (MTELP) test score along with their secondary school and/or postsecondary transcripts as part of the application process. Applicants with TOEFL scores 550 or above or MTELP percentiles of 90 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 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 or English as a Second Language. An intensive language program is also offered during the summer. See Calendar at the beginning of this Bulletin. 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 Michigan Test of English Language Proficiency (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 remedial 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.

I - 2 0 R E Q U I S I T E S

Financial Requirements

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

available from enrollment counselors in the Recruitment Office. 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. The deposit will be refunded when the student completes his or her studies at LSU or is not enrolled for two consecutive quarters. 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 and assurance has been provided that funds will be forthcoming to meet school expenses, and any deposits and 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 from other U.S. institutions International students transferring to LSU from other U.S. 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.

I M M I G R A T I O N R E G U L A T I O N S

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, and is dedicated to ensuring that the experience of the international student at La Sierra University is a positive and fulfilling as possible.

The OISS offers a comprehensive orientation program at the beginning of each semester, 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 U.S. Department of Homeland Security regulations, cultural adjustment, an introduction to La Sierra University and the Riverside community, information on U.S. income tax and Social Security, and practical advice regarding housing, transportation and banking.

The OISS assists the international student in complying with regulations and documentation requirements of the U.S. Citizenship and Immigration Service and the U.S. 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 (OISS) is in the Administration Building, Room 206. (951) 785-2237.

Immigration Requirements Once on the U.S.A.

Undergraduate students entering the United States on a student visa (F-1) must report to the Office of International Students Service at LSU within seven (7) 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 (3) consecutive quarters before they are allowed to take a break while remaining in the U.S.A.

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 according to the same procedures governing United States citizens.

Employment is limited by regulations of the United States Citizenship and Immigration Services (USCIS) to work on-campus of no more than 20 hours per week when school is in session, if work is available. Off-campus employment is prohibited, unless it is a part of an academic requirement. Consult with the Office of International Student Services up to date immigration regulations/procedures regarding employment.

Exchange Visitors

Through the U.S. 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.

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 dependants 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, and will appear on the billing statement mailed to the student, and is payable immediately. For more information, please refer to the Student Handbook.

policy & procedure

The information in this BULLETIN is made as accurate as is 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 admission, registration, tuition and fees, attendance, curriculum requirements, conduct, academic standing candidacy, and graduation.

ACADEMIC AUTHORITY

Within each of the schools of the University, the Office of the Dean is the final authority in all academic matters and is charged with the interpretation and enforcement of academic requirements. Any exceptions or changes in academic requirements, graduation requirements, test schedules, and grades are not valid unless approved by the dean of the school. Any actions taken by individual faculty members in regard to these matters are advisory only and are binding neither on the school nor the University unless approved by the dean.

The Provost, as chief academic officer, oversees the implementation of the University's academic mission, insures that the schools maintain acceptable University standards, and monitors the consistent application of the university's policies. The Associate provost is direct supervisor of the University Studies Program and Honors Program.

ACADEMIC INTEGRITY AND HONESTY

Academic Integrity and Honesty La Sierra University is committed to education for character, community, and culture. Embracing the principles of academic integrity is an important part of that commitment and provides a vital foundation for this community of scholars and its larger society. The following guidelines define academic integrity and establish a process to restore the community when violations occur. The University believes that education is fundamentally a place for scholars to work, learn, and grow in an atmosphere of trust and appreciation while providing fair and just corrective procedures to deal with those who breach such trust.

A. Academic Integrity Statement

All members of the community of scholars (students and faculty) at the university must agree to the following Academic Integrity Statement: I will act with integrity and responsibility in my activities as a La Sierra University student or faculty member. I will not participate in violations of academic integrity, including plagiarism, cheating, or

fabricating information. I will not stand by when others do these things. I will follow the academic integrity policy.

B. Academic Integrity Committee

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.

C. Violations of Academic Integrity

Violations of academic integrity include behaviors such as the following:

1. Plagiarism

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

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

3. Fabrication

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. Facilitating Academic Dishonesty

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

D. Levels of Academic Dishonesty and 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.

1. 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.

2. 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.

3. 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.

4. 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 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.

ACADEMIC DUE PROCESS ACADEMIC PETITION FOR VARIANCE STUDENT ACADEMIC APPEALS

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

General Considerations

1. 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.
2. An academic decision may be posted in several ways, e.g., 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

1. The appeal of an academic decision must claim one or more of the following or similar reasons for the alteration of an academic decision:
 - (i) The decision rests on an inaccurate factual claim.
 - (ii) The decision rests on a misinterpretation of a university policy.
 - (iii) The decision rests on an inconsistent application of a university policy.
 - (iv) 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.
2. 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.
3. 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 specific reason(s), as outlined in (2) above, the student claims in support of 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:

1. **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.
2. **Step Two:** If the student is dissatisfied with the results of Step One, he or 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 of 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.

3. **Step Three:** If the student is dissatisfied with the results of Step Two, he or 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 Program), 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 (i) or (ii) above 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 department and/or program and the office of the dean or the Office of the Provost.

Steps for appealing a decision initially made within the office of the dean of a school:

1. **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.
2. **Step Two:** If the student is dissatisfied with the results of Step One, he or 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 (i) or (ii) above, 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.

A D V I S E M E N T

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).

R E G I S T R A T I O N A N D A T T E N D A N C E

Class Schedule

An official class schedule, prepared each quarter by the University, includes the registration schedule, procedure for registration, fees, classes offered by hours and instructors, and other pertinent registration information. 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.

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 in this BULLETIN. The registration procedure includes recording information and obtaining indicated clearances on the Course Request form and the Registration Information Sheet, which will be provided by the student's academic advisor. All undergraduate students must report to their advisors to receive their registration forms and registration PIN numbers, and to select their classes. Students may then reserve classes at the Office Admissions and Records, or on the La Sierra Online Database. Should a student's financial clearance not be completed by the date specified in the appropriate class schedule, all the student's classes will be deleted from the computer and the registration process must begin again and all steps must be followed again, selecting classes from those that are still available at the time. 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 and all classes joined have been entered into the campus database by the date published. Late fees apply on the dates indicated in the calendar. A student may not attend class without being registered for it.

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.

Course or Program Change & 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 ten 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 class schedule for exact date each term.

The deadline for changing the number of units in a variable unit course is ten class days before the first day of final examination week.

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 or her advisor and turn it in at the Office of Admissions and Records no later than ten class days before the first day of final examination week.

Academic Status

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.

Provisional

A student who has not yet received regular status, either because of qualitative or quantitative deficiencies in academic record.

Academic probation

A student who fails to make acceptable academic progress.

ESL

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.

AELP

Only a student who is permitted to register only for ALCE courses through the American Experience and Language Program.

Nondegree

A student who has not been admitted to a degree or certificate program but who is registered for selected courses in one of the schools of the University. (See also "Nondegree status" under "Course load," following.)

Continuing education (CE)

A student who is registered only for continuing education courses.

Course Load

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.

Noncredit 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.

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.

Normal Limit

A normal undergraduate study load is 16-18 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. The normal load for a full-time graduate student is 6 units.

Full-time Status

An undergraduate student carrying 12 or more units per quarter is considered to be a full-time student. A graduate student carrying 6 units or more 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 and on 6 units for graduate students.

Nondegree Status

Though for the undergraduate student there is currently no limit to the number of courses that may be taken as a nondegree 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 type of program if the student is admitted therein. Nondegree status will be reflected on the transcript. This status is not available to a former student who has been denied readmission.

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.

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 counted as follows: full load is a minimum of 36 clock hours/week; three-quarter load is a minimum of 27 clock hours/week; one-half load is a minimum of 18 clock hours/week; one-quarter load is a minimum of 9 clock hours/week.

SPECIAL COURSEWORK

Directed Study

Independent study is offered to provide opportunity for a student to have a special academic experience beyond that which offered in the regular coursework, and 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 student-teacher contact.

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

English As a Second Language

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

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 see "English as a Second Language" in the Admission Information and in the English as a Second Language sections of this Bulletin.

Pre-foundational

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. (S/U option may not be chosen.)

- 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.

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. Students may not withdraw from a pre-foundational class unless a student is requesting a total withdrawal from classes. Students must be enrolled in the appropriate pre-foundational course(s) each year (fall, winter, & 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 the pre-foundational class. Students must be registered for a pre-foundational class by 5:00 pm on the second day of the remedial class. Registered students who have not attended a pre-foundational class by day two of the class will administratively be dropped from the class.

CLASS STANDING

Definitions

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

Freshman	less than	44 units
Sophomore		44-87 units
Junior		88-135 units
Senior		136 or more units

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 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 then notifies the Office of Admissions and Records to reserve the units for graduate credit.

EXAMINATIONS

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 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.

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 language (levels I and II). 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 petitions the dean of the school offering the course and, if applicable, the dean of the student's school of residence and, upon approval, pays testing and recording fees as specified in the Financial Information section of the University 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.

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 C (2.00) grade for undergraduate and 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 this Bulletin.

CLEP Examinations and Advanced Placement program Regulations for CLEP examinations and Advanced Placement program are outlined under “Transfer credit” 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, or 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.

See “Residency” later in this Academic Policies and Practices section of this Bulletin for deadline for submission of transfer credit which includes CLEP, AP, etc.

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. (In addition, half credit is allowed from professional schools for some professional classroom courses.)
4. Undergraduate degree credit is generally granted for successful completion of noncollegiate instruction appropriate to the baccalaureate if such credit has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education.
5. Credit for students at an Armed Forces School is granted according to recommendations of the American Council on Education.
6. Credit, up to a maximum of 32 units, is granted for scores submitted by DANTES and the College Entrance Examination Board for certain of the examinations of the College Level Examination Program (CLEP). American Council on Education guidelines are followed for DANTES. CLEP guidelines are as follows:

- (i) 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.

- (ii) examinations in which course credit may be given is determined by the University Academic Council and maintained in the Learning Support & Testing Center and the Office of Admissions and Records
7. Credit for foreign language (intermediate oral) is granted to a maximum of four units (for a rating of Intermediate - Low) or eight units (for a rating of Intermediate - High or better) in accordance with the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview ratings.
 8. 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.
 9. 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.
 10. 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 depending on the length of the course (half- or full-year course).
 11. Non-United States institutions will be evaluated in harmony with the most recent available information from the American Association of Collegiate Registrars and Admission Officers, the National Association of International Educators (NAFSA), the Department of Education of the General Conference of Seventh-day Adventists, previous in-house evaluations, and the current practices of other Seventh-day Adventist and/or local and national accredited institutions of higher learning. Comparabilities, course-by-course, will be assigned where necessary, taking into consideration the student’s projected plan of study.
 12. Transfer pre-foundational courses are not applicable toward a degree from La Sierra University.
 13. 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.

SCHOLASTIC STANDING (Grading System)

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:

A	4.00	Outstanding performance.
A-	3.70	
B+	3.30	
B	3.00	Very good performance for undergraduate credit; satisfactory, performance for graduate credit.
B-	2.70	
C	2.00	Satisfactory performance for undergraduate credit; minimum performance for which major and cognate undergraduate credit is granted. C (2.00) is the minimum performance for which graduate credit is granted.
C+	2.30	
C-	1.70	
D+	1.30	
D	1.00	Minimum performance for which undergraduate credit is granted.
F	0.00	Failure, given for not meeting minimal performance.
XF		Failure, given by the academic integrity committee in case of a major academic integrity violations.
S	none	

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-foundational 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 ten 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 in the grade point average.

(U) 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, by ten 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 in the grade point average.

NOTATIONS :

(W) Withdraw: Given for withdrawal from a course after the first 11 class days of the quarter and by ten 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.

(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. The instructor will report the I grade on the Instructor Grade Report. On the Petition to Receive an Incomplete Grade Form, the instructor lists what deficiencies remain to be completed, a 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 grade which the student will receive if the deficiency is not removed within the time limit. The petition is then filed with the Office of Admissions and Records along with the "Instructor Grade Report." 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; or if the time limit has been exceeded, the predetermined default grade will be recorded by the Office of Admissions and Records.

(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. The IP courses have a maximum duration of four quarters (three quarters following the quarter in which the student 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.

(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 requirement was not observed.

OTHER POLICIES AND PROCEDURES

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.

GPA

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.

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.

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 department at La Sierra University offering the repeated course, approves all transfer courses allowed to be used to repeat a course taken at La Sierra University 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.

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 printed prerequisites will be completed before enrollment in any course.

Pre-Foundational Courses

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. Students may not withdraw from a pre-foundational course, unless a student is requesting a total withdrawal from classes. Students must be enrolled in the appropriate pre-foundational course(s) each year (fall, winter, & spring quarters) until all pre-foundational requirements are completed.

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.

Acceptable Academic Progress

For the undergraduate student acceptable academic progress is considered to be:

1. The removal of all prerequisites and deficiencies during the first term (or 12 units) of attendance as determined by the dean at the time of enrollment.
2. The maintenance of a grade point average of at least 3.00.
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 or 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, and to restrictions on participation in university activities requiring off-campus travel (musical, dramatic, athletic, recruiting, etc.), and 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, on participation in university activities requiring off-campus travel, and on time devoted to work and other personal non-academic activities. The student will have a contract with the dean stipulating a working relation 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.

Dean's Academic Honor List

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 G.P.A. 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.

Graduation with Honors

Cum laude	3.50
Magna cum laude	3.80
Summa cum laude	3.90

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 of general studies, 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.

Graduation Requirements

Graduation requirements are listed under "General Degree Requirements" in Section II of this Bulletin and in the Graduation Regulations, a current copy of which may be secured at 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 remedial 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. Additional policies governing transfer credit are printed under "Transfer credit" 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 graduation with 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 on an Off-Campus Request form submitted to the Office of Admissions and Records.

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.

Graduation Events

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.

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. (See Diploma below.) 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 1) after the student's final quarter; 2) after the receipt of all instructor grade reports; 3) after final academic checks have been completed; and 4) 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.

COURSES

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.

OFF-CAMPUS INSTRUCTION

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.

KEY

CAS-College of Arts and Sciences
 SB-School of Business
 SE-School of Education
 SR-School of Religion

CODE	SUBJECT	DEPARTMENT/PROGRAM	SCHOOL
ACCT	Accounting	Accounting , Economics, and Finance	SB
ALCE	American Language Experience Program (Continuing Education)	English as a Second Language	SB
ANTH	Anthropology	History, Politics, and Society	CAS
ARTA	Art Appreciation/History	Art	CAS
ARTS	Studio Art	Art	CAS
ARTX	Professional Studies in Art	Art	CAS
ASCE	College of Arts and Sciences	Continuing Education	CAS
BIOL	Biology	Biology	CAS
BMCE	School of Business and Management	Continuing Education	SB
BUAD	Business Administration Management and Marketing		SB
CFSC	Child and Family Science	Psychology	CAS
CHEM	Chemistry and Biochemistry	Chemistry	CAS
CHIN	Chinese	World Languages	CAS
COMM	Communication	English and Communication	CAS
CPTG	Computing	Mathematics and Computer Science	CAS
DENT	Pre-Dentistry Additional Courses: Pre-Graduate/Pre-Professional		CAS CAS
ECON	Economics	Accounting , Economics, and Finance	SB
EDAD	Administration and Leadership	Administration and Leadership	SE
EDCI	Curriculum and Instruction	Curriculum and Instruction	SE
EDET	Education Technology	Additional Courses	SE
EDFO	Educational Foundations	Additional Courses	SE
EDPC	Educational Psychology and Counseling	Educational Psychology and Counseling	SE
EDRS	Educational Research and Statistics	Additional Courses	SE
ELCE	English as a Second Language (Continuing Education)	Continuing Education	SB
ENGL	English	English and Communication	CAS
ENGR	Engineering	Physics	CAS
ENSL	English as a Second Language	English as a Second Language	SB
CODE	SUBJECT	DEPARTMENT/PROGRAM	SCHOOL
DENT	Pre-Dental Additional Courses	Pre-Graduate/Pre-Professional	CAS

FNCE	Finance	Accounting , Economics, and Finance	SB
FREN	French	World Languages	CAS
GEOG	Geography	History, Politics, and Society	CAS
GEOL	Geology	Additional Courses	CAS
GRAD	Pre-Graduate Additional Courses: Pre-Graduate/Pre-Professional		CAS
GRMN	German	World Languages	CAS
HIST	History	History, Politics, and Society	CAS
HLED	Health Education	Health, and Exercise Science,	CAS
HPSC	History, Politics, and Society	History, Politics, and Society	CAS
HUMN	Humanities	University Studies	
INTD	Interdepartmental	Additional Courses	CAS
INSV	International Service	Religion	SR
ITAL	Italian	World Languages	CAS
KISW	Kiswahili	World Languages	CAS
LSCA	Adventist Colleges Abroad	Studies Abroad	
LSLV	Academic Load Validated	University Continuing Education	
LSSM	Student Missionary	University Continuing Education	
MATH	Mathematics	Mathematics and Computer Science	CAS
MDCN	Pre-Medicine Additional courses:	Pre-Graduate/Pre-Professional	CAS
WDLG	World Language	World Languages	CAS
MGMT	Management	Management and Marketing	SB
MKTG	Marketing	Management and Marketing	SB
MUCT	Music Composition and Theory	Music	CAS
MUED	Music Education	Music	CAS
MUET	Music Technology	Music	CAS
MUHL	Music History and Literature	Music	CAS
MUPF	Music Performance	Music	CAS
MURE	Sacred Music	Music	CAS
NSCI	Natural Science	University Studies	
PEAC	Physical Education Activity	Health, and Exercise Science	CAS
PETH	Physical Education Theory	Health, and Exercise Science	CAS
PHIL	Philosophy	Philosophical Studies	CAS
PHYS	Physics	Physics	CAS
PLSC	Political Science	History, Politics, and Society	CAS
PORT	Portuguese	World Languages	CAS
PSYC	Psychology	Psychology	CAS
RDNG	Reading Improvement	English and Communication	CAS
RELB	Religion, Biblical Studies	Religion	SR
RELE	Religion, Christian Ethics	Religion	SR
RELG	Religion, General	Religion	SR
RELH	Religion, Historical Studies	Religion	SR
RELL	Religion, Biblical Languages	Religion	SR
RELM	Religion, Mission Studies	Religion	SR
RELP	Religion, Professional Studies	Religion	SR
RELT	Religion, Theological Studies	Religion	SR
RLGN	Religion - University Studies	University Studies	
SECE	Continuing Education	School of Education	SE
SOCI	Sociology	History, Politics, and Society	CAS
SOWK	Social Work	Social Work	CAS
SPAN	Spanish	World Languages	CAS
SRCE	Religion	Continuing Education	SR
SSCI	Social Science	University Studies	
TESL	Teaching English to Speakers of Other Languages	English as a Second Language	SB
UHNH	Honors	University Honors Program	
UNST	University Studies	University Studies	

Number

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 offered:

101-299	Lower division (freshman/sophomore)
01-499	Upper division (junior/senior; limited application to M.A., 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 (noncredit)
900-999	Continuing and noncredit education (noncredit; further identified by prefix beginning with "LS" or ending in "CE")

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

Unit of Credit

Credit is indicated in quarter units. A quarter unit represents 10-12 class hours, or the equivalent, together with requisite study, preparation, and practice. A quarter unit of laboratory or independent study credit represents 25-30 clock hours.

Continuing Education Units

Courses with the prefix ALCE (American Language Experience Program), or 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. The prefixes LSCA, LSLV, LSSM, and LSVS designate various areas of non-traditional enrollment with the University or, in the case of LSCA, of a "holding" status showing, until the courses have been completed and complete information is available, that enrollment exists. Credit, if any, may be indicated in clock hours.

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.

GENERAL DEGREE 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 (general education) Curriculum;
- E. Participation in their department and university assessment plan;
- F. The residency requirement of 48 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. Have 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.

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.

Concurrent or Summer Enrollment

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. (See "Course load/Normal limit" in the Academic Policies and Practices section of this Bulletin.)

Student Responsibility

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 admission, registration, tuition and fees, attendance, curriculum requirements, conduct, academic standing, candidacy, and graduation.

Residency & 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.

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.

university studies

Barbara Favorito, 1990. Associate Provost for General Studies and Academic Support; Director; Professor of Music
D.M.A. University of Miami 1990
Conducting, music education

Robert D. Bates, 2006. Assistant Professor of Archaeology
Ph.D. Andrews University 2004
Archaeology and the history of antiquity

Sibyl Beaulieu, 2007. Assistant Professor of Social Work
M.S.W. Loma Linda University 1995

Gary Bradley, 1972. Professor of Biology
Ph.D. University of California, Davis 1982
Genetics

Melissa Brotton, 2007. Assistant Professor of English, Director of College Writing
Ph.D. University of North Dakota, Grand Forks 2004
18th & 19th century British literature, Elizabeth Barrett Browning, Milton

Linda Caviness, 1999. Associate Professor of Curriculum and Instruction
Ph.D. Andrews University 2001
Cognitive Science and Language & Literacy

Gary Chartier, 2001. Associate Professor of Business Ethics & law
J.D. University of California, Los Angeles 2001
Ph.D. University of Cambridge 1991
Theology, philosophy, ethics, political theory, public policy, law and legal theory

Douglas R. Clark, 2006. Professor of Hebrew Bible and Archaeology
Ph.D. Vanderbilt University 1984
Hebrew Bible, archaeology

Natasha S. Dean, 2003. Assistant Professor of Biology
Ph.D. Loma Linda University 2004
Microbiology

Jeffrey N. Dupée, 1991. Associate Professor of History
J.D. Peninsula University 1988
Ph.D. Claremont Graduate University 2002
European history, British Colonialism, modern China, legal studies

V. Bailey Gillespie, 1970. Professor of Theology and Christian Personality
Ph.D. Claremont Graduate University 1973
Theology, faith development, Christian nurture

Fritz Guy, 1961, 1990. Research Professor of Philosophical Theology
Ph.D. University of Chicago Divinity School 1971
Theology, philosophy, ethics

Kendra Haloviak, 2001. Assistant Professor of New Testament Studies
Ph.D. Graduate Theological Union 2002
New Testament studies, Christian ethics, pastoral ministry

Ginger Hanks-Harwood, 1976. Associate Professor of Religious Studies
Ph.D. Iliff School of Theology University of Denver 1991
Social ethics, theology, gender studies, Adventist history

Gloria M. Hicinbothom, 1991. Associate Professor of Psychology and Child Development
Ph.D. University of Connecticut 1998
Ethology, child development, development of problem solving strategies

Andrew C. Howe, 2005. Assistant Professor of History
Ph.D. University of California, Riverside, 2005
American History and Civilization, Culture Studies and Film Studies

John R. Jones, 1990. Associate Professor of New Testament Studies and World Religions
Ph.D. Vanderbilt University 1982
Early Christian literature and interpretation, phenomenology of religion, world religions

Eugene E. Joseph, 1989. Assistant Professor of Biology
Ph.D. Morehouse School of Medicine 2004
Anatomical and biomedical sciences

In-Kyeong Kim, 1995. Associate Professor of Psychology
Ph.D. Cornell University 1990
Cognitive psychology, perceptual and cognitive development

Barbara L. Kreaseck, 1989. Associate Professor of Mathematics and Computer Science
Ph.D. University of California San Diego 2003
Distributed computation, performance modeling and evaluation

Suzanne T. Mallery, 2001. Assistant Professor of Psychology
Ph.D. Fuller Theological Seminary 1998
Clinical psychology, pediatric psychology

Leslie R. Martin, 1996. Associate Professor of Psychology
Ph.D. University of California, Riverside 1996
Personality and social psychology, health psychology

Beatriz Mejia-Krumbein, 1997. Associate Professor of Art
M.F.A. James Madison University 1996
Painting, drawing, contemporary art

Krista Motschieder, 2002. Assistant Professor of Chemistry
Ph.D. University of California, Los Angeles 2000
Physical organic chemistry

John D. Ng Wong Hing, 1996. Assistant Professor of
Mathematics
M.A. University of California, Los Angeles 1979
Mathematics education, logic and foundations

Cindy Parkhurst, 2005 Associate Librarian
J.D. Williamette University 1988
M.L.I.S. San Jose State University 1994
Information Technology, Copyright

Susan Patt, 1979. Professor of Art
M.Ed. Miami University 1976
Textiles and fibers, drawing, book arts, art appreciation

John Perumal, 2002. Associate Professor of Biology
Ph.D. University of Western Ontario 1994
Botany, ecology

Elvin S. Rodríguez, 1998. Professor of Music
Ed.D. Teachers College of Columbia University 1991
Piano, music technology

Adeny Schmidt, 1974. Associate Professor of Psychology
Ph.D. University of California, Los Angeles 1986
Developmental psychology, research methodology

Kimo Smith, 1990. Associate Professor of Music
D.M.A. University of California, Los Angeles 1997
Piano, organ, theory

Siddharth Swaminathan, 2001. Assistant Professor of Economics
and Quantitative Methods
Ph.D. Claremont Graduate University 2001
International political economy, conflict processes, development
economics, econometrics, research design

Charles Teel Jr., 1972. Professor of Religion and Society
Ph.D. Boston University 1972
Religion and society, Christian ethics

Daphne C. Thomas, 2004. Assistant Professor of Social Work
M.S.W. Smith College 2001
Field Coordinator

Robert K. Thomas, 2001. Assistant Professor of Health and
Exercise Science
M.S. Loma Linda University 1986
Sociology of sport, exercise physiology
Ec.D. Boston university 2007

Dan Tinianow, 2003. Assistant Professor of Communication

Ph.D. Syracuse University 1997
Mass Communication, television, radio, film

Warren Trenchard, 1995. Professor of New Testament and
Early Christian Literature
Ph.D. University of Chicago 1981
Biblical languages, New Testament background and
interpretation, early Christian literature

Donald W. Thurber, 1975. Professor of Music
Ph.D. University of North Texas 1976
Music education, church music

Laurelle C. Warner, 2006. Director of Social Work; Assistant
Professor of Social Work
M.S.W. University of Connecticut 1989

COLLABORATING FACULTY

David Brennan
DMA University Southern California
Saxophone, Chamber Music

Ruth E. E. Burke
Ph.D. University of California, Riverside 1984
German and comparative literature

Frankie Farrell
M.Mus. University of California, Los Angeles 1981
Music Technology

Joel Haldeman
B.A. Loma Linda University – Riverside 1977.
Athletics, Administration

Doug Lainson
M.B.A. Biola University 2004
Entrepreneurial Economics, Ethics, & Leadership

Samuel Leonor
M. Div. Andrews University 1998
Campus Chaplain

Carmen Phillips
M.A. Claremont University 1990
Education, Administration

Richard Rice
Ph.D. University of Chicago Divinity School 1974
Systematic theology, Christian philosophy

Ty Rust
M.F.A. California School of the Arts 1986
Low brass, Music Technology

Leland Y. Wilson

Ph.D. University of Nebraska 1964
Physical and computational chemistry

Deanna Wisbey

M.A.T. Elementary Education, Andrews University 1987
Communication

OBJECTIVE

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. It believes that education should go beyond human exposure to disciplines, the accumulation of facts, or even just curricular matters per se. It should 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. University Studies includes coursework in the various fields of academic learning -- 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.

SPECIFIC PROGRAM OBJECTIVES**University studies student goals**

1. Personal development and educational habits of mind are overarching goals. Students fulfill these goals through:
 - Satisfaction with overall university experience
 - Program relevance to career direction
 - Opportunity for creative self-expression
 - Constructive relationships with faculty
 - Enriched environment of intelligent stimulation
 - Availability of challenging programming
 - Sufficient support in areas of greatest need
 - Opportunity for practical application
2. Students will demonstrate responsibility in life through ethical, active, and compassionate responses to their respective communities and the diverse global society.
3. Students are empowered to become:
 - A. Communicators
 - B. Community members engaged in service
 - C. Researchers/Scholars
 - D. Responsible wage earners
4. Students will acquire competencies essential for informed inquiry in:
 - A. Biblical Studies
 - B. Fine Arts and aesthetics
 - C. Foundational Studies
 - E. Healthful living
 - F. Humanities/Social Sciences/Natural Sciences
 - G. Locating, evaluation, and using resources
 - H. Religious and spiritual dynamics in human experience
5. Students will interconnect skills, knowledge and experience.

Moral/ethical framework

1. Students frame goals and accomplishments through ethical and moral perspectives.
2. Students develop personal integrity, critical thinking, and religious beliefs to define their worldview and academic journey.

Diversity and community

1. Students will acquire a global perspective of diversity and understand diversity as a multi-dimensional paradigm.
2. Students will experience a multi-dimensional diversity that prepares students to seek and embrace differences to positively influence and effect change in society.

Students will demonstrate the ability to create community from the perspective of multi-dimensional diversity

SERVICE-LEARNING

In support of La Sierra University’s Mission, “To Seek, To Know, To Serve,” all students must complete as part of the general studies program four courses that integrate Service-Learning into the curriculum. Service-Learning courses are identified in the General Education column of the class schedule as S1R (Service-Learning Required) or S1O (Service-Learning Optional). A listing of Service-Learning courses offered in a specific quarter can be

found by searching in the General Education pull-down menu on the web or by checking the Service-Learning website. When a class offers Service-Learning as an option, students wishing to participate in Service-Learning will register for that option on the first day of class.

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 develop further the student's research and composition skills.

HIGH SCHOOL PREPARATION

Students lacking the necessary high school preparation and satisfactory SAT/ACT or placement test scores may be required to complete pre-foundational courses before enrolling in the required competency courses. Two years of study of a second language at the high school level is recommended. Information regarding the examination process is available in the Learning Support Center office of Entrance and Placement Testing. Students without a sequence in American History in High School are required to complete HPSC 274, PLSC 485, HIST 334, HIST 430G, or HIST 430H.

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. 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. Juniors and seniors must complete either RLGN 304 or 305 and four additional units which must be in Theme IIIC.

Intersegmental General Education Transfer Curriculum (IGETC) Policy The Intersegmental General Education Transfer Curriculum (IGETC) is a series of courses offered in the California community colleges that transfer students may complete as a way to satisfy the lower-division breadth/general education requirements at La Sierra University. The IGETC program is administered through the California community college system. 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

1A English Composition
1B Critical Thinking-English Composition
(6 semester units minimum)

Area 2: Mathematics/Quantitative Reasoning

3 semester units
(3 semester units minimum)

Area 3: Arts and Humanities

3A Arts (at least one course)
3B Humanities (at least one course)
(9 semester units minimum)

Area 4: Social and Behavioral Sciences

At least 2 disciplines (9 semester units minimum)

Area 5: Physical and Biological Sciences

5A Physical Science (at least one course)
5B Life Science (at least one course)
Laboratory Activity with 5A or 5B course
(7 semester units minimum)

Area 6: Language Other Than English

Minimum 2 consecutive semesters
(Minimum 8-10 semester units)
Physical fitness class must have lifetime fitness as a major
Component (minimum one semester)

LSU UNIVERSITY STUDIES REQUIREMENTS

Freshman Rhetoric

3 consecutive quarters of College Writing, ENGL 111, 112, 113

A. Mathematics/Quantitative Reasoning

One College Math course (4 quarter units)
College Algebra, Intro to Statistics or
Intro to Computer Programming

B. Culture and Context

History & Appreciation of Visual
or Performing Arts (4 quarter units)

C. Historical or Contemporary Culture and Context (4 quarter units)

D. Identity, Citizenship and Globalization At least two disciplines (8 quarter units)

E. Scientific Inquiry

Life Science (4 quarter units)
Physical Science (4 quarter units)

Must include one lab class from either A or B

F. World Languages

3 consecutive quarters of college language through LANG
103 or appropriate score on language placement exam

G. Health and Fitness

Lifetime Health and Fitness (2 quarter units)

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

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

UNIVERSITY STUDIES 84 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 major required courses and up to eight units from the required cognates of the 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 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. It includes the perspectives of anthropology, economics, history, international relations, political science, psychology, and sociology.

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, and 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	459A	Religion and Gender
RELG	235	Intro to Religious Studies
RELT	464	Religious Development and Nurture
SOCI	104	General Sociology
SOCI	314	Sociology of Love and Marriage
SOWK	104	Introduction to Social Services (SL)

B. *National and global citizenship [0-4 units]*

Exploring issues of citizenship and public responsibility in national and international contexts.

BUAD	381	Business Law I
BUAD	382	Business Law II
ECON	357	International Economics and Business
ECON	366	Economic Development in Emerging Markets
ECON	392	Essentials in Game Theory
FNCE	354	Managerial Finance
FNCE	364	Financial Markets and Institutions
FNCE	487	International Finance
GEOG	276	Physical and Human Geography
HIST	432F	British Colonialism in Asia
HIST	440C	Inter-American Relations
HIST	440F	War Crimes and International Policy
HLED	214	Dimensions of Health
HLED	317	Health, Society, and the Consumer
HLED	476	Health and the Global Environment
HPSC	104	Migrations, Encounters and State Formation
HPSC	106	Race, Ethnicity and Class in American History
MGMT	367	Concepts and Issues in Social Entrepreneurship
MGMT	486	International Environment and Management
MKTG	487	International Marketing
PLSC	316	Comparative Government
PLSC	440D	Problems in International Relations
PSYC	315	Cross-cultural Psychology
PSYC	488E	Political Psychology
RELE	447	Religion and Society
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
ENGL	496	History and Theory of Drama
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 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
HIST 432E	The Mediterranean World of Antiquity
HIST 432F	British Colonialism in Asia
HIST 432R	Social and Critical Movements in Film
HPSC 274	The Construction of American Political Life
PETH 418C	Movement in Cultural Perspective
PHIL 204	Introduction to Philosophy
PHIL 317	Classical and Medieval Thought
PHIL 318	Development of Modern Thought
PHIL 319	Twentieth Century Thought
PHIL 436	Philosophy of Religion (also RELT 436)
RELG 237	World Religions
RELH 445	The Story of Christianity: Formation
RELH 446	The Story of Christianity: Reformation
RELH 447	The Story of Christianity: Transformation
RELH 483	History of Seventh-day Adventism
RELT 436	Philosophy of Religion
SOWK 205	Heritage of American Social Work
SPAN 426	Spanish Civilization
SPAN 428	Spanish-American Civilization

C. Exploring American 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	Intro to Religious Studies
RELG 237	World Religions
RELG 267	Religious Faith and Life
RELT 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
RLGN 304	Adventism in a Global Perspective

C. Scripture [4 units]

RELB 104	Jesus and the Gospels
RELB 206	Sacred Texts: The Old Testament
RELB 207	Sacred Texts: The New Testament
RELB 309	Readings in Scripture
RELB 424	Old Testament Prophets
RELB 445	Biblical Archaeology

D. Religion and Society [4 units]

RELE 205	Biblical Ethics in the Modern World
RELE 447	Religion and Society
RELE 455	Christian Understanding of Sexuality
RELE 459	Issues in Religious Ethics

Every student must take RLG 304 or RLG 305 and 12 additional units, 4 of which must be Theme IIIC.

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
CHEM 373	Organic Chemistry III (with CHEM 373L)
HLED 225	Nutrition Theory and Practice
PSYC 105	Methods of Inquiry in Psychological Science

B. *Physical Science [4 units]*

CHEM	102	Introductory Organic Chemistry
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
HIST	432A	Scientific Revolution and Enlightenment
PHYS	117	Introduction to Physics
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
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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. Minimum grade of C (2.0) required in all.

I. **UNST 101 First Year Seminar [1 unit]**

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 1 or 2.

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)

2. Qualifying students may complete

ENGL	124	Freshman Seminar in Writing (4)
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B. **Upper division rhetoric [4 units]**

Students complete either 1 or 2.

1. Upper division course in the major focusing on advanced critical thinking, speaking and writing skills needed for success within the student's discipline. **[4 units]**

ART

ARTA 408 A	Topics in Art History: Contemporary Art (4)
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BIOLOGY

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

BIOMATHEMATICS

MATH 461	Biomathematical Modeling I (4) OR
MATH 462	Biomathematical Modeling II (4)

BIOPHYSICS

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

BUSINESS

BUAD 375	Managerial Communication (4)
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CHEMISTRY & BIOCHEMISTRY

CHEM 405	Senior Seminar (1) AND
CHEM 408	Introduction to Research (2) AND
CHEM 424	Instrumental Analysis I (3) OR
CHEM 425	Instrumental Analysis II (3) OR
CHEM 426	Instrumental Analysis III (3)

COMMUNICATION

COMM 365	Organizational Communication (4) OR
COMM 488	Communication Theory II (4) OR
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) OR
ENGL 304 Advanced Expository Writing (4)

HEALTH, EXERCISE SCIENCE & ATHLETICS

- PETH 418C Movement in Cultural Perspective (4) OR
PETH 427 Motor Learning (4)

HISTORY, POLITICS & SOCIETY

- HPSC 497 Senior Colloquium (1) AND
HPSC 498 Senior Thesis (3)

PHYSICS

- PHYS 334 Introduction to Optics (4) AND
PHYS 404 Biophysics (4) AND lab teaching or tutoring
(Two courses plus experience as a cluster)

PSYCHOLOGY

- PSYC 349 Methods of Research (4)

RELIGION

- RELE 459A Religion and Gender (4) AND
RELT 436 Philosophy of Religion (4)
(Two courses as a cluster)

SOCIAL WORK

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

WORLD LANGUAGES

- SPAN 348 Spanish-American Literature (4) OR
SPAN 428 Spanish-American Civilization (4) OR
SPAN 469 Themes in Spanish-American Literature (4)

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]

- MATH 115 Applications of Mathematics (4)
MATH 121 College Algebra (4)

IV. World Language [4 Units]

Three consecutive quarters of the same college, non-English language through level 103 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.

Course 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)

COURSES

LOWER DIVISION

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.

UNST 101 First Year Seminar (2)

An introduction to La Sierra University life, including the history and ethos of the University, the general education curriculum, 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. Must be enrolled during first & 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 class paints a picture of childhood in the United States and, at the same time, focus 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, contemporary American law and how it engages issues of gender-related behaviors and rights, and some global concerns about legal discrimination against women. It includes the 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 nineteenth-century New England to its present situation as a multicultural community of faith, including 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 and surveys the principal Adventist enterprises—health care, education, media and missions, as well as Adventist spirituality and the problems it encounters in a predominantly secular environment.

Prerequisite: ENGL 113 or 124; junior standing.

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 community value systems and the influence of these systems on individual and community judgments and choices. Not open to students with credit in RELT 237.

Prerequisite: ENGL 113 or 124; junior standing.

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 it 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.

Prerequisite: ENGL 113 or 124; 4 units that fulfill Theme IVA or Theme IVB requirements; completed or enrolled concurrently in college level math course 4. 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.

Prerequisite: ENGL 113 or 124; 4 units that fulfill Theme IVA or Theme IVB requirements; completed or enrolled concurrently in college level math course; junior 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.

Prerequisite: ENGL 113 or 124; 4 units that fulfill Theme IVA or Theme IVB requirements; completed or enrolled concurrently in college level math course; junior standing.

NSCI 407 Religion and Rationality (4)

An introductory study of the relationship between rational reflection and religious conviction. 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 and on 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.

Prerequisite: ENGL 113 or 124; 4 units that fulfill Theme IVA or Theme IVB requirements; completed or enrolled concurrently in college level math course; junior standing.

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.

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, 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: ENGL 113 or 124; junior standing.

UNST 985 Community Service

Activities related to specific courses, curriculums, or other University programs.

university honors

Douglas R. Clark, 2006. Director;
Lecturer in School of Religion
Ph.D. Vanderbilt University, Nashville, TN 1984
Hebrew Bible, Archaeology, Honors Administration

Gary L. Bradley, 1972. Professor of Biology
Ph.D. University of California, Davis 1982
Genetics

Gary Chartier, 2001. Assistant Professor of Business Ethics & Law
J.D. University of California, Los Angeles 2001
Ph.D. University of Cambridge 1991
Theology, philosophy, ethics, political theory, public policy, law and legal theory

Dahlie Conferido, 2006.
M.A. La Sierra University, Riverside 2005

Jeffrey N. Dupée, 1991. Associate Professor of History
Ph.D. Claremont Graduate University 2002
J.D. Peninsula University 1988
20th-century imperialism, modern China, modern Britain

Annemarie E. Hamlin, 1997. Assistant Professor of English
Ph.D. Claremont Graduate University 1998
American literature

John R. Jones, 1990. Associate Professor of New Testament
Studies and World Religions
Ph.D. Vanderbilt University 1982
Biblical languages and background, scriptural interpretation and theology, phenomenology of religion

Wonil Kim, 1994. Associate Professor of Religion
Ph.D. Claremont Graduate University 1996
Exegesis, theology, and hermeneutics of the Old Testament

Paul M. Mallery, 1993. Associate Professor of Psychology
Ph.D. University of California, Los Angeles 1994
Social and political psychology, intergroup relations

Krista Motschieder, 2002. Assistant Professor of Chemistry
Ph.D. University of California, Los Angeles 2000
Physical organic chemistry

Elvin S. Rodriguez, 1998. Professor of Music
Ed.D. Teachers College of Columbia University 1991
Piano, music technology

Charles Teel, Jr., 1967. Professor of Religion and Society
Ph.D. Boston University 1972
Religion and society, Christian ethics

James R. Wilson, 1991. Professor of Biology
Ph.D. University of Cincinnati 1976
Cell biology

Mary E. Wilson, 1994. Associate Professor of Communication
Ph.D. University of Southern California 2001
Organizational communication, mass communication

O B J E C T I V E

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 the program. The program aims to charge the imagination and enable students to recognize their own potentialities and responsibilities in an environment where student initiative is the guiding force. Courses are small and encourage discussion and interaction among students and between the 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:”

Knowing: Students are challenged to understand a wide variety of perspectives across space and time, and to explore the way 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.

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.

Special features of the University Honors Program include:

An international experience is integrated into the curriculum in the summer between the first and Sophomore years. Students travel to locations prepared to analyze and study them, going not just as tourists but as scholars.

A portfolio is developed documenting students' growth throughout the program, and provides 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.

Requirements: 72-99 quarter units The following requirements fulfill general education requirements (as an alternative to the University Studies curriculum) for students admitted into the University Honors Program. A student may elect to not 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>.

Honors Core Courses: [42 units]
UHNR 101, 114, 114L, 121, 122,
214, 214L, 224, 314,324,
404, 414, 424

Community Involvement: [3 units]
UHNR 354

Original Scholarship: [7-17 units]
UHNR 264, 464

Competencies: 20-37 units
Modern or Ancient Language through Intermediate I level (e.g. SPAN 201)
Mathematics through MATH 131 Calculus I; or MATH 121 College Algebra and MATH 251 Statistics I
PEAC 120 Lifetime Fitness (2)
ENGL 111, 112, 113 College Writing or ENGL 124 Freshman Seminar in Writing
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 their progress and develop their rhetorical skills.

COURSES

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 co-requisite: ENGL 112 or 124

UHNR 121 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 122.

Prerequisite: Language through level 102 (may be taken concurrently).

UHNR 122 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 121 (may be taken concurrently).

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 “B” or better.

UHNR 214/214L 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.

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 264 Honors Scholarship Colloquium (1)

The preparation and presentation of a proposal for the Honors Scholarship Project (UHNR 464).

Prerequisite: Sophomore standing.

UHNR 299 Directed Study (1-4)**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 121

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.

Prerequisite: One quarter of calculus or statistics; 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 of the ways the community involvement has changed the student and the community, with an analysis of each. 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: 314/314L

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 UHNR 404 and UNST 404.

Prerequisite: UHNR 264; completion or concurrent enrollment in UHNR 354.

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.

Prerequisite: Senior standing; completion or concurrent enrollment in UHNR 354.

UHNR 464 Honors Scholarship Project (1-16)

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 6 and a maximum of 16 units satisfy University Honors Program requirements. May be repeated for additional credit up to 16 units total; 6 units minimum required to fulfill graduation requirement. May be included in the credit for a major with the consent of the major department.

Prerequisite: Senior standing; UHNR 264.

UHNR 499 Directed Study (1-4)

continuing studies

OBJECTIVE

The Division of Continuing Studies seeks a broad base of students from many faiths and values student diversity as a strength. 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 ACCESS degree completion program is specifically designed to meet the academic needs of students 22 years of age and older and provides undergraduate degrees (B.A. and B.S.W.), which combine career-related and general education courses that may include credit for prior experiential learning.
- The iMBA is an integrated bachelor and master level program coordinated between the Division of Continuing Studies and the School of Business. The integrated Master of Business Administration degree is a multi-year program designed for students who have already earned an Associate degree; the Bachelor of Arts and Master of Business Administration degrees are granted through the School of Business.

ADMISSION INFORMATION

Division of Continuing Studies (DCS) ACCESS students must be at least 22 years of age and 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 administrator. Students will be notified in writing of the decision.

iMBA Program students must have completed an Associate degree, IGETC certification, or 90 transferable quarter units from an accredited institution with a minimum cumulative 2.5 grade point average. Exceptions to this standard must be petitioned and reviewed by the appropriate Division of Continuing Studies and School of Business program administrators.

FINANCIAL INFORMATION

The Division of Continuing Studies promotes its programs independently of other degree programs on campus. 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. See Federal Programs and Other Programs sections of this BULLETIN.

FEES

Current tuition rates, vehicle registration, and graduation fees are available from the DCS office. The portfolio evaluation fee is based on the number of quarter units to be assessed.

GENERAL EDUCATION REQUIREMENTS

The ACCESS Program, in cooperation with the College of Arts and Sciences, provides undergraduate degree programs to adults who have accumulated transferable college/university credits but do not have a bachelor's degree or desire another bachelor's degree.

Track III general education requirements encourage intellectual breadth and depth, appreciation of fine arts, responsible social relationships, service-learning, and a religious context. The Program is designed to be flexible and complement the transfer of previously earned college-level credits.

The general education curriculum required for the Bachelor of Arts and the Bachelor of Social Work degrees is available in the office of the Division of Continuing Studies or in the office of the Associate Provost.

PROGRAMS OF STUDY

The ACCESS Program offers two baccalaureate degrees (B.A. and B.S.W.). Graduates of the ACCESS Program participate in the University's June commencement ceremonies and are awarded traditional La Sierra University diplomas.

The curriculum for the Bachelor of Arts degree (B.A.) with a major in Liberal Arts is diversified, and offers a comprehensive liberal arts education; a specific area of concentration can be tailored to accommodate the student's interests and needs. The Liberal Arts curriculum also provides a good foundation for obtaining elementary or secondary teaching certification or for

enrolling in a master's degree program. (Education classes are offered through the School of Education.) The B.A. degree is granted through the College of Arts and Sciences.

The curriculum for the Bachelor of Social Work (B.S.W.) provides courses leading to a professional degree that can be used in a wide variety of social services careers. Social Work is one of the major helping professions today. It is a profession that can make a difference in the way people shape their lives, their environment, and their world throughout a lifetime. The B.S.W. curriculum is fully accredited by the Council on Social Work Education and is granted through the College of Arts and Sciences.

Graduates of the ACCESS Program participate in the University's June commencement ceremonies and are awarded traditional La Sierra University diplomas.

In cooperation with the School of Business, the Division of Continuing Studies contributes to offering the iMBA program. Graduates of the iMBA program participate in the University's June commencement ceremonies and are awarded a Traditional La Sierra University Bachelor of Arts in Management and Master of Business Administration degrees.

The curriculum for the iMBA is diversified and includes general education courses, undergraduate courses in business management, and graduate coursework in business administration. It is expected that all iMBA students have completed or will complete all non-Program academic requirements necessary to achieve graduation eligibility.

UNDERGRADUATE MAJORS

Bachelor of Arts in 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: Humanities; English and Communication; 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 including (32 upper division)

Humanities [16 units] (8 upper division)

Choose from: Fine Arts (history or appreciation of architecture, art, drama, theatre)
History and Culture

Music (history or appreciation)
World Languages
Philosophy
Religious Studies (except RELP Church & Ministry)

English and Communication [16 units](8 upper division)

Choose from: English Composition
Communication Skills
Literature

Math, Natural and Physical Science [12 units](8 upper division)

Choose from: Biology
Physical Anthropology
Chemistry
Computer Science
Environmental Science
Physical Geography
Geology
Mathematics/Statistics
Physics

Social Science [12 units](8 upper division)

Choose from: Anthropology (except Physical)
Child Development (Early Childhood Education)
Economics
Geography (except Physical)
Psychology
Political Science
Sociology

Area of Concentration [12 units]

Choose from: One of the four areas listed or Studio Arts

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 major courses are Required:

<i>Required:</i>	[75 units] (47-51 upper division) in the major
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) 4
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 w/ Individuals 4
SOWK 315	Social Work Methods: Generalist Practice w/ Groups 4
SOWK 316	Social Work Methods: Generalist Practice w/ Communities and Organizations 4
SOWK 317	Social Work Methods: Generalist Practice w/ 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: [20 units]

BIOL 107	Human Biology (or equivalent)	4
CPTG 104	Introduction to Information Systems (or equivalent)	4
MATH 251	Statistics (or equivalent)	4
PSYC 104	General Psychology (or equivalent)	4
SOCI XXXX	Sociology (one course)	4

iMBA

The iMBA Program is composed of a diversified curriculum leading to the Bachelor of Arts in Management and the Master of Business Administration (MBA) degree. Academic requirements include general education courses, undergraduate courses in business management, and graduate coursework in business administration. In addition to general education requirements fulfilled through transfer or current coursework, a listing of the specific iMBA Program course requirements is available from the Division of Continuing Studies or the School of Business.

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 (See the Transfer Credit section within the Academic Policies and Procedures section of this bulletin for complete information):

Equivalency examinations

1. 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. (See “Credit by Equivalency Examination,” in the Academic Policies and Practices section of this BULLETIN for more information.)
2. 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 program (See “CLEP Examinations and Advanced Placement Program,” Academic Policies and Practices in the General Information 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.

arts & sciences

MISSION

As a community of Christian scholars, the College of Arts and Sciences has as its fundamental purpose to provide an environment for learning and personal growth that challenges and enables students to develop their intellects and 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 educational institution within the larger mission of the Seventh-day Adventist Church, and in this mission the College is not only serving the church but is also one of the ways that the church serves. 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.

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, as far as possible, opportunities for persons of varied backgrounds and abilities to develop their maximum potential. To do this, the University has an Honors Program with a restrictive entrance requirement, 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 University Studies. 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 takes its perspective and its sense of purpose from basic Christian convictions and finds application of this perspective in every discipline. Moreover, a curriculum of deliberately designated religion courses, offered through the School of Religion, is required for every college degree. These courses treat 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 opportunity for religious growth and understanding, and present a context for a campus lifestyle. This Christian orientation is informed throughout by Seventh-day Adventist life and faith.

In offering opportunity for education, while the College draws a majority of its student population from persons of Seventh-day Adventist background. Furthermore, the College recruits and welcomes persons of other faiths who acknowledge the values of the education and lifestyle offered. In this it does not discriminate in regard to age, gender, ethnic origin, or handicap. Since the church is broadly interethnic 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. A program to develop English language skills for the international student and a class to orient students of other faiths to Seventh-day Adventist thought are part of the University's .

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 with a commitment to quality instruction, and to supply 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; It provides major support for art exhibits, musical productions and performances, drama productions, special lectures, and an occasional symposia. Contributions to this function are also made by faculty who do scholarly research, who edit scholarly journals, who act as consultants, and who perform as artists or who produce works of art.

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 faculty appointment on the College faculty.

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.

PRIMARY OBJECTIVE

The College has as its primary objective 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, its educational system, its medical services and 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.

DEPARTMENTS AND PROGRAMS IN 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

BACCALAUREATE DEGREE

The Bachelor of Arts (B.A.) curriculum is four years of coursework that places a major concentration within the context of a comprehensive liberal education. The Bachelor of Science (B.S.), Bachelor of Music (B.Mus.), Bachelor of Social Work (B.S.W.), or Bachelor of Fine Arts (B.F.A.) curriculum is four years of coursework with somewhat greater concentration in a major field.

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

B.A. – Art	B.S. – Biology
B.A. – Chemistry	B.S. – Biochemistry
B.A. – Communications	B.S. – Biomathematics
B.A. – English	B.S. – Biophysics
B.A. – Global Studies	B.S. – Chemistry
B.A. – History	B.S. – Computer Science
B.A. – Individual Major	B.S. – Exercise Science
B.A. – Liberal Arts	B.S. – Health Science
B.A. – Liberal Studies	B.S. – Information Science
B.A. – Music	B.S. – Mathematics
B.A. – Psychology	B.S. – Music Technology
B.A. – Sociology	B.S. – Physical Science
B.A. – Spanish	B.S. – Psychobiology
B.Mus. – Music	
B.S.W. – Social Work	
B.F.A. – Studio Arts	

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:

Architecture
Engineering
Geology
Law
Pre-Health Professions
Biomedical Data
Chiropractic Medicine
Cytotechnology
Dental Hygiene
Dentistry
Dietetic Technology (A.S.)
Health Information Administration

Health Geographics
 Medical Radiography (A.S.)
 Radiation Technology (B.S.)
 Medical Technology
 Medicine
 Naturopathic Medicine
 Nutrition and Dietetics
 Occupational therapy
 Occupational Therapy Assisting (A.S)
 Optometry
 Osteopathic Medicine
 Pharmacy
 Physical Therapy, (M.P.T)
 Physical Therapy, (D.P.T)
 Physician's Assistant
 Podiatric Medicine
 Respiratory Therapy (AS)
 Speech-Language Pathology and Audiology
 Surgical Technology
 Veterinary Medicine

Program requirements are:

- Residency: Two and three-year programs--36 units
 One-year programs--24 units
- Current enrollment at La Sierra University
- GPA requirement: Cumulative--2.5 minimum, La Sierra University--2.5 minimum
- Courses required for program: No courses with less than a "C" grade
- Students are not eligible for graduation ceremony participation

A student interested in any of the above professional career programs should 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 prior to admission to the professional program.

**P R E - P R O F E S S I O N A L
 C E R T I F I C A T E P R O G R A M S**

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

Three-year programs:

Chiropractic medicine
 Pharmacy
 Physical Therapy, D.P.T. (LLU)
 Podiatric Medicine

Two-year programs:

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

One-year programs:

Dietetic Technology
 Nursing, B.S., Track 2
 Occupational Therapy Assistant
 Medical Radiography/Radiation

additional courses

James W. Beach, Coordinator; Dean; Associate Professor of Mathematics
College of Arts and Sciences

C O U R S E S

PRE-GRADUATE/PRE-PROFESSIONAL

LOWER DIVISION

DENT 103 Introduction to Dentistry (2)

This course is designed to introduce students to the facets of dentistry and the challenges awaiting them. Students will have the opportunity to interact with dental specialists who will give guest presentations. Included is discussion of preparation for the DAT exam, dental school application, financial issues, personal issues and other relevant topics.

GRAD 204 Introduction to Graduate School (1)

Varying topics and issues relevant to attending graduate school, including techniques for review and selection, the application process, and financial aid resources.

Prerequisite: at least sophomore standing.

LBST 105 Seminar in Multiple Subject Matter for Teaching Credential (0.5)

First of two cornerstone courses for the Liberal Studies major for multiple subject matter program. Focus is on introduction to the portfolio requirements including dialogue and analysis of introductory classroom experiences.

LBST 205 Seminar in Multiple Subject Matter for Teaching Credential (0.5)

Second of two cornerstone courses for the Liberal Studies major for multiple subject matter program. Focus is on the multiple subject matter portfolio requirements including dialogue and analysis of introductory classroom experiences.

MDCN 204 Introduction to Medicine (2)

This course is designed to introduce students to the facets of medicine and the challenges awaiting them. Students will have the opportunity to interact with medical specialists who will give guest presentations. Included in the course is preparation for the MCAT exam, and discussion of medical school application, financial issues, personal issues and other relevant topics.

SPPA 284 Introduction to Speech-Language Pathology and Audiology (3)

Introduction to major types of disorders including terminology,

etiology, and diagnosis/treatment. Survey courses for pre-Speech-Language Pathology and Audiology majors, prospective teachers and others 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 application to medical school.

Prerequisite: at least junior standing.

CHILD DEVELOPMENT

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

LOWER DIVISION

CFSC 264 Foundations in Child Development (4)

Social-emotional behavior and development; health and safety; children with special needs; effective methods of working with children and parents, historical and theoretical perspectives of child development advocacy, 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 including: 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.

UPPER DIVISION

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)

Analysis of current theories and patterns of child rearing and parenting skills related to the wholistic development of the young child; exploration of contemporary issues in childrearing.

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**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.

GEOL 474 Field Studies in Geology (1-4)**GEOL 475 Current Topics in Geology (1-4)****INTERDEPARTMENTAL****INTD 115 Information Acquisition for College Success (2)**

Application of learning theory to the process of gathering, absorbing and retaining masses of information. Techniques lead to skill enhancement in the following applied areas: motivation and goal-setting, time management, rapid reading, multilevel thinking and comprehension, textbook decoding, memory strategies, note-taking, stress and anxiety reduction, vocabulary building, and time-space learning.

Prerequisite: ENGL 111 and permission of instructor.

LINGUISTICS**LING 445 Language Colloquium (4)**

Required of teaching majors. Taught by Department of World Languages.

LING 477 General Linguistics (4)

A study of language: phonology, morphology, syntax, semantics and the acquisition of language.

LING 495 Readings in Linguistics (2-4)

art

Beatriz Mejia-Krumbein, 1997. Chair; Professor of Art
M.F.A. James Madison University 1996
Painting, drawing, contemporary art

Susan D. Patt, 1979. Associate Professor of Art
M.Ed. Miami University 1976
Textiles and fibers, drawing, book arts, art appreciation

Terrill Thomas, 2001. Assistant Professor of Art
B.F.A. Art Center College of Design 1992
Interactive design

Timothy Musso, 2008. Assistant Professor of Art
M.F.A. California State University Long Beach 2007
Design, Typography, Printmaking

COLLABORATING FACULTY

Susan Elizalde-Holler
M.F.A. California State University at Fullerton
Ceramics, sculpture

Peter White
M.A. University of California, Riverside
Art History

MISSION

The art department seeks to prepare broadly capable graduates who are motivated, creative, and prepared for the personal and professional demands of fine art production, graduate school, and professional design careers. Its mission encompasses two primary goals:

1. To provide fine art and graphic design students with an understanding of, and ability to use creative process, media, and technology for personal expression and professional accomplishment based on a foundation in the rich history of world visual arts, and the unique perspectives of Seventh-day Adventist/Christian beliefs.
2. To provide an environment in which students of other disciplines may become acquainted with the artistic legacy of human kind. To encourage interest in the visual arts through formal lecture courses, exhibitions, and studio experiences which, long after the academic experience has ended, will continue to enrich the individual, family and society.

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 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 PRAXIS (or SSAT) subject area assessment. During the freshman year prospective teachers of both secondary and elementary levels should see the School of Education section of this Bulletin and 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 degree in Curriculum and Instruction designed for prospective elementary/secondary teachers is described in the Graduate Bulletin.

Degrees offered The Department of Art offers a Bachelor of Arts degree in Art and a Bachelor of Fine Arts degree in Studio Art, with two optional areas of emphasis: fine art and graphic design.

ART LEARNING OUTCOMES

1. To transform individuals into artistically trained, socially aware, skilled graduates ready to contribute to society through a trans-disciplinary university experience
2. To expand the awareness and appreciation of the history, culture and individuals that produced art through human history
3. To prepare students for:
 - A. Professional employment
 - B. Graduate school
 - C. Meaningful contributions to society
4. To provide an atmosphere of academic excellence, nurture and promote creativity
5. To create a positive environment where students can grow in their:
 - A. Spiritual awareness
 - B. Social awareness
 - C. Ability to recognize the contributions the arts can make to address human nature and environmental challenges
6. To have a solid foundation in:
 - A. Color theory and application
 - B. Visual design
 - C. Traditional media applications
 - D. Contemporary digital media
7. To enable students to understand, respond to, and articulate their responses to their work and the work of others
8. Through the visual arts inspire curiosity and exploration, increasing, interdisciplinary collaboration
9. Encourage faculty growth and professional development in their areas of academic expertise

MAJORS

Core curriculum Required of all students majoring in the Department of Art (47 units).

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:

74 units in art, including the core curriculum
ARTA 308, 408A
ARTS 274 or 284 (4 units)
Studio area of concentration (8 units beyond introductory class)
ARTX 486B, 496 (2 units)
Studio electives, 4 units

BACHELOR OF FINE ARTS

FINE ART

These 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:

102 units in art, including the core curriculum
ARTA 308, 408A
ARTS 274 or 284 (4 units), 314
Primary studio emphasis, 12 units upper division
Secondary studio emphasis, 8 units
Studio electives, 8 units
ARTX 486A, 486B, 495 (6 units), 496 (2 units)

GRAPHIC DESIGN

Required:

102 units in art, including the core curriculum
ARTA 408A
ARTS 194C, 248, 266, 314, 344, 345 (9 units),
394C, 395A
Studio electives, 8 units
ARTX 486A, 486B, 495 and/or 497 (6 units),
496 (2 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

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.

UPPER DIVISION

ARTA 307 History of Graphic Design (3)

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.

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 art of non-Western cultures.

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

CERAMICS

LOWER DIVISION

ARTS 274 Ceramics (4)
A. Introduction to the process of wheel throwing, glazing and firing.
B. 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 or consent of the instructor.

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.
Prerequisite: ARTS 115, 116, 117.

DRAWING

LOWER DIVISION

ARTS 224 Drawing (4)
A sequence of exercises that develops confidence in the ability to see, to 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.
A. **Structure (4)**
This course will continue building solid foundations in drawing skills through observation. Covers the geometric foundation of structure and linear perspective. The students will develop expressiveness qualities in a variety of ways including: line, space, value, shape, texture, and emphasis on composition.
Prerequisite: ARTS 224
B. **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. Only for art majors--juniors and seniors.
C. **Special projects (2-4)** May be repeated for additional credits.
Prerequisite: ARTS 224

FIBERS AND FABRICS

LOWER DIVISION

ARTS 264 Images on Fabric (4)
Basic surface design techniques that enable students to impart images and texture to fabric and fiber. Traditional techniques and contemporary variations are explored as methods to develop meaningful surfaces incorporating the use of image, pattern and surface texture.

ARTS 265 Weaving (4)
An 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)

This course is designed to expand the conceptual and aesthetic boundaries of the book as a structure for creative expression and visual communication. Students develop basic bookmaking skills through the design and production of one-of-a-kind books.

UPPER DIVISION

ARTS 364 Images on Fabric Workshop (2-4)

Various aesthetic and technical explorations in surface design and weaving to aid the student in developing personal work. May be repeated for additional credit.

Prerequisite: ARTS 264 or consent of the instructor.

ARTS 365 Weaving Workshop (2-4)

Students continue their study of weaving as a design tool. May include loom-controlled and/or weaver-controlled methods. May be repeated for additional credit.

Prerequisite: ARTS 265 or consent of the instructor.

ARTS 366 Workshop in Handmade Books (2-4)

Continued study and concept development as it relates to book arts. May be repeated for additional credit.

Prerequisite: ARTS 266 or consent of the instructor.

GRAPHIC DESIGN AND ILLUSTRATION

LOWER DIVISION

ARTS 194 Digital Design Fundamentals (3, 3, 3)

A series of project-based courses designed to introduce students to the latest digital tools used in image creation and page design. Each course focuses on developing software skills and concept development that are the foundation for working digitally.

ARTS 194B Photoshop and Illustrator Basics

Introductory course to image design using Adobe Photoshop and Illustrator. Topics include shooting digitally, color correction, retouching and preparing images for web and print.

Prerequisite: None

ARTS 194C Print and Web Design Basics

Introductory course to print design and web design using Photoshop, Illustrator, InDesign, Dreamweaver and Flash. Print topics include preparing graphics and photos for professional page design and output. Web topics include preparing images for web, site design, customizing blogs and an introduction into Flash Animation.

Prerequisite: ARTS 194B

ARTS 194D Flash and Video Basics

Introductory course to working with time based software using Macromedia Flash and Apple's iMovie and Final Cut Pro. Topics include linear animation, motion design, sequence, digital video basics and audio.

Prerequisite: None

ARTS 248 Intro to Graphic Design (3)

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.

Prerequisite: ARTS 115, 116, 194B, 194C

UPPER DIVISION

ARTS 344 Typography (3)

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 248

ARTS 345 Visual Communication Design (3, 3, 3)

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.

Prerequisite: ARTS 194B, 194C, 248, 344 or consent of instructor

ARTS 346 Illustration (2-4, 2-4)

Intensive and experimental use of color media based on direct observation of still life and live model. May be repeated for additional credit.

A. Principles of illustration utilized in editorial and commercial work.

B. Exploration of concepts and techniques employed in the communication of an idea or story through traditional and digital media.

Prerequisite: ARTS 224 or consent of the instructor.

ARTS 394 Multimedia, 3D, and Video

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

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.

Prerequisite: None

ARTS 394B Maya 3D Character Design

An advance course in 3D modeling with an emphasis on character design and animation. Projects include creating skeleton joints, binding skin, organic modeling and character controls. Character driven final project will integrate audio.

Prerequisite: ARTS 394A

ARTS 394C Flash Interface Design

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

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.

Prerequisite: None

ARTS 395 Web Design (3, 3, 3)

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.

A. Communication principles

Software used: Illustrator, Dreamweaver

B. Advanced concepts

Software used: Illustrator, Dreamweaver, Flash

C. Special project

Software used: Dreamweaver, Fireworks, Flash

Prerequisite: ARTS 115, 116, 194B, 244

PAINTING

LOWER DIVISION

ARTS 234 Painting (2-4)

The study, practice, and development of skills necessary to create two-dimensional art work using a variety of media such as watercolor, acrylic, and oil paint.

Prerequisite: ARTS 224, ARTS 115

UPPER DIVISION

ARTS 334 Painting Workshop (2-4)

Emphasis on painting as a human expression. Media and the nature of projects may be defined individually in cooperation between instructor and student. May be repeated for additional credit.

Prerequisite: ARTS 234

PHOTOGRAPHY

LOWER DIVISION

ARTS 255 Photography (4)

Introduction to digital editing and manipulation, fine printing techniques with emphasis in creative exploration, interpretation and technical proficiency.

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 or consent of the instructor.

PRINTMAKING

LOWER DIVISION

ARTS 254 Printmaking (4)

An introduction to major printmaking methods. 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 or consent of the instructor.

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 effectively express or communicate their ideas and/or emotions. This may include digital image development. May be repeated for additional credit.

Prerequisite: ARTS 254 or consent of the instructor.

SCULPTURE

LOWER DIVISION

ARTS 284 Sculpture (4)

Studio practices include 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 or consent of the instructor

PROFESSIONAL STUDIES

LOWER DIVISION

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.
Prerequisite: Consent of the instructor. Only for art majors.

UPPER DIVISION

ARTX 486 Topics in Art (2-4)

May be repeated for up to 12 units of credit.

ARTX 486A Professional Practices (2)

This course addresses career goals as well as introducing students to a variety of art and design business practices. Topics covered include portfolio, resumes, contracts, graduate school application and gallery representation.

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: ARTX 496A. Project proposal must be approved by art faculty during quarter prior to registration for Senior Project.

ARTX 496 Art Seminar (2)

A variety of experiences that relate to the production of art and design. May include galleries/ museum visits, lectures, workshops and seminars. May be repeated for additional credit. Content may change from quarter to quarter. May include photography for portfolio, special lectures and workshops.

ARTX 497 Internship (2-8)

On-the-job training experience in the professional environment as it relates to the student's major.
Prerequisite: Submission of "Notice of Intention Form" and approval by art faculty during quarter prior to registering for the course.

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 or consent of the instructor. May be repeated for up to 12 units of credit.

ARTX 499 Directed Study (1-4)

Independent project in fine art, graphic design or art history.
Prerequisite: Consent of the instructor. Only for 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, culminating in the production of artwork expressing the student's religious beliefs and philosophy of life.

D E P A R T M E N T O F

biology

James R. Wilson, 1991. Chair; Professor of Biology
Ph.D. University of Cincinnati 1976
Cell biology

Gary L. Bradley, 1972. Professor of Biology
Ph.D. University of California, Davis 1982
Genetics

Natasha S. Dean, 2003. Assistant Professor of Biology
Ph.D. Loma Linda University 2004
Microbiology

Lee F. Greer, 2007.
Ph.D. Loma Linda University 2007
Genomics-bioinformatics, phylogenetics, and developmental biology

L. Lee Grismer, 1994. Professor of Biology
Ph.D. Loma Linda University 1994
Herpetology, systematics, biogeography

Eugene E. Joseph, 1989. Assistant Professor of Biology
Ph.D. Morehouse School of Medicine 2004
Anatomical and biomedical sciences

Lawrence R. McCloskey, 1996. Professor of Biology
Ph.D. Duke University 1967
Marine biology, invertebrate biology, oceanography, ecology

John Perumal, 2002. Professor of Biology
Ph.D. University of Western Ontario 1994
Botany, ecology

Shereen Sabet, 2009. Assistant Professor of Biology
Ph.D. University of California, Los Angeles, 2003
Microbiology, Immunology

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 medicine.

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, and 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.

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 CCET (or SSAT) subject area assessment. During the freshman year prospective teachers of both secondary and elementary levels should see the School of Education section of this Bulletin and 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 degree in Curriculum and Instruction designed for prospective elementary/secondary teachers is described in the Graduate Bulletin.

FIELD STUDY OF BIOLOGY

To provide first-hand experiences in field biology rather than only accumulating book knowledge, the Department of Biology at La Sierra University offers fieldwork-based opportunities through its Field School. Currently, we coordinate an annual 2-3 week course in tropical environment, typically in late June and July. The most recent trips have involved study of the island herpetofaunas of the Bay Islands in Honduras and of Pulau Tioman in Peninsular Malaysia. The locations, departure date, and duration may change from year to year depending on our research objectives. During this course, students plan and conduct fieldwork, including travel logistics, equipment selection and coordination, specimen collection and preparation, and preparation 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 101R Ecosystem Biology (5) (includes lab)
- BIOL 102R Processes in Biology (5) (includes lab)
- BIOL 103R Biology of Organisms (5) (includes lab)
- BIOL 400R Paleobiology (5)
- BIOL 406R Introduction to Marine Biology (5)
- BIOL 408R Biology of Marine Invertebrates (5)
- BIOL 418R Biology of Lower Plants (5)
- BIOL 426R Marine Phycology (5)
- BIOL 437R Biology of Aquatic Plants (5)
- BIOL 454R Behavior of Marine Organisms (5)
- BIOL 455R Comparative Physiology (5)
- BIOL 460R Marine Ecology (5)
- BIOL 462R Ichthyology (5)
- BIOL 465R Ornithology (5)
- BIOL 468R Plant Anatomy (5)
- BIOL 469R Animal Behavior (5)
- BIOL 475R General Entomology (5)
- BIOL 477R Natural History of Vertebrates (5)
- BIOL 485R Systematic Botany (5)
- BIOL 486R Topics in Biology (1-5)

* **GENERAL BIOLOGY (BIOL 101R -103R)** is taught every summer. Normally four to six of the upper-division courses are offered during any summer. Further information is given in the "At Your Service" section of this Bulletin, and a brochure describing the summer's offerings is available from the La Sierra University Department of Biology.

D E G R E E S O F F E R E D

The Department of Biology offers a Bachelor of Science degree in biology which requires one of the following areas of emphasis: Biological Science or Biomedical Science. A minor in biology is also available.

BIOLOGY LEARNING OUTCOMES

1. Graduates will demonstrate knowledge of basic concepts in the biological sciences and integrate their knowledge to support learning in other disciplines.
2. Pre-professional graduates will be proficient in the biological science sections of pre-professional entrance exams (MCAT, DAT, etc.)
3. Graduates will have developed a world view that includes an understanding of professional and ethical responsibility regarding personal, social and environmental issues. They should know relevant biological standards or codes of ethics and be able to use these to make appropriate ethical judgements.
4. Graduates will be able to think critically and communicate their understanding about what constitutes appropriate use of science in distinguishing between fact, fiction and faith.
5. Students will demonstrate methods of biological research including skills in: data acquisition and analysis, writing research proposals and reports, the ability to design and

- follow experimental protocols, and presentation of research results. Development of these skills may result in opportunities to work with faculty in laboratory and field research and share authorship on resultant publications.
6. Students will be able to employ technical skills commonly used for biological research.
 7. Students will develop leadership skills by participating in the Teaching Assistant Program, Community Involvement Projects or as officers of clubs centered in the Biology Department (Tri-Beta Honors Society, the Environmental Club and Pre-Med Club).
 8. Students should be able to apply their understanding of biology to current events in the popular and scientific media.
 9. Students will strengthen their learning opportunities through increased involvement and participation in Biology classes where faculty use innovative presentation and interactive techniques and technologies.

M A J O R S

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 60 units of biology courses, majors must also take UNST 404B in their last year.

1 unit may be applied to the biology major for each biochemistry course elected from CHEM 491, 492 and 2 units from CHEM 493

Required cognates:

CHEM 111, 111L, 112, 112L, 113, 113L, 371, 372, 372L, 373, 373L

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, any upper division course taught at Rosario Marine Station.

Biomedical Science

BIOL 376 or 414 or 415, 446, 466, plus 11 units from:

BIOL 434, 436, 439, 474

Biomathematics

Offered with the Department of Mathematics and Computing (see requirements under that department).

Biophysics

Offered with the Department of Physics (see requirements under that department).

Psychobiology

Offered with the Department of Psychology (see requirements under that department).

MINOR

BIOLOGY

30 units in biology, including:

BIOL 111, 111L, 112, 112L, 113, 113L

Remaining units selected from 300 or 400 level biology courses.

COURSES

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.

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.

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 and function, nutrition, circulation, immunity, excretion, hormones, reproduction, development, and neuronal systems.

Prerequisite: BIOL 111

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.

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.

Prerequisite: BIOL 111, 112

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.

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 and nursing. Topics covered are: organization of the body, cells, tissues, integumentary system, skeletal system, muscular system, and nervous system.

Four class hours and one three-hour laboratory per week. Does not apply toward a major in biology.

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 and drug resistance, and basic immunology. 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. The students will 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 will learn to do calculations to make solutions, use balances and pH meters and also become proficient in the use of spectrophotometers and centrifuges. The course is one unit, meets for a three-hour time period once per week.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L

BIOL 222 Tools and Methods II (1)

This laboratory course builds in 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 will 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 will also be introduced to the principles of the scientific method and experimental design. The course is one unit, meets for a three-hour time period once per week.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L, 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 will be discussed by faculty to study particular phenomena; students will develop hypotheses and then take measurements to test their hypothesis. The use of appropriate controlled variables and methods of graphical presentation will be discussed. A brief introduction to statistical methods will be included so that appropriate methods and sample sizes can be proposed. Students will then be guided in the development of a hypothesis-based research proposal, do a literature search then write and present a research proposal. The course is one unit and meets for a three-hour time period once a week.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L, 221, 222.

BIOL 295 Undergraduate Research (1-4)

Original investigation pursued under the direction of a faculty member. Limited to freshman and sophomores with a minimum overall GPA of 3.0. 1-3 credits will be graded S/U. Four credits will receive letter grades. Four credits maximum.

BIOL 299 Directed Study (1-4)

Taught on an arranged basis.

Prerequisite: Consent of the Biology Department Chair, and arrangement with an instructor. Four credits maximum.

UPPER DIVISION

With the exception of BIOL 327, in addition to other listed prerequisites for each upper division course, a successfully completed sequence in General Biology (BIOL 111, 111L, 112, 112L, 113, 113L) is required. The General Biology prerequisites may be waived by consent of the instructor for pre-professional students wishing to take BIOL 434 or 446.

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.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L, CHEM 371

BIOL 301L Cell and Molecular Biology Projects Laboratory (1)

Investigation-based laboratories designed for student research experience. Projects will focus on methods of modern cell biology, and will 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.

Prerequisite: BIOL 221, 222, 223.

BIOL 302 Genetics (4)

Principles of genetic analysis of viruses, bacteria, and eukaryotes; molecularly based but includes classical concepts.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L, 301, 301L

BIOL 302L Genetics Projects Laboratory (1)

Investigation-based laboratories designed for student research experience. Projects will focus on methods of modern genetics, and will 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.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L, 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.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L, 302, 302L

BIOL 303L Developmental Biology Projects Laboratory (1)

Investigation-based laboratories designed for student research experience. Projects will focus on methods of modern developmental biology, and will 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.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L, 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.

BIOL 350 Colloquium (1)

Junior and senior level departmental seminar course involving speakers who will present the results of their current research for one quarter only. IP grade assigned until attendance at 12 colloquiums over multiple quarters have been accumulated.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L

BIOL 376 Biostatistics (4)

Statistical analysis of biological systems, including both parametric and nonparametric methods.

Prerequisite: BIOL 111, 111L, 112, 112L, 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.

Prerequisite: BIOL 111, 111L, 112, 112L, 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.

Prerequisite: BIOL 111, 111L, 112, 112L, 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 substituting for some labs. Offered occasionally.

Prerequisite: BIOL 111, 111L, 112, 112L, 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 minimum of one national scientific meeting within the Southern California area. Limited class size.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L or consent of instructor. 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.

Prerequisite: BIOL 111, 111L, 112, 112L, 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.

Prerequisite: BIOL 111, 111L, 112, 112L, 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.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L

BIOL 436 Immunology (4)

Consideration of the diverse roles of the vertebrate immune system with special attention to events that occur at the level of cellular communication and signaling. The immune response against cancer and the interaction of the immune system with the central nervous system will be explored. The components of the immune response will be developed in light of available experimental evidence, and immunology will be presented as an investigative science.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L

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, abnormal thought and behavior are explored. Genetic correlates of behavior also considered. Identical to PSYC 452.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L, 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.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L General Biology prerequisite may be waived by instructor. Permission of the instructor is required for enrollment.

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.

Prerequisite: BIOL 111, 111L, 112, 112L, 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.

Prerequisite: BIOL 111, 111L, 112, 112L, 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 animals, subject to rigorous analysis and experimentation and based on objective data.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L

BIOL 474 Microbiology (4)

Biology of bacteria, viruses, protozoans and 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.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L, 301 (can be concurrently enrolled), or consent of instructor.

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 as to 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.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L

BIOL 485 Systematic Botany (4)

Classification of vascular plants with emphasis on flowering plants. Emphasis is made on species identification with the aid of botanical keys, recognition of plant families and noting habitats when various species occur. Other taxonomic methods will also be introduced. Three class hours and one three-hour laboratory or the equivalent per week.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L

BIOL 486 Topics in Biology (1-4)

Reviews specific areas of biological science, offered at the discretion of the department. The student may repeat different sections of the course for additional credit.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L, or consent of instructor. Four credits maximum.

BIOL 487 Field Study in Biology (1-5)

Field courses offered at the discretion of the department. Recent examples include BIOL 487C (4 units), Natural History of Baja California, and BIOL 487E (5 units), Tropical Field Biology/Tioman (5 units). Normally offered during the summer. Involve a considerable amount of travel and fieldwork. Repeats of different sections may be approved for additional credit.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L, or consent of instructor.

BIOL 495 Undergraduate Research (1-4)

Original investigation pursued under the direction of a faculty member. Limited to students with a minimum overall GPA of 3.0 and upper division status. 1-3 credits will be graded S/U. Four and more credits will receive letter grades. Students may repeat BIOL 495 for up to 10 credits, under the following circumstances: for 4 credits and for repeat credits (4-10), a formal proposal prepared by the student will be reviewed and approved by the biology faculty, and a progress report submitted by the student at the end of the quarter. Students taking 10 credits of BIOL 495 may elect to substitute these for up to 2 credits of required courses with the suffix "L" and 8 credits of electives.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L and formal agreement with the supervising instructor.

BIOL 499 Directed Study (1-4)

Independent project, not involving original research, taught on an arranged basis.

Prerequisite: BIOL 111, 111L, 112, 112L, 113, 113L and consent of the Biology Department Chair, and arrangement with an instructor. Four credits maximum.

UNST 404B Religious, Moral, and Social Aspects of Biology (4)

Department's capstone course, dealing with current philosophical issues in biology.

Prerequisite: Biology major with senior standing.

D E P A R T M E N T O F

chemistry

Marvin A. Payne, 1997. Chair; Associate Professor of Chemistry
Ph.D. University of North Texas 1993
Biochemistry, enzyme mechanisms

Nate Brandstater, 2004. Associate Professor of Chemistry
Ph.D. University of California Los Angeles 1996
Physical chemistry

Jennifer Helbley, 2006. Assistant Professor of Chemistry
Ph.D. University of Nevada, Reno 2006
Materials Chemistry

Michael S. Malarek, 2008. Assistant Professor of Chemistry
Ph.D. University of Melbourne, Australia
Organometallic Chemistry

Krista Motschieder, 2002. Assistant Professor of Chemistry
Ph.D. University of California, Los Angeles 2000
Physical organic chemistry

H. Raymond Shelden, 1969. Professor of Chemistry
Ph.D. University of California, Irvine 1969
Physical organic chemistry

G. Roger Tatum, 1979. Professor of Chemistry
Ph.D. University of Maryland 1979
Instrumental and inorganic chemistry

Clyde L. Webster, 2000. Research Professor of Chemistry
Ph.D. Colorado State University, Ft Collins 1972
Inorganic Geochemistry

Leland Y. Wilson, 1974. Research Professor of Chemistry
Ph.D. University of Nebraska 1964
Physical and computational chemistry

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 for majors 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.

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 PRAXIS (or SSAT) subject area assessment. During the freshman year prospective teachers of both secondary and elementary levels should see the School of Education section of this Bulletin and 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 degree in Curriculum and Instruction designed for prospective elementary and secondary teachers is described in the Graduate Bulletin.

DEGREES OFFERED

The Department of Chemistry offers a Bachelor of Arts degree in chemistry and Bachelor of Science degrees in biochemistry, chemistry, and physical science. A minor in chemistry is available.

CHEMISTRY 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 & 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, experiment design and keep legible, accurate, and complete experimental records.
8. Demonstrate ethical behavior in presenting & reporting results, utilizing chemical information, and pursuing research as well as being aware of current ethical issues in society which involve chemistry.

M A J O R S

Core curriculum Required of all students majoring in the chemistry department.

Required:

CHEM 111, 111L, 112, 112L, 113, 113L, 205 (2 units), 224, 351, 351L, 352, 352L, 371, 372, 372L, 373, 373L, 375, 405, 408

Required cognates:

MATH 131, 132
PHYS 231, 231L, 232, 232L, 233, 233L

Senior assessment: Must participate in the department's assessment program, which may include taking a comprehensive chemistry assessment test during the winter or spring term of the senior year on a date announced and tests in UNST 404D.

BACHELOR OF ARTS

CHEMISTRY

Required: 60 units in chemistry, including the Core curriculum CHEM 353, 353L; and two of the following: 424 & 424L; or 425 & 425L; or 426 & 426L

BACHELOR OF SCIENCE

BIOCHEMISTRY

Required: 69 units in chemistry, including the Core curriculum CHEM 424 & 424L or 425 & 425L or 426 & 426L; 491, 491L, 492, 492L, 493, 493L, 1 unit of either 498 (1 unit) or 499

Required cognates:

BIOL 111, 111L, 112, 112L, 113, 113L

CHEMISTRY

Required: 69 units in chemistry, including the Core curriculum CHEM 353, 353L; 1 unit of either 498 (1 unit) or 499 and two of the following: 424 & 424L or 425 & 425L or 426 & 426L

Required cognates:

MATH 133

PHYSICAL SCIENCE

Designed for students interested in teaching in the physical sciences, with emphasis in chemistry.

Required: 72.5 units in chemistry and physics, including the core curriculum (PHYS 231, 231L, 232, 232L, 233, 233L count on major)
CHEM 417 and 353, 353L or 415 or 424 & 424L or 425 & 425L or 426 & 426L
GEOL 314
PHYS 304

Required cognates:

BIOL 111, 111L, 112, 112L, 113, 113L

For teaching credentials:

See School of Education section in this Bulletin.

M I N O R

CHEMISTRY

35 units in chemistry, including

CHEM 111, 111L, 112, 112L, 113, 113L, 371, 372, 372L, 373, 373L

The remaining 8 units Other courses must be selected from those upper division courses applicable to a chemistry major.

BIOCHEMISTRY

35 units in chemistry, including

CHEM 111, 111L, 112, 112L, 113, 113L, 371, 372, 372L, 373, 373L

At least 6 units of upper division biochemistry.

The remaining 2 units must be selected from upper division courses applicable to a biochemistry or chemistry major.

C O U R S E S

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. Concurrent registration in or credit in CHEM 101L is required.

Prerequisite: Eligibility for MATH 007.

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 with a minimum grade of C.

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.

Prerequisite: CHEM 102 with a minimum grade of C.

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. An investigation into the structure and reactivity of chemical materials, including atomic structure; mass, mole and stoichiometric relationships in compounds and reactions; qualitative and quantitative aspects of solutions; thermochemistry; and elementary quantum theory. Four class periods per week. Must be taken in sequence. Concurrent registration in CHEM 111L is required.

Prerequisite: Eligibility for MATH 121.

CHEM 112 General Chemistry II (4)

A continuation of the general chemistry sequence. Topics covered include qualitative and quantitative aspects of solutions; the properties of solutions; acid/base chemistry; physical and chemical properties of gas phase systems; the liquid and solid states of matter; and coordination compounds. Four class periods per week. Must be taken in sequence. Concurrent registration in CHEM 112L is required.

Prerequisite: CHEM 111 with a grade of C or better.

CHEM 113 General Chemistry III (4)

A continuation of the general chemistry sequence. Topics covered include thermochemistry, chemical kinetics, nuclear chemistry; the equilibrium properties of chemical systems; aspects of solubility; principles of thermodynamics; electron transfer reactions and electrochemistry. Four class periods per week. Must be taken in sequence. Concurrent registration in CHEM 113L is required.

Prerequisite: Completion of CHEM 112 with a grade of C or better.

CHEM 111L, 112L, 113L General Chemistry Laboratory I, II, III (1, 1, 1)

Laboratory work in the principles and techniques of quantitative analysis and inorganic qualitative analysis. One three-hour laboratory per week. Must be taken concurrently with CHEM 111, 112, 113 respectively.

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)

Designed for General Education students. 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 111, 112, 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 hours laboratory 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 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 chemistry or biochemistry.

Prerequisite: Admittance into ACCESS program. Eligibility for MATH 121.

CHEM 351 Physical Chemistry: Thermodynamics 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.

Prerequisite: CHEM 111, 112, 113, 224; MATH 131, 132; PHYS 231, 232, 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. Concurrent registration or credit in CHEM 351 required. One three hour laboratory per week.

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.

Prerequisite: CHEM 351 with a minimum grade of C.

CHEM 352L Physical Chemistry Laboratory II (1)

Emphasizes use of optical instruments for determination of kinetic, equilibrium and physical constants of chemical systems. Concurrent registration or credit in CHEM 352 required. One three-hour laboratory per week.

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. Identical to PHYS 315.

Prerequisite: CHEM 352 with a minimum grade of C.

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. Concurrent registration or credit in CHEM 353 required. One three hour laboratory per week.

CHEM 371, 372, 373 Organic Chemistry I, II, III (4, 3, 3)

First quarter: an integrated, mechanistic study of the nomenclature, chemical and stereo-chemical properties of aliphatic hydrocarbons. Second and third quarters: continues the study of the major aliphatic and aromatic functional groups, including biochemical compounds. First quarter: four class periods per week; second, third quarters: three class periods per week. Concurrent registration in CHEM 372L required for CHEM 372, and in CHEM 373L for CHEM 373.

Prerequisite: CHEM 111, 112, 113. A minimum grade of C is required to continue in sequence.

CHEM 372L, 373L Organic Chemistry Laboratory (1,1)

Laboratory work including the preparation, purification and identification of organic compounds with the analytical techniques of GC/MS, NMR and IR. One three-hour laboratory per week. Concurrent registration or credit in CHEM 372, 373 required.

CHEM 375 Advanced Organic Laboratory (1)

Identification of organic compounds using both solution and instrumental methods, including IR, GC/MS and NMR. One three-hour laboratory per week.

Prerequisite: CHEM 373.

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 or consent of the department chair.

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 111, 112, 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 111, 112, 113, and 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. Concurrent registration or credit in CHEM 424 required. One three hour laboratory per week.

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. Concurrent registration or credit in CHEM 425 required. One three hour laboratory per week.

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. Concurrent registration or credit in CHEM 426 required. One three hour laboratory per week.

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 371, 372, 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 491, 492 or consent of the instructor.

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 371, 372, 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.

Prerequisite: CHEM 491 (or concurrent registration), CHEM 224 with a grade of "C" or better.

CHEM 492 Biochemistry II (3)

Molecular structure and function of biomolecules, including: carbohydrate metabolism and glycolysis, citric acid cycle, gluconeogenesis, glyoxylate pathway, and pentose phosphate pathway; cytochrome system and oxidative phosphorylation; photosynthesis; and lipid, amino acid, and nucleotide metabolism.

Prerequisite: CHEM 491 with a minimum grade of C.

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.

Prerequisite: CHEM 492 (or concurrent registration), CHEM 491L, CHEM 224 with a minimum grade of C.

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 with a minimum grade of C.

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.

Prerequisite: CHEM 493 (or concurrent registration), CHEM 492L, CHEM 224 with a minimum grade of C.

CHEM 498 Directed Research (1-4)

Completion of a laboratory research project under the direction of an on-campus faculty

member or approved off-campus research supervisor. Minimum three hours laboratory per

week per unit of credit. A maximum of 4 four units may be applied toward the major.

Prerequisite: Consent of the department chair.

CHEM 499 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..

UNST 404D Religious, Moral, and Social Aspects of Chemistry (4)

Explores the philosophical interaction between the practice of science and basic tenets of the Christian faith with an emphasis on chemically-related topics. Includes summaries of the major themes of chemistry and senior assessment exercises. Does not apply towards a major or minor. Satisfies general education requirement. Includes a service-learning component.

Four classes per week.

Prerequisite: Senior standing in department or consent of the department chair.

computer science & information systems

Jon D. Vanderwerff, 1998. Chair; Professor of Mathematics
Ph.D. University of Alberta 1992
Functional analysis, geometry of Banach spaces

Vernon W. Howe, 1974. Professor of Mathematics and
Computer Science
Ph.D. Dartmouth College 1971
Algebra, modeling, theoretical computer science

Enoch O. Hwang, 1998.
Professor of Computer Science
Ph.D. University of California, Riverside 1999
Databases, networking, hardware

Barbara Kreaseck, 1989.
Associate Professor of Computer Science
Ph.D. University of California San Diego 2003
Program analysis, distributed computation

Ping-Herng Denny Lin, 2001. Instructor in Computer Science
M.S. California State University, Fullerton 2002
Software engineering, distance learning

Cheng F. Ng, 1991, 2002. Professor of Computer Science
Ph.D. University of California, Irvine 1991
Algorithms, data structures

COLLABORATING FACULTY

Hilmer W. Besel, 1960.
M.A. University of Nebraska 1952

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.

DEGREES OFFERED

The Department of Mathematics and Computer Science offers Bachelor of Science degrees in computer science and in information systems. A minor in computer science is available.

Computer Science:

1. Correctly analyze problems for possible computer solutions; design and implement efficient solutions.
2. Understand how core data structures work; implement and apply them to solve problems.
3. Know how machine instructions are stored and executed; program at the machine/assembly language level.
4. Understand the concept and design of computer architecture components such as adders, ALU, memory, cache, control unit, data path, CPU.
5. Understand the core network protocols and be able to design/implement programs that utilize them.
6. Understand the components of an operating system such as resource scheduling, memory management, process management, security.
7. Understand professional ethics and the impact of computers on society.
8. Be able to design a large-scale software system.
9. Be able to communicate and work effectively in a team environment.
10. Be able to design appropriate test data for a given software solution/application.
11. Be able to program in at least two high-level languages

Information Systems:

1. Correctly analyze problems for possible computer solutions; design and implement efficient solutions.
2. Understand how core data structures work; implement and apply them to solve problems.
3. Know how machine instructions are stored and executed; program at the machine/assembly language level.
4. Analyze/understand the informational needs of an organization and to provide a high-level design of an information system.
5. Understand professional ethics and the impact of computers on society.
6. Be able to design a large-scale software system.
7. Be able to communicate and work effectively in a team environment.
8. Be able to design appropriate test data for a given software solution/application.
9. Be able to program in at least two high-level languages

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 (at most 8 from MATH) from the following:

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

12 additional units of upper division computer science or mathematics courses

MATH 131

Required cognates:

ACCT 211, 212

BUAD 444

MGMT 304, 356

ECON 254, 255

MATH 251 or BUAD 341

MINORS

COMPUTER SCIENCE

36 units, including

CPTG 121, 122, 244, 245

12 additional units of upper division CPTG

8 units of additional coursework, selected with departmental approval

COURSES

LOWER DIVISION

CPTG 104 Introduction to Information Systems (4)

Conceptual basis of computer operations, logic, introduction to use of word processing, spreadsheet, database, and Internet access software. Applications to personal and business problems.

Prerequisite: MATH 007 appropriate score on math placement exam.

CPTG 121 Introduction to Computer Science I (4)

Solving problems through structured programming of algorithms on computers, using the C++ 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 appropriate score on math placement exam or consent of the instructor

CPTG 122 Introduction to Computer Science II (4)

Structured and object-oriented programming in C++, 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.

Prerequisite: CPTG 122

CPTG 255 Systems and Network Programming (4)

Programming projects using application program interfaces (API) 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)

May be repeated for additional credit with consent of the department chair.

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.

Prerequisite: CPTG 244, 245; or consent of the instructor

CPTG 334 Systems Analysis (4)

Approaches to the analysis and design of management and information systems. Offered alternate years.

Prerequisite: CPTG 244 or consent of the instructor

CPTG 345 Digital Logical 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.

Prerequisite: 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 or consent of the instructor

CPTG 434 Operating Systems (4)

Study of the design and implementation of operating systems. CPU management, memory management, process management, file systems, scheduling, protection and security. Offered alternate years.

Prerequisite: CPTG 244, 245; or consent of the instructor

CPTG 445 Computer Architecture (4)

Computer organization and architecture, RISC, pipelining, memory hierarchy, cache, virtual memory. Offered alternate years.

Prerequisite: CPTG 244, 245; or consent of the instructor

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 or consent of the instructor

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.

Prerequisite: CPTG 324 or CPTG 334, and 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, 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 on any program in the Department of Mathematics and Computer Science.

Identical to MATH 485. May not register for both CPTG 485 and MATH 485 during the same term.

Prerequisite: MATH 131 or consent of the instructor.

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.

Prerequisite: CPTG 244, 245; or consent of the instructor.

CPTG 494 Internship (0-8)

A minimum of 10 weeks of structured and supervised work experience. Limited to juniors and seniors majoring in computer science/information systems. Credit given for only one internship. May be registered for more than one term. Total credit limited to a maximum of 8 units.

Prerequisite: CPTG 244, 245, 4 units of upper-division CPTG courses, and consent of the department chair

CPTG 499 Directed Study (1-4)

The study of topics or problems not covered in courses currently being taught. Limited to majors in the Department of Mathematics and Computer Science. May be repeated for additional credit.

Prerequisite: CPTG 244, 245, and consent of the department chair

communication

Mary E. Wilson, 1994. Chair; Associate Professor of Communication
Ph.D. University of Southern California 2001
Organizational communication, mass communication

Melissa Brotton, 2007. Assistant Professor of English
Ph.D. University of North Dakota, Grand Forks 2004
Director of College Writing
18th & 19th century British literature, Elizabeth Barrett Browning, Milton

Sari Fordham, 2007. Assistant Professor of English
M.F.A. University of Minnesota, 2007
Creative writing, non-fiction, humor

Lora Geriguís, 2007. Assistant Professor of English
Ph.D. University of California, Riverside 1997
17th & 18th century British literature, colonialism, post-coloniality, literary criticism

Winona R. Howe, 1991. Professor of English
Ph.D. University of California 1991
Romantic and Victorian literature, children's and young adult literature

Christine Law, 2006. Assistant Professor of Communication
Ph.D. University of California, Santa Barbara 2008 (September)
Interpersonal Communication, persuasion, news writing

Marilynn Loveless, 2007. Associate Professor of English
Ph.D. Griffith University 2004
Drama, Shakespeare, screenwriting, media production

Sam McBride, 2007. Associate Professor of English
Ph.D. University of California, Riverside 1997
Twentieth century literature and fine arts, literary criticism, the Inklings

Dan Tinianow, 2003. Assistant Professor of Communication
Ph.D. Syracuse University 1997
Mass Communication, Television, Radio and Film

COLLABORATING FACULTY

Robert P. Dunn, 1968. Professor of English
Ph.D. University of Wisconsin 1970
Rel.M. School of Theology at Claremont 1977
English Renaissance, religion and literature

Elissa Kido, 2001. Professor of English
Ed.D. Boston University 1980
Composition and Rhetoric

Nanci Geriguís-Mina, 1996. Instructor in Journalism
M.A. La Sierra University
Public Relations, News and Featured Writing

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 comment, service, and self-understanding; c) to offer a well-balanced program that examines social and personal responsibilities within literary, theoretical and cultural frameworks.

DEGREES OFFERED

The Department of English and Communication offers a Bachelor of Arts degree in Communication with emphases in Public Relations/Advertising and in Theory and a minor in Communication. For information on the Bachelor of Arts degree in English with concentration in literature or writing and the minors in English and Drama, see the ENGLISH listing in this Bulletin.

DOUBLE MAJORS

Students wishing to complete a degree with two majors are strongly urged to seek direction from advisors in both departments.

INTERNSHIPS

Internships in journalism, public relations, radio, television, film, and advertising are available to qualified English and Communication students. All internships must be approved by the internship director and will be graded on a satisfactory/unsatisfactory basis.

SENIOR PORTFOLIO

Students completing a major in English, Communication, or both, will prepare a portfolio of their best work submitted for LSU courses. Specific requirements of the portfolio will be detailed in a letter sent to graduating students during their senior year. The faculty will evaluate the portfolios as assessment of students' achievement.

SENIOR ASSESSMENT EXAMINATION & SENIOR EXIT INTERVIEW

Immediately prior to graduating, all seniors will take a comprehensive assessment examination and will be interviewed by the Chair of the English and Communication Department. The results of the examination and the interview will be used by the department to assess its own effectiveness.

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 providing the directed study does not duplicate earlier course work. Students may not take a directed study of a course that it 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 present it to the department faculty-at-large. 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.

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. Construct well reasoned arguments.
3. Design and deliver effective presentations.
4. Analyze and critically evaluate texts.
5. Demonstrate knowledge of basic rhetorical and critical perspectives from classical through contemporary traditions.
6. Retrieve information, including how to find and evaluate scholarly and popular journals, how to use electronic

databases, the Internet, non-print sources, electronic communication, and library resources.

7. Demonstrate skills needed to prepare and present messages for different audiences.
8. Explain the influence of media on communication in multiple contexts.
9. Use communication knowledge and skills that reflect ethical and logical audience centered expression.
10. Analyze and design effective messages for target and secondary audiences.
11. Write, communicate and present materials appropriate to the practice of public relations.
12. Uphold professional conduct, with truth, accuracy, fairness, and responsibility to the public; improve individual competence and advance the knowledge and proficiency of the profession through continuing research and education; and adhere to the articles of the Member Code of Ethics 2000 for the practice of public relations as adopted by the governing Assembly of the Public Relations Society of America.

MAJORS

BACHELOR OF ARTS

Core Communication Requirements: 30 units for both Public Relations/Advertising and Theory emphases:
COMM 104, 226, 244, 285, 288, 328, 344, 485, 490

Required Cognate: MATH 251 Introduction to Statistics (4), or BUAD 341 for COMM 490

PUBLIC RELATIONS AND ADVERTISING

69 units total (27 units upper division) including the core curriculum; the remaining 39 units include the following specified 20 units from Communication and 19 units from Art:

COMM 215, 237, 238, 315, and 338 or 339
ARTS 194B, 194C, 248, 255, 344, 345

Required cognates: ARTS 115 and ARTS 116,
prerequisites for ARTS 248

Recommended: COMM 494 (4), Internship (4)

THEORY

62 units total (28 units upper division) including the core curriculum; the remaining 32 units include the following 20 specified Communication units and 12 Communication units (4 units must be upper division) that a student chooses in consultation with advisor:

COMM 202, 264B, 365, 487A, 488

MINOR

32 units (16 upper division), including: COMM 202, 226, 244, 288, 285/485

C O U R S E S

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 202 Social Rhetoric (4)

An examination of rhetorical interaction in social institutions and in human relationships. Of interest is how speech, gesture, posture and spatial arrangements function interactively and independently. Studies social rhetoric as central to all that is human. Offered alternate years.

Prerequisite: ENGL 111, 112, 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 webpage 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 profit and nonprofit organizations. Topics include the history of public relations, use of media in PR, 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 111, 112, 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 111, 112, 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 111, 112, 113 or ENGL 124.

COMM 238 Introduction to Writing for the Print Media (4)

Introduction to basic skills of print news writing, newsgathering, 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. Identical to ENGL 238.

Prerequisite: ENGL 111, 112, 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 111, 112, 113 or ENGL 124

COMM 264 Topics in Communication (1-4)

Courses 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.

Prerequisite: ENGL 111, 112, 113 or ENGL 124

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 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. Three or more years of residence requires 1.0 unit of 285 and 1.0 unit of 485. COMM 285 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 111, 112, 113 or ENGL 124

COMM 297 Drama Production (1-2)

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. 297A: Performance, 297B: Technical Production, 297C: Technical Design, 297D: PR & Publications, 297E: Directing, 297F: Playreading. Course may be repeated for a maximum of 4 credits.

COMM 299 Directed Study (1-4)

May be repeated for additional credit to a maximum of 4 units. See policy above.

Prerequisite: Consent of the instructor.

UPPER DIVISION

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. Identical to ENGL 304.

Prerequisite: ENGL 111, 112, 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, fundraising, and community responsibility are also emphasized. Offered alternate years.

Prerequisite: COMM 215, COMM 238.

COMM 328 Persuasion (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

Refines news writing skills acquired in COMM 238, extending to cross-media content, copyediting 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. Identical to ENGL 338.

Prerequisite: COMM 238

COMM 339 Writing for the Digital Media

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 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. Identical to 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 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 (4)

Advanced theoretical and practical application of writing techniques in one of the following genres: Short story

- A. Poetry
- B. Playwriting
- C. Screenwriting
- D. Identical to ENGL 405.

COMM 406 Writing for Publication (4)

Focuses on the 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.

Identical to ENGL 406.

COMM 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.

Identical to ENGL 407.

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.

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. Identical to 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. Three or more years of residence requires 1.0 unit of 285 and 1.0 unit of 485. COMM 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. Identical to 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.

Prerequisite: COMM 288 & MATH 251 or BUAD 341.

COMM 494 Internship (2-8)

On-the-job experience arranged and supervised for advanced 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.

COMM 497 Drama Production (1-2)

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. 497A: Performance, 497B: Technical Production, 497C: Technical Design, 497D: PR & Publications, 497E: Directing, 497F: Playreading. Course may be repeated for a maximum of 4 credits.

COMM 499 Directed Study (1-4)

Independent study in consultation with the advisor. For advanced students. See policy above.

UNST 404E Religious, Moral, and 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; UNST 404F is for English majors.

english

Mary E. Wilson, 1994. Chair; Associate Professor of Communication
Ph.D. University of Southern California 2001
Organizational communication, mass communication

Melissa Brotton, 2007. Assistant Professor of English
Ph.D. University of North Dakota, Grand Forks 2004
Director of College Writing
18th & 19th century British literature, Elizabeth Barrett Browning, Milton

Sari Fordham, 2007. Assistant Professor of English
M.F.A. University of Minnesota, 2007
Creative writing, non-fiction, humor

Lora Geriguís, 2007. Assistant Professor of English
Ph.D. University of California, Riverside 1997
17th & 18th century British literature, colonialism, post-coloniality, literary criticism

Winona R. Howe, 1991. Professor of English
Ph.D. University of California 1991
Romantic and Victorian literature, children's and young adult literature

Christine Law, 2006. Assistant Professor of Communication
Ph.D. University of California, Santa Barbara 2008 (September)
Interpersonal Communication, persuasion, news writing

Marilynn Loveless, 2007. Associate Professor of English
Ph.D. Griffith University 2004
Drama, Shakespeare, screenwriting, media production

Sam McBride, 2007. Associate Professor of English
Ph.D. University of California, Riverside 1997
Twentieth century literature and fine arts, literary criticism, the Inklings

Dan Tinianow, 2003. Assistant Professor of Communication
Ph.D. Syracuse University 1997
Mass Communication, Television, Radio and Film

COLLABORATING FACULTY

Robert P. Dunn, 1968, Professor of English
Ph.D. University of Wisconsin 1970
Rel.M. School of Theology at Claremont 1977
English Renaissance, religion and literature

Elissa Kido, 2001. Professor of English
Ed.D. Boston University 1980
Composition and Rhetoric

Nanci Geriguís-Mina, 1996. Instructor in Journalism
M.A. La Sierra University
Public Relations, News and Featured Writing

THE MISSION OF THE ENGLISH & COMMUNICATION DEPARTMENT

The faculty of the Department of English & 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 comment, service, and self-understanding; c) to offer a well-balanced program that examines social and personal responsibilities within literacy, theoretical and cultural frameworks.

DEGREES OFFERED

The Department of English and Communication offers a Bachelor of Arts degree in English with concentration in literature or writing, a Bachelor of Arts degree in Communication, and minors in English, Communication and Drama. For information on the Bachelor of Arts degree in Communication and the Communication minor, see the COMMUNICATION listing in this BULLETIN.

GRADUATE PROGRAM

A program leading to the Master of Arts degree in English is described in the Graduate Bulletin.

DOUBLE MAJORS

Students wishing to complete a degree with two majors are strongly urged to seek direction from advisors in both departments.

PREPARATION FOR TEACHING

Students preparing to teach at the secondary level must qualify for state of California teaching credentials by completing the bachelor's degree and passing the PRAXIS (or SSAT) subject area assessment. Prospective teachers of both secondary and elementary levels should see the School of Education section of this Bulletin, consult the credential analyst, and the Department of Curriculum and Instruction in the School of Education for detailed information concerning requirements. A program leading to the Master of Arts degree in Curriculum and Instruction is described in the School of Education section of the GRADUATE BULLETIN.

INTERNSHIPS

Internships in journalism, public relations, radio, television, film, and advertising are available to qualified English and Communication students. All internships must be approved by the internship director and will be graded on a satisfactory/unsatisfactory basis.

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.

SENIOR PORTFOLIO

Students completing a major in English, Communication, or both, will prepare a portfolio of their best work submitted for LSU courses. Specific requirements of the portfolio will be detailed in a letter sent to graduating students during their senior year. The faculty will evaluate the portfolios as assessment of students' achievement.

SENIOR ASSESSMENT EXAMINATION & SENIOR EXIT INTERVIEW

Immediately prior to graduating, all seniors will take a comprehensive assessment examination and will be interviewed by the Chair of the English and Communication Department. The results of the examination and the interview will be used by the department to assess its own effectiveness.

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 providing the directed study does not duplicate earlier course work. Students may not take a directed study of a course that it is currently being offered. Only Communication English majors

may take COMM 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 present it to the department faculty-at-large. 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 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. Construct well reasoned arguments.
3. Design and deliver effective presentations.
4. Analyze and critically evaluate texts.
5. Demonstrate knowledge of basic rhetorical and critical perspectives from classical through contemporary traditions.
6. Retrieve information, including how to find and evaluate scholarly and popular journals, how to use electronic databases, the Internet, non-print sources, electronic communication, and library resources

MAJORS

BACHELOR OF ARTS

ENGLISH

Total Units *Required*: 58 units

Core English requirements

(whether literature or writing emphasis):

16 units from: ENGL 210, 211, 212, 213, 224, 225, 246, 414, 487A, 487B

8 units from: ENGL 238, 304, 338, 339, 405A, 405B, 405C, 405D, 406

4 units from: ENGL 457, 458, 459

ENGL 482 or 484

ENGL 285/485

Required cognates:

Modern foreign language through level 201

The student must choose an area of

concentration: literature or writing

LITERATURE

58 total units (28 upper division) in English, including the core curriculum;

Remaining units to be selected in consultation with advisor

WRITING

58 total units (28 upper division) in English, including the core curriculum;

16 units from: ENGL 238, 304, 338, 339, 405A, 405B, 405C, 405D, 406 if not taken in core.

Remaining units to be selected in consultation with advisor

COMMUNICATION

For information on the Bachelor of Arts degree in Communication, see the COMMUNICATION listing in this BULLETIN.

MINORS

ENGLISH

32 units at or above the 200 level (16 upper division) chosen in consultation with advisor.

COMMUNICATION

For information on the minor in Communication, see the COMMUNICATION listing in this Bulletin.

DRAMA

28 units to be chosen from the following courses in consultation with advisor:

- ENGL 496
- 4 units from: ENGL 414*, 425*, 446*, 458
- 12 units from: ENGL 405C, 490, 491, 493
- 8 units from: ENGL 497, 498

*To qualify for the minor, these courses must be taken as classical Greek drama, twentieth-century American drama, and twentieth-century British drama, respectively.

TEACHING CREDENTIALS

A California Teaching Credential requires:

- ENGL 415A or 415B for K-6
- ENGL 416 for 7-9

A Seventh-day Adventist Secondary Teaching Credential requires: ENGL 445.

These may be taken as electives toward the major, to be selected in consultation with advisor.

COURSES

BASIC ENGLISH

Basic English courses do not apply toward a University degree. They are offered for entering students with low scores on the English reading and writing placement tests and are designed to enable students to meet University-level expectations in reading and writing. Students with SAT Critical Reading scores of 340 or below (ACT score of 01) will be placed into RDNG 001, without further testing. Students with SAT Critical Reading scores of 350 to 540 will participate in a placement test administered by the Learning Support and Testing Center to determine which course an entering student will be required to take. At the end of every quarter, the Department offers a Writing Placement test to Basic English students who have earned a "C" or higher in their coursework that quarter. The score on this test determines which course (either ENGL 005A, ENGL 005B, or ENGL 111) students may register for in the following quarter.

Students may need to spend more than one quarter strengthening English skills. Students must remain enrolled in basic English coursework until they are eligible to enter ENGL 111.. (See "Pre-foundational" under Academic policies.)

RDNG 001 Reading Improvement (4)

Reading Improvement enables students to read material from a variety of university disciplines with an emphasis on active reading, critical thinking, and using tools that connect reading and writing. Students expand their vocabulary, increase comprehension, and develop study skills.

ENGL 005A Introduction to Composition 1 (4)

Intensive practice in writing simple expository and argumentative texts with particular emphasis on applying writing strategies. Students learn to compose university-level essays in content, form, style, and syntax.

ENGL 005B Introduction to Composition 2 (4)

Intensive practice in writing advanced expository and argumentative texts, with particular attention to sentence-level writing issues that adversely affect the students writing

LOWER DIVISION

Prerequisite for courses numbered 200 and above: satisfactory completion of ENGL 111, 112, and 113 or ENGL 124, or the consent of the instructor.

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

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.

Prerequisite: Satisfactory performance on a placement test or SAT Critical Reading score of 550 or higher.

ENGL 111 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.

ENGL 112 focuses on academic discourse (explanation, argumentation, persuasion, and incorporation of credible sources) and features of effective writing, 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.

ENGL 113 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.

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.

Prerequisite: Satisfactory performance on a placement test and consent of the instructor.

NOTE: Satisfactory completion of ENGL 111, 112, and 113 or ENGL 124 or the equivalent is prerequisite to registering for courses numbered 200 or above, or the 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 requirements for a major in English.

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.

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.

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.

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.

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.

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.

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. Identical to COMM 238.

Prerequisite: ENGL 111, 112, 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.

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. Three or more years of residence requires 1.0 unit of 285 and 1.0 unit of 485. ENGL 285 cross-listed as COMM 285.

ENGL 297 Drama Production (1-2)

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. 297A: Performance, 297B: Technical Production, 297C: Technical Design, 297D: PR & Publications, 297E: Directing, 297F: Playreading. Course may be repeated for a maximum of 4 credits.

ENGL 299 Directed Study (1-4)

May be repeated for additional credit to a maximum of 4 units. See policy above.

Prerequisite: Consent of the instructor.

UPPER DIVISION

Prerequisite for upper division literature courses: completion of College writing sequence with a “C” or higher and one 200-level English course or consent of the instructor. 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. Students majoring in English may count ENGL 304 for the Foundational Studies II.B requirement and the English major requirement. Identical to COMM 304.

Prerequisite: ENGL 111, 112, 113 or ENGL 124

ENGL 338 Advanced Writing for Print Media (4)

Refines news writing skills acquired in ENGL 238, extending to cross-media content, copyediting 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, the in-depth story. Identical to COMM 338.

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. Identical to COMM 339.

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.

ENGL 405 Creative Writing (4)

Advanced theoretical and practical application of writing techniques in one of the following genres: Short story

- A. Poetry
- B. Playwriting
- C. Screenwriting
- D. Identical to COMM 405.

ENGL 406 Writing for Publication (4)

Focuses on the 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. Identical to COMM 406.

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. Identical to COMM 407.

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.

ENGL 414 World Literature (4)

Study of masterpieces of classical and/or world literature in English translation. May be repeated for new content.

ENGL 415A, 415B Literature for Children (4,4)

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 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.

ENGL 425 Major American Authors or Movements (4)

A major figure or group in American literature. May be repeated for new content.

ENGL 445 Biblical Literature (4)

An introduction to the reading of the Bible from the standpoint of a literary critic, and an assessment of the importance of the influence of the Bible on Western literature. Required for Seventh-day Adventist Secondary Teacher Credential.

ENGL 446 Major British Authors or Movements (4)

A major figure, group, movement, or period in British literature. May be repeated for new content.

ENGL 457 Chaucer (4)

A study primarily of the General Prologue and selected stories in The Canterbury Tales. Not offered every year.

ENGL 458 Shakespeare (4)

An introduction to the dramatist through representative comedies, tragedies and histories.

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.

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.

ENGL 466 Topics in Film (4)

Seminars in various film topics. Specific topics listed in class schedule. Maybe be repeated with new content for additional credit. Identical to COMM 466 and ENGL 566.

ENGL 467 Topics in Drama (4)

Seminars in various drama topics. Specific topics listed in class schedule. May be repeated with new content for additional credit.

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: successful completion of ENGL 111, 112, and 113 or ENGL 124

ENGL 484 Language and Linguistics (4)

Major descriptions of the origins, development, and grammar of modern English, with additional emphasis on phonology, morphology, syntax, semantics and the acquisition of language. Offered alternate years.

ENGL 485 English Colloquium (1)

Upper Division course required of all majors. Discussion of issues pertinent to the discipline and with a goal of intellectual engagement. Three or more years of residence requires 1.0 unit of 285 and 1.0 unit of 485. ENGL 485 cross-listed as COMM 485.

ENGL 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. Identical to COMM 487A and PHIL 487A.

ENGL 487B Contemporary Literary Criticism (4)

An examination of modern and postmodern literary theory, including the schools of formalism, psychoanalysis, feminism, post-structuralism and cultural criticism. Readings survey the writers, philosophers, and social commentators whose contributions shape current methodologies of interpretation. Offered alternate years. Identical to PHIL 487B.

ENGL 490 Acting (4)

Fundamental acting preparation, including performance exercises, breathing and diction techniques, text interpretation, and scene rehearsal. Open to freshman students with the permission of instructor.

ENGL 491 Directing (4)

Study of production process, script interpretation, and interaction with designers and actors, leading to the presentation of selected scenes.

ENGL 493 Production Design (4)

A practical introduction to the stagecraft of lighting, costume, set design. Open to freshman students with the permission of instructor.

ENGL 494 Internship (2-4)

On-the-job experience arranged and supervised for advanced students. Graded on a Satisfactory/Unsatisfactory basis. Maximum of 8 units.

ENGL 496 History and Theory of Drama (4)

An exploration of the origins and development of Western theater traditions, highlighting the literature and performance of the Classical, Elizabethan, Neoclassic, and Modern periods.

ENGL 497 Drama Production (1-2)

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. 497A: Performance, 497B: Technical Production, 497C: Technical Design, 497D: PR & Publications, 497E: Directing, 497F: Playreading. Course may be repeated for a maximum of 4 credits.

ENGL 498 Drama Workshop (4)

Classroom rehearsal and staging of selected scenes and one-act plays. Open to freshman students with the permission of instructor.

ENGL 499 Directed Study (1-4)

Independent study in consultation with the advisor. For advanced students. See policy above.

Prerequisite: Consent of the instructor.

UNST 404F Religious, Moral, and 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; UNST 404F is for English majors.

health and exercise science

Robert K. Thomas, 2001. Chair; Associate Professor of Health and Exercise Science
Ed.D. Boston University 2007
Exercise physiology, sociology of sport

William C. Andress, 2007. Associate Professor of Health and Exercise Science
D.P.H. Loma Linda University 1988
Health Science, laughter

Roger L. McFarland, 1979. Associate Professor of Health and Exercise Science
Ed.S. La Sierra University 2005
Athletic injuries, outdoor pursuits, teacher education

OBJECTIVES AND FUNCTIONS :

The department of Health and Exercise Science a 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 an professional schools.
3. Provide instruction and guidance in a variety of physical, recreational and intramural activities.

DEGREES OFFERED

Bachelor of Science degrees are offered with majors in Exercise Science and Health Science. Minors are also offered in each of these areas.

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.

To help students achieve their goals, the major has three areas of concentration:

- A. Scientific basis,
- B. Physical education teacher training, and
- C. Wellness management.

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. To achieve these ends, students pursuing this major have four areas of concentration from which to choose:

- A. Health promotion and education;
- B. Bio-health science;
- C. Health care management; and
- D. Globalization and international health.

Various field experiences further enrich the major.

A study program leading to the General Health Science Certificate (GHSC) is also offered. This is available primarily to pre-professional students who intend to apply for admission into schools of allied health.

PREPARATION FOR TEACHING

Students preparing to teach can qualify for state of California teaching credentials by completing the state approved bachelor's degree and teaching credential requirements in physical education. During the freshman year prospective teachers of both secondary and elementary levels should review the School of Education section of this Bulletin, consult the credential analyst, and visit the Department of Curriculum and Instruction in the School of Education for detailed information concerning requirements.

An additional program leading to the Master of Arts degree in Curriculum and Instruction designed for prospective elementary and secondary teachers is described in the Graduate Bulletin. Health and Exercise Science Learning Outcomes:

Departmental Learning Outcomes for Students:

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 major Learning Outcomes for Students
6. Examine and analyze physical activity and motor skill performance as they relate to the physiological, psychological, and social responses and adaptations to exercise.
7. Integrate learned competencies and skills as part of prescribed integrative learning activities and experiences throughout the curriculum.
8. Describe the reciprocal relationship between sport and the philosophical, historical, or sociological perspectives of society Health Science major Learning Outcomes for Students
6. Recognize how the social, cultural, economic, political, and biological environments affect personal & community health.
7. Describe the U.S. health profile, including key indicators, determinants, disparities, access to health services, historical and contemporary trends and implications.
8. 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

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, including the 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

WELLNESS MANAGEMENT

Required: 64 units, including the core curriculum

HLED 225
PEAC 108, 109, 112, 183
PETH 408
ACCT 211, MGMT 304, MKTG 305
BIOL 131, 132

Remaining units selected in consultation with advisor

SCIENTIFIC BASIS

Required: 66 units, including the core curriculum

HLED 429 (2 units)

3 courses selected from:

HLED 225, 317, 467,
PETH 408, 418C, 424, 427
BIOL 131, 132
BIOL 111, 111L, 112, 112L, 113, 113L
OR
CHEM 111, 111L, 112, 112L, 113, 113L
OR
PHYS 231, 231L, 232, 232L, 233, 233L

Remaining units selected in consultation with advisor

HEALTH SCIENCE

Health Science Foundation (27 units): required of all Health Science majors

HLED 214, 225, 250, 275, 317, 350, 429, 467, 476

The student selects one of the following areas of concentration:

HEALTH PROMOTION AND EDUCATION CONCENTRATION

Required: 67 units (including Health Science Foundation)

COMM 206 or 237; 238
HLED 314, 414, 444, & 375, 475
SOWK 214

Electives: 12 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

Specified Cognates: 20 units
BIOL 107, 185
CHEM 102, 103
CPTG 104

BIO-HEALTH SCIENCE CONCENTRATION

Required: 65 units (including Health Science Foundation)
BIOL 111, 112, 113
CHEM 111, 112, 113, 371, 372, 373
HLED 426

Specified Cognates: 14 units
MATH 131
BIOL 131, 132

HEALTH CARE MANAGEMENT CONCENTRATION

Required: 69 units (including Health Science Foundation)
ACCT 211, 212
ECON 254
FNCE 354
HLED 375, 444, 475
MGMT 304, 436
MKTG 305
PEAC ____, ____ (2 activity courses)
Electives: 4-5 units selected from a specified list

Specified Cognates: 16 units
BIOL 107
CPTG 104
SOC 307
SOWK 214

GLOBALIZATION AND INTERNATIONAL HEALTH CONCENTRATION

Required: 67 units (including Health Science Foundation)
ANTH 215
BIOL 111, 112, 113
ECON 254
GEOG 276
HLED 375, 430, 490
SOC 374

ELECTIVES: 4.5 units with focus on anthropology, the environment or health-related theme

Specified Cognates: 17 units
CHEM 111, 112
PHYS 117
SOC 374

M I N O R S

PHYSICAL EDUCATION

Required: 30 units (15 upper division)
Recommended:
PETH 301, 302, 303, 304, 305, 306

HEALTH SCIENCE

Required: 30 units (15 upper division), including
HLED 214, 317, 414, 444

Recommended:
HLED 314, 416, 467, 476

C E R T I F I C A T E

GENERAL HEALTH SCIENCE

Required: 48 units, including the following
Foundational Studies (19 units)
ENG 111, 112, 113
PEAC 120
MATH 121 (or more advanced MATH course)
4 units from a religion course selected in consultation with student's advisor
Health Science Studies (29 units)

Core:
HLED 214, 225, 467
Two of the .5 unit activity courses
8 units from the Anatomy and Physiology series, Biology, Chemistry, or Physics
3 units from HLED 317 or HLED 476
Electives
6 units selected from the following:
HLED 314, 317*, 414, 416, 417, 429, 444, 476*

*Can be used to satisfy elective requirements only if not already taken

Students who have completed the certificate program and plan to pursue the B.S. degree in Health Science may apply the appropriate coursework towards the completion of their bachelors degree.

Students whose goal is to meet the pre-professional requirements for entrance to various schools of allied health will need to take additional university studies and science courses in consultation with their advisor.

C O U R S E S

EXERCISE SCIENCE

LOWER DIVISION

PEAC 101-199 Physical Education Activity (0.5-2)

Motor 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 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.

- PEAC 124 Pilates
- PEAC 125 Canoeing and Kayaking
- PEAC 130 Snow Skiing I
- PEAC 131 Snow Skiing II
- PEAC 140 Volleyball I
- PEAC 142 Volleyball III (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 165 Tennis I
- PEAC 167 Tennis III (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.

PEAC 291 Individual Activities II (1-3)

Skill instruction; methods and teaching progression of gymnastics, self-defense and outdoor education. Three units are required for Physical Education majors.

PETH 299 Directed Study (1-4)

UPPER DIVISION

PETH 301 Technique and Theory of Flagball (1-3)

Skill instruction and analysis, officiating techniques, materials, methods and teaching progression of flagball. Offered odd fall quarters (2009).

PETH 302 Technique and Theory of Soccer (1-3)

Skill instruction and analysis, officiating techniques, materials, methods and teaching progression of soccer. Offered odd winter quarters (2009).

PETH 303 Technique and Theory of Basketball (1-3)

Skill instruction and analysis, officiating techniques; materials, methods and teaching progression of basketball. Offered even winter quarters (2010).

PETH 304 Technique and Theory of Volleyball (1-3)

Skill instruction and analysis; officiating techniques, materials, methods and teaching progression of volleyball. Offered even fall quarters (2008).

PETH 305 Technique and Theory of Baseball/Softball (1-3)

Skill instruction and analysis; officiating techniques; materials, methods and teaching progression of baseball and softball. Offered odd spring quarters (2009).

PETH 306 Technique and Theory of Track and Field (1-3)

Skill instruction and analysis; officiating techniques; materials, methods and teaching progression of track and field. Offered even spring quarters (2010).

PETH 344 Special Education (2)

Theory and practice of adaptive physical education as applied to the exceptional person. Offered odd years during even fall quarters (2008).

PETH 384 Elementary School Physical Education (3)

Methods and materials for teaching physical education to all elementary grade levels. Course partially satisfies the standards for teacher education as outlined by the state of California. Offered spring quarter each year.

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 (2010).

PETH 414 Principles of Coaching (2)

The psychological, sociological and philosophical perspectives of coaching a sports team. Offered even fall quarters (2008).

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.

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 exercise/sport 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. Crosslisted with PSYC 488F

PETH 424 Biomechanics (4)

Mechanical analysis of sport and exercise movements. Offered even spring quarters (2010).

Prerequisite: BIOL 131, 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. Offered odd spring quarters. An upper division rhetoric intensive course. (2009)

PETH 485 Practicum in Coaching (2)

Directed experience in coaching a sports team.

Prerequisite: Consent of the instructor

PETH 495 Readings in Exercise Science (1-4)

Limited to exercise science majors.

Prerequisite: Consent of the department chair.

PETH 499 Directed Study (1-4)

Emphasis on research.

HEALTH SCIENCE

LOWER DIVISION

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; safety education. This course meets the California state requirement in health education for teaching credentials.

HLED 215 Intro 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 quarter.

HLED 216A CPR, Cardiopulmonary Resuscitation (1)

HLED 216B First Aid (1)

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 quarter.

HLED 250, 350 Health Science Colloquium I & II (1,1)

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. The two courses are to be taken in sequence during the sophomore and junior or senior years, respectively.

HLED 275 Critical Scholarship in Health Science (4)

The course provides 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 300 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, the course introduces students to the seven areas of professional responsibility in which health educators are to develop competence, including 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 to pass the national Certified Health Education Specialist (CHES) examination and obtain credentials.

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 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 by comparisons with other systems. Educating students to become informed consumers and produces in the health care marketplace is a crucial aspect of the course.

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 on causes and prevention, including the role of the immune system and the lifestyle.

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, they 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 of the country. Students are to maintain a journal of their experience for submission with a culminating report. A minimum of 25 hours of experience is required for each unit of credit. Arrangement for such experiences are to be completed during the sophomore year and a plan approved no later than by midterm of the quarter prior to registering for the course. Prerequisites: a minimum of 40 units of Health Science Foundation, Concentration, and Area Elective Studies.

HLED 414 Mental Health & 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, emphasizing 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 the school.

HLED 416 Sexuality and Family Health (3)

A study of sexuality as an essential feature of human personhood, 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.

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 (2008).

HLED 425 Topics in Health (1-4)

Course content may vary from year to year. 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, or permission of the instructor.

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. 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.

Prerequisite: MATH 121

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 or MATH 251.

HLED 444 Physiological Assessment and Exercise Prescription (3)

Field and laboratory appraisal of physical fitness; the design of exercise programs. Offered spring quarters.

Prerequisite: BIOL 131, MATH 121, PEAC 120.

HLED 467 Principles of Epidemiology (3)

The study of disease occurrence in human populations. Offered fall quarters.

Prerequisite: HLED 429 or MATH 251.

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. Students begin arranging for this experience no later than the junior year, submitting a written plan for approval before mid-term of the quarter prior to registering for the course.

Prerequisite: HLED 375 and a minimum of 60 units of Health Science Foundation, Concentration and Area Elective Studies.

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.

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)

Emphasis on research.

history, politics & society

Jeffrey N. Dupée, 1991. Chair; Associate Professor of History
Ph.D. Claremont Graduate University 2002
J.D. Peninsula University 1988
European History, British Colonialism, Modern China, Legal Studies

Anees A. Haddad, 1969. Professor of Sociology and Family Studies
Ph.D. University of Southern California 1971
Family and gender studies, social psychology, Middle East Studies

Andrew C. Howe, 2005. Assistant Professor of History
Ph.D. University of California, Riverside, 2005
American History and Civilization, Culture Studies and Film Studies

Lisa Kohlmeier, 2005. Assistant Professor of History
M.A., Ph.D. program, Claremont Graduate University
American History, Women's Intellectual and Cultural History, Gender Studies

Delmer G. Ross, 1976. Professor of History and Political Science
Ph.D. University of California, Santa Barbara 1970
Latin American and transportation history, American and comparative government

Won K. Yoon, 1976. Professor of Sociology
Ph.D. Louisiana State University 1976
Social theory, research methods, ethnic diversity, Asian studies

COLLABORATING FACULTY

Frederick G. Hoyt, 1951.
Emeritus Professor of History and Political Science
Ph.D. Claremont Graduate University 1963

Lawrence T. Geraty, 1993. Professor of Archaeology and Ancient Near East
Ph.D. Harvard University 1972

Chang-Ho Ji, 1994. Associate Professor
Ph.D. Andrews University 1995

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.

PREPARATION FOR TEACHING

Students preparing to teach at the secondary level should plan to qualify for state of California teaching credentials by completing a bachelor's degree and passing the PRAXIS (or SSAT) subject area assessment. During the freshman year prospective teachers of both secondary and elementary levels should see the School of Education section of this BULLETIN and 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 degree in Curriculum and Instruction designed for prospective elementary/secondary teachers is described in the GRADUATE BULLETIN. MAJORS

History, Politics and Society Learning Outcomes:

Common Learning Objectives for all 3 Majors – History, Sociology & Global Studies.

NOTE:Each discipline has more specific and detailed expressions concerning how these common objectives will be introduced, developed and mastered. 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.

Core curriculum: History and Sociology Majors

All History and Sociology majors complete a core of courses (24 units) designed to provide the basic skills of history, 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.

Required:

HPSC 104, 106, 274, 275, 375, 497, 498

BACHELOR OF ARTS

HISTORY

Required: 56 units (24 upper division) including:
HPS department core curriculum
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:
HPS department core curriculum
SOC 104, 374, 404, 495

16 elective units (may be selected from a general or specific area of emphasis with advisor’s consultation.)

Cognates:

MATH 251

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.

BACHELOR OF ARTS (64 units, 32 upper division)

CORE:	40 Units
HPSC	104 (4)
HIST/SOCI	273 (4)
GEOG	276 (4)
ECON	255 (4)
HIST	275 (4)
ANTH	315 (4)
SOCI	374 (4)
HPSC	497 (1)
HPSC	498 (3)
PLSC	420 (4)

Cognates: 4 Units

WDLG 202, or demonstrated proficiency equivalent

Recommended:

Advanced second language proficiency
Study and/or internship abroad – ANTH 495

Electives: 24 Units

8 Units from the following (Government and Political Science):
PLSC 316, PLSC 432S, PLSC 484, HIST/PLSC 440F, HIST 440, SOCI 306

8 Units from the following: (Area/Regional Studies)
ANTH 325A, ANTH 325C, ANTH 325D,
ANTH 325F, HIST 270A, HIST 270B, HPSC
106, HIST 323, HIST 354, HIST 355, HIST
380, HIST 390, HIST 430L, HIST 432F

8 Units from the following Extra-Departmental Offerings Or
Courses Approved by HPS Chair
RELG 237, RLGN 304, RLGN 305, MGMT
495J, COMM 202, COMM 226, ECON 357,
ECON 366, HLED 476, MUHL 338, PSYC 315

M I N O R S

GENDER STUDIES

24 units (12 upper division), including
HIST 366
24 units from the following courses:
COMM 344
HIST 273
PSYC 314
RELE 459A
SOC 418

HISTORY

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

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

Politics

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

28 units (16 upper division) including
HPSC 106
SOC 104, 404, 414
12 units from the following courses:
ANTH 325
HIST 273
HPSC 275
SOC 314, 374

C O U R S E S

HPSC 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 and examines 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. (Formerly HIST 104)

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. (Formerly HIST 106)

HPSC 274 The Construction of American Political Life (4)

A survey of the major political systems of world history with 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. (Formerly PLSC 274)

HPSC 275 Critical Analysis (4)

An introduction to the basic skills of critical analysis, including how to locate information, read and analyze primary and secondary sources, and write scholarly arguments, precis and bibliographic reviews. (Formerly HIST 275)

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 or consent of instructor.

HPSC 497 Senior Colloquium (1)

Introduction to the Senior Thesis; preparation of a proposal; assignment to a faculty mentor. (Formerly HIST 497)

HPSC 498 Senior Thesis (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. Students have two seminar options:

1. The production of an article-length piece of original research;
2. An in-depth historiographical review of a major field of history. Required of all students majoring in the department. Students must register for this class no later than the autumn quarter of their senior year. (Formerly HIST 498).

Prerequisite: HPSC 497

ANTHROPOLOGY-LOWER DIVISION

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)

Independent investigations in anthropology under the direction of a department faculty member.

Prerequisite: Consent of the department chair.

UPPER DIVISION

ANTH 315 Cultural Anthropology (4)

Course in ethnographic methods, ethnology and social organization.

ANTH 325 People 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.

ANTH 325A	Latin America
ANTH 325C	Middle East
ANTH 326D	Asia
ANTH 325F	Australasia and the Pacific Rim

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)

Limited to student with upper division standing.

Prerequisite: Consent of the department chair.

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. Identical to PHIL 105.

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 this quarter 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 in the Modern World (4)

An historical survey of family life and the relations of gender from the early modern age to the present. Topics include the roles of men and women in society, family structures, constructions of “childhood,” and the relationships between these issues and class, race and sexuality.

HIST 299 Directed Study (1-4)

May be repeated in different areas for additional credit.

Prerequisite: Consent of the department chair.

UPPER DIVISION

HIST 321 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 (to 1816) (4)

Explores the patterns of exploration, colonization, and culturalization that led to the formation of the American people, and studies the revolutionary and constitutional impulses that built a republic. Fulfills the California teacher certification requirement.

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 345 The African American Experience (4)

This course examines the experience of African Americans in the United States from their home in Africa through colonization to the present. An emphasis will be placed on the mid-19th century to the modern era, focusing on the dynamics of social, political, economic, and cultural changes that occurred in America during this period. Major topics include slavery, reconstruction, the philosophies of Black leaders, thinkers, and writers, the Civil Rights movement, and the present status of African Americans.

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. Traces the traditional struggles of monarchists versus republicans, and conservatives versus liberals as they evolved into modern revolutionary reform movements. Roles played by the Church, the military, and other power groups.

HIST 366 Concepts in Gender Studies (4)

A survey of how major disciplines in the humanities and social sciences--including anthropology, communications, 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 topic 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 and environmental illness in history. It will focus most specifically on the devastating effect of smallpox had on the people of the Americas, the role of disease in the American Revolution, typhoid and its impact on America's developing public health system, and what role race, gender, and cultural bias play in the formation of health policy and the delivery of medical services.

HIST 430B African American Experience: The Harlem Renaissance (4)

This course will study the Harlem Renaissance from a historical perspective through both primary and secondary sources, looking at the individuals and ideas that emerged during this crucial period. It will also explore the significance of the intellectual and artistic production both for that time and as a bridge to the Civil Rights Movement.

HIST 430D Women in History: Women and Work (4)

The aim of this course is to examine the central role work has played in the lives of women in American history and the societal attitudes towards that role. Special attention will be given to race and class while considering the ways work connects and sometimes divides women.

HIST 430G United States Constitution to 1880 (4)

The federal Constitution and its relation to American institutions. Combined with HIST 430H, fulfills the California teacher certification requirement.

HIST 430H United States Constitution from 1880 (4)

The federal Constitution and its relation to American institutions. Combined with HIST 430G, fulfills the California teacher certification requirement.

HIST 430J California History (4)

The history of California as a Spanish, Mexican, and an American possession, with emphasis on the impact of the gold rush and subsequent immigration on California's development.

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. Identical to RELH 483.

HIST 430Q Asian American History (4)

This course explores the experience 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 430S Intellectual Traditions in the United States (4)

An overview of the changing patterns of intellectual life in the United States from the Puritans to the postmoderns.

HIST 430V The Vietnam War and its Aftermath (4)

An overview of the Viet Nam 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 430W History of American Transportation (4)

An examination of the development of transportation facilities, including trails, canals, railroads, and air routes.

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 has intersected with issues of race, gender, class, religion, and geography in American history.

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

Courses that bring an in-depth analysis to some topic of World Civilization. See class schedule each quarter for possible offerings.

HIST 432A The Scientific Revolution and Enlightenment (4)

An introduction to the formation of early modern science from Copernicus to Newton and its role in transforming European social and political life during the Enlightenment. Includes an analysis of the interactions of philosophy, religion, politics, and culture from the 15th through the 18th centuries. Identical to PHIL 432A.

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 432R Social and Critical Movements in Film (4)

An exploration of the political and cultural landscapes of film criticism from the early formalists and realists through the diversity of voices present within contemporary society. Particular focus will be given to primary "schools" of criticism.

HIST 432W World War II (4)

A study of the major developments of World War II, its global reach, military strategies, technological advancements, its role in effecting 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

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 440G American Diplomatic Relations (4)

Foreign relations of the United States.

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. Identical to 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. Identical to 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 Adventism. Identical to RELH 447.

HIST 495 Readings in History (1-4)

Limited to department majors with a 3.00 minimum grade point average in the major. Special study in fields specified by the instructor; regular weekly conferences. May be repeated in different areas for additional credit to a maximum of 12 units.

Prerequisite: Consent of the department chair.

HIST 499 Directed Study (1-4)

Special study in fields specified by the instructor; regular weekly conferences. May be repeated in different areas for additional credit.

Prerequisite: Consent of the department chair.

LOWER DIVISION**POLITICAL SCIENCE****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)

May be repeated in different areas for additional credit.

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, NGO's, 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

Topics dealing with the relationships of nations. See the class schedule each quarter for possible offerings.

PLSC 440D Problems in International Relations (4)

Major problems facing the international community, with emphasis on the relation of the United States thereto.

PLSC 474 Political Philosophy (4)

Main currents of political philosophy from Plato to the present. Identical to PHIL 474.

PLSC 485 American Political Thought (4)

American political ideas from the colonial period to the present.

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, attitudes), as well as the way that people are influenced by the political environment (institutions, information, 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. Identical to 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)

Limited to department majors with a 3.00 minimum grade point average in the major. Special study in fields specified by the instructor; regular weekly conferences.

Prerequisite: Consent of the department chair.

PLSC 499 Directed Study (1-4)

Special study in fields specified by the instructor; regular weekly conferences. May be repeated in different areas for additional credit.

Prerequisite: Consent of the department chair.

LOWER DIVISION**SOCIOLOGY****SOCI 104 General Sociology (4)**

A broad survey of the science of society and social interaction. Coverage includes human groups, social structure, institutions, norms, values, and processes of change. Contributes to an understanding of how the sociological imagination can illuminate social life.

SOCI 299 Directed Study (1-4)

Independent investigations in sociology under the direction of a department faculty member.

Prerequisite: Consent of the department chair.

UPPER DIVISION**SOCI 304 Social Psychology (4)**

Behavior of the individual as a member of the group and behavior patterns within groups. Social interaction, group organization, and leadership; social influences on perception, cognitive processes, attitude formation and change. Identical to PSYC 304.

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, 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

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.

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:

- A. Sex and gender.
- B. Gender and communication.
- C. 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)

Limited to students with upper division standing and majoring in the department.

Prerequisite: Consent of the department chair.

individual major

Suzanne Mallery, 2001.

Ph.D. fuller theological seminary 1998
clinical psychology, pediatric psychology

DESCRIPTION

A currently registered student who has clearly defined objectives that lie outside an established academic department may, with the aid of the dean's committee on individual majors, make a proposal for a major program in fulfillment of those objectives. Any student in good academic standing with at least five full quarters (80 units) to complete before graduation is free to participate. Information about proposal procedures and guidelines may be obtained from the office of the dean of 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 dean's committee on individual majors and by the Dean of the College of Arts and Sciences. The proposal must be approved and filed with the Office of the Registrar no later than the beginning of the second quarter of the student's junior year. Any subsequent changes must be approved by the advisory committee and the chairperson of the Dean's committee. The program must have a descriptive title that will appear on the diploma.

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. It must achieve both breadth and depth within the academic disciplines studied and be compatible with a liberal arts education.
3. The proposed major is to make use of available university resources, courses currently offered, and faculty interests and capabilities.
4. The student must have at least 80 quarter units to complete before graduation at the time of approval of the proposal.
5. 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 limit.
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 them, will be available at the time specified in the proposal.
 8. In fulfilling its function, the dean's committee on proposed individual majors is certifying the academic quality of the individual major. It may require revision in the proposal, may reject it, may allow or require changes in the general requirements above, and may recommend changes in the student's advisory committee.

THE PROPOSAL

The chairperson of the Dean's committee on individual majors 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 major proposed.
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 for the major and any required cognates. The sequence in which the courses are to be taken should also be included. If a senior thesis is part of the program, a general statement as to a possible subject for the senior thesis should be included.
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.

liberal studies

James Beach, Co-director, Dean, College of Arts and Sciences
D.A. Idaho State University 1977
College of Arts and Sciences

Linda B. Caviness, Co-director; Associate Professor of Curriculum and Instruction
Ph.D. Andrews University 2001
School of Education, Curriculum and Instruction

Gary L. Bradley, Professor of Biology
Ph.D. University of California, Davis 1982
College of Arts and Sciences

Wilton E. Clarke, Professor of Mathematics
Ph.D. University of Iowa 1975
College of Arts and Sciences

Jeffrey N. Dupée, Associate Professor of History
Ph.D. Claremont Graduate University 2002
College of Arts and Sciences

Beatriz Mejia-Krumbein, Associate Professor of Art
M.F.A. James Madison University 1996
College of Arts and Sciences

Anita O. Oliver, Professor of Curriculum and Instruction
Ph.D. University of Wisconsin—Madison 1993
School of Education

Adeny Schmidt, Professor of Psychology
Ph.D. University of California, Los Angeles 1986
College of Arts and Sciences

Robert K. Thomas,
Assistant Professor of Health and Exercise Science
Ed.D. Boston University 2007
College of Arts and Sciences

Donald W. Thurber, Professor of Music
Ph.D. University of North Texas 1976
College of Arts and Sciences

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. (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 for adult evening students. Copies of the requirements for this degree may be secured at the dean's office.)

ELEMENTARY EDUCATION

Students wishing to meet the requirements for elementary subject matter and early field experiences needed to qualify to begin full-time teaching in public or private schools should consider the liberal studies major. 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. Students are advised to keep in close contact with the School of Education, Department of Curriculum and Instruction, for possible program changes that are in accordance with the latest California state standards.

CREDENTIAL REQUIREMENTS

A formal application to the School of Education, Department of Curriculum and Instruction for admission into the Teacher Education program is necessary and should be made immediately upon deciding to enter teacher education. Students who opt for teacher education in advanced standing may need to spend more than the normal four years in college in order to complete requirements. The use of transfer credits toward major requirements must be approved by the academic advisor. In addition to meeting requirements for graduation, prospective elementary teachers must complete the following:

15 units of education cognates:

EDCI 204
EDFO 305
LBST 105
LBST 205
MUED 315
PETH 384

36 units of professional education:

EDCI 410, 410L, 414, 414L, 415,
415L, 416, 417, 418, 425

University Studies courses should be selected from:

SSCI 104 or 105
HUMN 205
RLGN 304 or 305
NSCI 405 or 406
UNST 404Q

Additional requirements for Seventh-day Adventist Basic Credential: EDCI 464 and specific required religion courses.

M A J O R

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.

Required: Completion of 84 units as defined below.
(Courses with prefix UHNR require participation in University Honors Program.)

12 units of Humanities

HIST 105 or PHIL 204
HPSC 106 or UHNR 121
HPSC 274

8 units of Fine Arts

ARTA 205
MUHL 205
UNHR 214

16 units of English/Literature

ENGL 304 or 305
ENGL 484

8 units (4 upper division) selected from

ENGL 338, 339, 405, 406, 407, 414,
416, 425, 445, 446, 457, 458, 459,
487A, 487B, 490

20 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 202 or 251

8 units of Social Science

May not be from the discipline of one's area of concentration.

Required for Multiple Subject Matter Program:

PSYC 234
GEOG 276
UHNR 314

20 UNITS OF AREA OF CONCENTRATION

Twenty units or more selected as a discipline concentration of classes not otherwise required for the liberal studies major and approved by the Multiple Subject Matter Liberal Studies Committee; to include a 4 unit course in the history of, the philosophy of, or research techniques in the area of 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:

ART

Required:

ARTS 115, 116, 224, 254, 274B

BIOLOGICAL SCIENCE

Required:

BIOL 111, 111L, 112, 112L, 113, 113L
BIOL 201 or 202
BIOL 301 and 301L or BIOL 436 or BIOL 405 and 466

CHILD DEVELOPMENT

Required:

20 units selected from:
CSFC 264, 265*, 266*, 267*, 405, 486, 488
PSYC 482F, 484C
EDPC 460 or PSYC 464

* In conjunction with articulation agreement with Riverside Community College Program

ENGLISH

Required:

4 units English Literature (upper division)
4 units World/Classical Literature (upper division)
4 units American Literature (upper division)
8 units ENGL (upper division) Must include one writing course not taken in major.

Selected from:

ENGL 329, 337, 405, 414, 416, 425, 445, 446, 457,
458, 459, 485, 487A, 487B, 490

HISTORY*Required:*

HIST 105 (if not taken as part of major)
 HIST 273
 HPSC 104
 HPSC 275
 8 units HIST (upper division)

MATHEMATICS*Required:*

MATH 131, 132, 231, 345
 4 units from MATH 133, 251

MUSIC*Required:*

MUHL 338
 MUHL 339
 MUCT 105 – Introduction to Music Theory
 (waived upon passing Theory Placement Exam
 and would not then be counted as part of 20-
 unit requirement)
 MUCT 112, 113
 MUPF 105 – Piano Proficiency (until
 Proficiency Exam is passed, or a maximum of
 three quarters) 1-3 units

**For those simply pursuing a Liberal Studies degree with no plans to teach in the classroom, MUPF 105 could be waived in lieu of proficiency on another instrument or voice. Student would need to petition the Department of Music.*

MUPF 214 – Introduction to Conducting
 (same course content as MUPF 314 but not
 available to music majors)

One chosen from the following (three consecutive quarters
 required, beginning with Fall quarter) – 3 units:

MUPF 377A, 379, 385B, 386

Electives to complete 20 units:

MUED 244 – String Methods,
 254 – Woodwind Methods,
 264 – Brass Methods,
 274 – Percussion Methods,
 284 – Fretted String Methods,
 294 – Vocal Methods – 2 units each

MUED 405 – Instrumental Methods
 MUET 105 – Introduction to Music Technology
 MUHL 336 – History of Western Music (1600-1800)
 MUHL 337 – History of Western Music Since 1800

PHYSICAL EDUCATION*Required:*

HLED 216, 444
 PETH 344, 384, 427

6 units chosen from:

PEAC 290-291 and PETH 301-306

PHYSICAL SCIENCE (19.5 UNITS)*Required:*

CHEM 101, 102, 103
 PHYS 231, 231L, 304

SPANISH*Required:*

SPAN 329 or 334, 339, 426 or 428

8 units additional upper division SPAN

(at least 4 units must be literature) selected from:

SPAN 307, 318, 347 or 348, 417, 468 or 469,
 495, 499

mathematics

Jon D. Vanderwerff, 1998. Chair; Professor of Mathematics
Ph.D. University of Alberta 1992
Functional analysis, geometry of Banach spaces

James W. Beach, 1979. Associate Professor of Mathematics
D.A. Idaho State University 1977
Numerical analysis, probability, statistics

Wilton E. L. Clarke, 1986. Professor of Mathematics
Ph.D. University of Iowa 1975
Topology, algebra, mathematics education

Sharilyn R. Horner, 2000. Assistant Professor of Mathematics
M.A. California State University, Fullerton 2002
Mathematics

Vernon W. Howe, 1974. Professor of Mathematics and
Computer Science
Ph.D. Dartmouth College 1971
Algebra, modeling, theoretical computer science

John D. Ng Wong Hing, 1996. Assistant Professor of
Mathematics
M.A. University of California, Los Angeles 1979
Mathematics education, logic and foundations

OBJECTIVES

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.

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 PRAXIS (and/or SSAT) subject area assessment. During the freshman year prospective teachers of both secondary and elementary levels should see the School of Education section of this Bulletin and 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 degree in Curriculum and Instruction designed for prospective elementary and secondary teachers is described in the Graduate Bulletin.

MATHEMATICS DEGREES OFFERED

The Department of Mathematics and Computer Science offers Bachelor of Science degrees in biomathematics and in mathematics. A minor in mathematics is available.

MATHEMATICS LEARNING OUTCOMES:

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 skill 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.

MAJORS

BACHELOR OF SCIENCE

BIOMATHEMATICS

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

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
12 additional units of upper division mathematics, computer science, or biology courses

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)

MINORS

MATHEMATICS

29 units, including

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

COURSES

REMEDIAL

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 121, 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 201 Concepts of Mathematics I (4)

Topics from 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.

Prerequisite: 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 and Discrete Mathematics (4)

Matrix algebra and determinants, systems of linear equations; introduction to relations, digraphs, and trees.

Prerequisite: MATH 132 or consent of the instructor.

MATH 232 Differential Equations (4)

Ordinary differential equations: operator methods, variation of parameters, series solutions, introduction to numerical methods. Fourier series.

Prerequisite: MATH 133, 231; or consent of the instructor.

MATH 233 Vector Calculus (4)

Vector fields, vector calculus, divergence, and theorems of Green and Stokes.

Prerequisite: MATH 133 or consent of the instructor.

MATH 251 Introduction to Statistics I (4)

Basic concepts of probability, descriptive statistics, normal distribution, hypothesis testing applied to means, power, chi-square, introduction to correlation and regression, and simple analysis of variance. Does not apply toward any mathematics program or the Bachelor of Science in Computer Science. Not open to students who previously earned credit in BUAD 341.

Prerequisite: MATH 121 or consent of instructor.

MATH 252 Introduction to Statistics II (4)

Correlation and regression, alternate correlation techniques, analysis of variance, multiple comparisons among treatment means, factorial analysis of variance, repeated-measures designs, multiple regression. Use of a computer statistical package.

Prerequisite: MATH 251 or consent of instructor.

MATH 261 Finite Mathematics for Business 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 EADP and appropriate score on placement examination.

MATH 262 Finite Mathematics for Business II (4)

A continuation of MATH 261. Does not apply toward any mathematics or computer science program.

Prerequisite: Admittance to EADP. and MATH 261

MATH 276 Discrete Mathematics (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)

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 or consent of the instructor.

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; or current enrollment in MATH 231; or consent of the instructor.

MATH 361 Numerical Methods I (4)

Topics chosen from: interpolation and approximation; numerical differentiation and integration; solutions of nonlinear equations; systems of equations; eigenvalues; numerical solutions to differential equations; and error analysis. Offered alternate years.

Prerequisite: CPTG 121; MATH 231, 232; or consent of the instructor.

MATH 362 Numerical Methods II (4)

A continuation of MATH 361. Offered alternate years.

Prerequisite: MATH 361 or consent of the instructor.

MATH 376 Discrete Structures (4)

An algorithmic approach to combinatorics and graph theory, including recurrence relations, generating functions, inclusion-exclusion. Offered alternate years.

Prerequisite: CPTG 121; MATH 231; or consent of the instructor.

MATH 415 Sets and Number Systems (4)

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.

Prerequisite: MATH 133, 231; or consent of the instructor.

MATH 421 Abstract Algebra I (4)

Topics chosen from: groups; quotient groups; rings; unique factorization domains; fields; field extensions; and unsolvability of certain geometrical constructions. Offered alternate years.

Prerequisite: MATH 324 or consent of the instructor.

MATH 422 Abstract Algebra II (4)

A continuation of MATH 421. Offered alternate years.

Prerequisite: MATH 421 or consent of the instructor.

MATH 431 Analysis I (4)

Topics chosen from: the topology of the real line; metric spaces; uniform convergence and continuity; the derivative; the Riemann integral; and outer measure. Offered alternate years.

Prerequisite: MATH 415 or consent of the instructor.

MATH 432 Analysis II (4)

A continuation of MATH 431. Offered alternate years.

Prerequisite: MATH 431 or consent of the instructor.

MATH 451 Introduction to Mathematical Statistics I (4)

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.

Prerequisite: MATH 133, 231; or consent of the instructor.

MATH 452 Introduction to Mathematical Statistics II (4)

A continuation of MATH 451. Offered alternate years.

Prerequisite: MATH 451 or consent of the instructor.

MATH 461 Biomathematical Modeling I (4)

Mathematical modeling of problems in the life sciences, including deterministic, probabilistic and chaotic models; computer simulations. Offered alternate years.

Prerequisite: CPTG 121; MATH 231, 232; BIOL 111, 111L, 112, 112L, 113, 113L; or consent of the instructor.

MATH 462 Biomathematical Modeling II (4)

A continuation of MATH 461. Offered alternate years.

Prerequisite: MATH 461 or consent of the instructor.

MATH 485 Seminar (0.5-2)

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 on any program in the Department of Mathematics and Computer Science.

Identical to CPTG 485. May not register for both CPTG 485 and MATH 485 during the same term.

Prerequisite: MATH 131 or consent of the instructor.

MATH 486 Topics in Mathematics (2-4)

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.

Prerequisite: Consent of the instructor.

MATH 499 Directed Study (1-4)

The study of topics or problems not covered in courses currently being taught. Limited to majors in the Department of Mathematics and Computer Science. May be repeated for additional credit.

Prerequisite: Consent of the department chair.

UNST 404T Religious, Moral, and Social Aspects of Mathematics (4)

Religious and philosophical ingredients of world views, development of human values implicit in the scientific enterprise, and structure of belief in religion and science. Does not apply toward any mathematics or computer science programs.

Prerequisite: Consent of the instructor.

music

Kimo Smith, 1990. Chair; Associate Professor of Music
D.M.A. University of California, Los Angeles 1997
Piano, Organ, Theory

Barbara Favorito, 1990. Professor of Music
D.M.A. University of Miami 1990
Conducting, Instrumental

Jeffry Kaatz, 1988. Professor of Music
D.M.A. University of Southern California 1989
Cello

Raejin Lee, 2005. Assistant Professor of Music
D.M.A. Rutgers University 2008
Voice, Music Education

Kenneth Narducci, 2006. Associate Professor of Music
D.M.A. University of Oregon 1989
Conducting, Theory, Composition

René M. Ramos, 1983. Associate Professor of Music
Ph.D. Indiana University 1997
Musicology, Theory

E. Earl Richards II, 2002. Assistant Professor of Music
M.Mus. University of California, Los Angeles 1996
Choral, Conducting

Elvin S. Rodríguez, 1998. Professor of Music
Ed.D. Teachers College of Columbia University 1991
Piano, Music Technology

Donald W. Thurber, 1975. Professor of Music
Ph.D. University of North Texas 1976
Music Education, Church Music

Jason J. Uyeyama, 2002. Assistant Professor of Music
M.Mus. The Juilliard School 2001
Violin, Viola, Chamber Music

COLLABORATING FACULTY

Aram Barsamian
M.Mus. University of Southern California 1996
Voice

David Brennan
D.M.A. University of California, Los Angeles 2004
Saxophone, Chamber Music

Celia Chan Valerio
M.Mus. Indiana University 1993
Harp

Daniel Cummings
D.M.A. University of California, Los Angeles 2007
La Sierra Symphony Orchestra

Jamie Douglass
B.S. Indiana University, Bloomington 1999
Percussion

Frankie Farrell
M.Mus. University of California, Los Angeles 1981
Music Technology

Martin Glicklich
D.M.A. University of Southern California 1998
Flute

Richard Hofmann
M.Mus. California State University, Northridge 2006
Trumpet, Chamber Music

Bruce Hudson
M.Mus. Cleveland Institute of Music 1992
Horn

Jungwon Jin
D.M.A. University of Southern California 2000
Piano

David Kendall
M.A. University of California, Riverside 2007
Director of Recording Services, Theory Lab

Ping-Herng Denny Lin
M.S. California State University Fullerton 2003
Music Technology

Rong-Huey Liu
D.M.A. University of Southern California 2000
Oboe

Ty Rust
M.F.A. California Institute of the Arts 1986
Low brass, Music Technology

Vadim Serebryany
D.M.A. Yale University 2005
Piano

Pin Fei Tang

M.Mus. University of Illinois at Urbana-Champaign 1988

Cello

Lucille Taylor

M.A. Andrews University 1979

Viola

William Wellwood

D.M.A. University of Southern California 1997

Clarinet

Lee Zimmer

A.A. Orange Coast College 1989

Guitar

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 overall campus 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 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 to enable 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 to inspire 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.

The measurable objectives of the Music Department for the development of specific competencies in the student are:

1. To assist the student in developing the ability to hear, identify, and respond to the basic elements of music
2. To provide the student with the basic knowledge and understanding of music history and musical styles.
3. To impart an understanding of music in its cultural context, both within and without the European-centered tradition.
4. To help the student acquire an understanding of the theoretical basis of music and pertinent techniques of analysis and composition.

5. To assist in the development of the student's technical and interpretative skills necessary for sensitive, perceptive solo and ensemble performance.
6. To equip the student with knowledge of the principles and methods of music pedagogy.
7. To aid in the development of the student's ability to critically evaluate performance.
8. To equip the student with a basic competency in music technology.

DEGREES OFFERED

The Department of Music, whose programs are accredited by the National Association of Schools of Music, offers a Bachelor of Arts degree in music, a Bachelor of Music degree in music with two areas of concentration: music education and performance, and a Bachelor of Science degree in Music Technology. A minor in music and a minor in music technology are available.

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.

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 PRAXIS (or SSAT) subject area assessment. During the freshman year prospective teachers of both secondary and elementary levels should see the School of Education section of this Bulletin and 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 degree in Curriculum and Instruction designed for prospective elementary/secondary teachers is described in the Graduate Bulletin.

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:

Wind Ensemble: La Sierra Symphony
Orchestra or Jazz Ensemble
Voice: University Chorale, 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.

MUSIC LEARNING OUTCOMES:

1. Develop the ability to hear, identify, and respond to the basic elements of music
2. Gain a basic knowledge and understanding of music history and musical styles
3. Develop the ability to apply knowledge regarding various musical styles and performance traditions in a practical way to repertoire being studied and performed
4. Develop an understanding of music in its cultural context, both within and without the European-centered tradition
5. Acquire an understanding of the theoretical basis of music and pertinent techniques of analysis
6. Develop technical and interpretive skills necessary for sensitive, perceptive solo and ensemble performance
7. Gain a knowledge of the principles and methods of music pedagogy
8. Develop the ability to critically evaluate performance
9. Be equipped with a basic competency in music technology

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 Handbook.

4. Candidates for the Bachelor of Music degree are required to present recitals as indicated in the various concentrations. See the department's Student Handbook.
5. A music major must fulfill the requirements as outlined in the department's Student Handbook to be considered a music major in good standing. Handbooks may be obtained from the Music Department office.

M A J O R S

BACHELOR OF ARTS

MUSIC

Required : 67 units (19 upper division) in music, including:

MUCT 112, 112L, 113, 113L, 211, 212, 213,
314, 315
MUET 105
MUHL 336, 337, 338, 339

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 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.

MURE 489
MUPF 289/389 Concert Attendance

Recommended:

MUHL 485
MUPF 314

BACHELOR OF MUSIC

MUSIC

Core curriculum Required of all students receiving a Bachelor of Music degree.

Required :

MUCT 112, 112L, 113, 113L, 211, 211L, 212, 212L, 213,
213L, 314, 315
MUET 105
MUHL 335, 336, 337, 338, 339
MUPF 314, 398

12 units of specified ensembles. Music Majors must be enrolled in a major ensemble each quarter in attendance with the exception of Music Education Majors doing student teaching.

MURE 489
MUPF 289/389 Concert Attendance

The Student chooses one of the following areas of concentration.

Music Education

Required: 120 units in music, including the core curriculum and 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

3 units 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 : 113 units in music, including the core curriculum and
4 units music electives
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 325
MUPF 284 and/or 384 (6 units)

Strings—
MUED 326
MUPF 284 and/or 384 (6 units)

Instrument other than piano or strings—
MUPF 284 and/or 384 (6 units)
MUHL 328

Voice—
MUED 220A, 220B, 294
MUHL 329
MUPF 284 and/or 384 (2 units)

Required cognate: French, German or Italian through level 201

BACHELOR OF SCIENCE

MUSIC TECHNOLOGY

Required: MUCT 112, 112L, 113, 113L, 211, 211L, 212, 212L,
213, 213L, 314, 315
MUHL 336, 337, 338, 339

6 units of individual instruction

12 units of large ensemble

MUPF 289/389 Concert Attendance
MURE 489
CPTG 121
MUCT 417
MUET 105, 185, 211, 211L, 212, 212L, 220,
285, 385, 485, 495, 498
MUHL 385
PHYS 117, 307, 351, 352

6 units electives (ARTS, CPTG, MUCT, MUET, MUHL, PHYS)

MINORS

MUSIC

30 units (8 upper division), including
MUCT 112, 112L, 113, 113L
MUHL 205 and two of the following:
MUHL 335, 336, 337
4 units (min.) of specified ensembles
4 units electives in music

MUSIC TECHNOLOGY

27 units (10 upper division), including
MUCT 112, 112L, 113, 113L, 417
MUET 105, 211, 211L, 220, 285
MUHL 338, 385

2 electives from:

ARTS 194
PHYS 307
MUET 385, 485

CERTIFICATE

The Performer’s Certificate program is a full-time course of study
designed for promising performers who need 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. 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 chamber music
2 units accompanying
8 units private instruction

Strings: 2 units chamber music
2 units La Sierra Symphony Orchestra
8 units private instruction

Instrumental: 2 units chamber music
2 units University Wind Ensemble or La Sierra
Symphony Orchestra
8 units private instruction

Voice: 2 units vocal chamber music
2 units opera
8 units private instruction

Students must perform at least one recital

C O U R S E S

MUSIC COMPOSITION AND THEORY

LOWER DIVISION

MUCT 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.

MUCT 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 MUCT 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: Completion of MUCT 105 with a grade of C or better, 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 solfege sight singing, rhythmic accuracy, intonation and listening.

Prerequisite: Completion of MUCT 105L with a grade of C or better, 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: Completion of MUCT 112 with a grade of C or better.

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 solfege and extended rhythmic structures.

Prerequisite: Completion of MUCT 112L with a grade of C or better.

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: Completion of MUCT 113 with a grade of C or better.

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: Completion of MUCT 113L with a grade of C or better.

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: Completion of MUCT 211 with a grade of C or better.

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: Completion of MUCT 211L with a grade of C or better.

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: Completion of MUCT 212 with a grade of C or better.

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: Completion of MUCT 212L with a grade of C or better.

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 with a minimum grade of C

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 with a minimum grade of C

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.

Prerequisite: MUCT 314 with a minimum grade of C. Suggested

Prerequisite: MUCT 415 with a minimum grade of C.

MUCT 415 Orchestration (3)

Timbre and technical characteristics of orchestral instruments.
Practices and procedures of orchestration.

Prerequisite: MUCT 213 with a minimum grade of C

MUCT 417 Compositional Techniques and Orchestration (4)

Practice in writing and performing original compositions in the smaller forms. Emphasis on 20th century compositional techniques and orchestration using music technologies such as sequencers, samplers, synthesizers, etc.

Prerequisite: MUCT 213 with a minimum grade of C

MUCT 499 Directed Study (1-4)

800 level courses give no credit toward any degree or diploma; they are noncredit certificate program courses only.

MUCT 899A Theory I for Certificate Program (3-5)

May be repeated to a total of 15 units

MUCT 899B Theory II for Certificate Program (3-5)

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 (2008-2009).

MUED 220B Singer's Diction II (2)

Latin, Italian, and French diction appropriate for soloist and ensemble. Offered odd years (2008-2009).

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 (2009-2010).

MUED 254 Woodwind Methods and Techniques (2)

Basic techniques and teaching methods for woodwind instruments. Offered even years (2009-2010).

MUED 264 Brass Methods and Techniques (2)

Basic techniques and teaching methods for brass instruments. Offered odd years (2008-2009).

MUED 274 Percussion Methods and Techniques (2)

Basic techniques and teaching methods for percussion instruments. Offered odd years (2008-2009).

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 (2009-2010).

UPPER DIVISION**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, planning and managing programs, concerts and tours. Classroom observation required. Offered odd years (2008-2009).

MUED 306 Methods of Teaching Music K-6 (3)

Methods and materials for teaching basic music concepts in the elementary school. Special emphasis on Orff and Kodaly approaches to music education. Includes use of soprano recorder as a pre-band instrument. Open to music majors only. Classroom observation required. Offered even years (2009-2010).

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 and Literature (2)

The study of published keyboard methods and pedagogical principles and techniques of keyboard instruction. Offered odd years (2008-2009).

MUED 325B Piano Pedagogy and Literature (2)

Continuation of MUED 325A. Offered even years (2009-2010).

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 (2008-2009).

MUED 327 Vocal Pedagogy and Literature (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 odd years (2008-2009).

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 school with appropriate methods and literature. Classroom observation required. Offered even years (2009-2010).

MUED 499 Directed Study (1-4)**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 development of the instrument. Offered even years (2009-2010).

MUHL 329 Song (Vocal) Literature (2)

A survey of art song literature including German Lied, French mélodie, Italian, Spanish, English, and American art song, with an emphasis on class performance presentation. Offered odd years ((2008-2009).

Prerequisite: A minimum of 6 units VOICE MUPF 129A with a minimum grade of B.

MUHL 330 Song (Vocal) Literature Seminar

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 with a minimum grade of C.

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 with a minimum grade of C.

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 with a minimum grade of C.

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 with a minimum grade of C.

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 with a minimum grade of C.

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, music and society. Attention given to political and cultural events influencing musical developments.

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, the theory of music.

MUHL 337 History of Western Music Since 1800 (4)

The development of music in Europe and the U.S.A. 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.

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 (2)

The development of music in the 20th century. Special focus will be given to music since 1940. Serialism, atonality, chance, minimalism, and avante-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)

MUSIC PERFORMANCE

LOWER DIVISION

MUPF 105 Piano Class (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 with a minimum grade of C.

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 with a minimum grade of C.

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 music major. May be repeated for additional units as necessary.

MUPF 106B Beginning Voice Class II (1)

A continuation of 106A to further practice and refine vocal technique through exercises and more advanced solo vocal literature. Does not apply to music major. May be repeated for additional units as necessary.

Prerequisite: MUPF 106A with a minimum grade of C.

MUPF 106C Beginning Voice Class III (1)

Continuation of MUPF 106B. Does not apply to music major. May be repeated for additional units as necessary.

Prerequisite: MUPF 106B with a minimum grade of C.

MUPF 216 Basic Conducting Skills (2)

The theory and application of basic conducting techniques. Does not apply towards a major in music.

Prerequisite: MUCT 113, 113L with a minimum grade of C.

MUPF 289 Concert Attendance (0)

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 with a minimum grade of C

MUPF 315 Intermediate Conducting (2)

The application of theory and techniques unique to the conducting of both choral and instrumental ensembles.

Prerequisite: MUPF 314 with a minimum grade of C.

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 (2009-2010).

Prerequisite: MUPF 315 with a minimum grade of C.

MUPF 317 Instrumental Conducting (2)

Score analysis, score preparation, and programming. Study of significant wind band and orchestra literature. Offered odd years (2008-2009).

Prerequisite: MUPF 315 with a minimum grade of C.

MUPF 389 Concert Attendance (0)

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 music department's Student Handbook.

MUPF 417 Advanced Conducting (2)

Advanced score analysis and conducting techniques, significant wind band and orchestral literature.

Prerequisite: MUPF 316 and 317 with a minimum grade of C

MUPF 498 Recital in Music (1)

Minimum of 60 minutes of repertoire as approved by instructor. Specific procedures and requirements are available in the music department's Student Handbook.

MUPF 499 Directed Study (1-4)

800 level courses give no credit toward any degree or diploma; they are noncredit certificate program courses only.

MUPF 854 Recital in Music for Certificate Program (2)

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 Financial Information section of the 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.

Piano

MUPF 124A 224A 324A 424A 824A

Organ

MUPF 124B 224B 324B 424B 824B

Harpichord

MUPF 124C 224C 324C 424C 824C

Violin

MUPF 125A 225A 325A 425A 825A

Viola

MUPF 125B 225B 325B 425B 825B

Violoncello

MUPF 125C 225C 325C 425C 825C

Contrabass (Double Bass)

MUPF 125D 225D 325D 425D 825D

Guitar	MUPF 125E	225E	325E	425E	825E
Harp	MUPF 125F	225F	325F	425F	825F
Flute	MUPF 126A	226A	326A	426A	826A
Oboe	MUPF 126B	226B	326B	426B	826B
Clarinet	MUPF 126C	226C	326C	426C	826C
Bassoon	MUPF 126D	226D	326D	426D	826D
Saxophone	MUPF 126E	226E	326E	426E	826E
Horn	MUPF 127A	227A	327A	427A	827A
Trumpet	MUPF 127B	227B	327B	427B	827B
Trombone	MUPF 127C	227C	327C	427C	827C
Euphonium	MUPF 127D	227D	327D	427D	827D
Tuba	MUPF 127E	227E	327E	427E	827E
Percussion	MUPF 128	228	328	428	828
Voice	MUPF 129A	229A	329A	429A	829A
Conducting	MUPF 129B	229B	329B	429B	829B
Composition	MUPF 370	470			

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 college-owned instruments available for band and orchestra. Purchase of concert attire required for some ensembles.

MUPF 271, 371 Opera Workshop (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. *Prerequisite:* Audition.

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.

Prerequisite: Audition.

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.

Prerequisite: Audition

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.

Prerequisite: Audition

MUPF 277E, 377E 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.

Prerequisite: Audition.

MUPF 279, 379 La Sierra Symphony 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.

Prerequisite: Audition.

MUPF 284, 384 Chamber Music (1, 1)

Study and performance of selected chamber works for keyboard, strings, woodwinds, vocal and brass.

Prerequisite: Consent of instructor or department chair.

MUPF 285A, 385A Piano Ensemble (1, 1)

Prerequisite: Consent of department chair.

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.

Prerequisite: Consent of instructor.

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.

Prerequisite: Consent of instructor.

MUPF 285D, 385D Big Band (1,1)**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 emphasis on significant wind music for small and large wind band.

Prerequisite: Audition.

MUPF 369 Seminar in Applied Music (1-4)

May be repeated for additional credit with different content.

MUPF 496 Workshop in Music (1-4)

800 level courses give no credit toward any degree or diploma; they are noncredit certificate program courses only.

MUPF 834 Large Ensemble for Certificate Program (2)

Must be enrolled each quarter in residence. May be repeated to a total of 6 units.

MUPF 844 Small Ensemble for Certificate Program (2)

Must be enrolled each quarter in residence. May be repeated to a total of 6 units.

MUSIC TECHNOLOGY**LOWER DIVISION****MUET 105 Introduction to Music Technology (2)**

Introduction to music technologies and other applications used in the teaching and business of music. Topics include CAI, music printing, and MIDI sequencing. Non-music topics such as e-mail, Internet, word processing, and database/spreadsheet are also covered.

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.

Prerequisite: MUET 105 with a minimum grade of C.

MUET 211 Recording Technology I (2)

Introduction to the physical aspects of sound, sound level measurement, microphone techniques, psychoacoustics, 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.

Corequisite: MUET 211

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 with a minimum grade of C.

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.

Corequisite: MUET 212

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 with a minimum grade of C.

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 with a minimum grade of C.

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 with a minimum grade of C.

MUET 321 Recording Practicum III (2)

A continuation of MUET 320.

Prerequisite: MUET 320 with a minimum grade of C

MUET 322 Recording Practicum IV (2)

A continuation of MUET 321.

Prerequisite: MUET 321 with a minimum grade of C.

MUET 385 Principles of Multimedia (4)

A study of the basic concepts and practices of interactive media. The course will survey strategies, design principles, techniques, and software. Works will be analyzed for insight into the creative process. Resources include Director, Flash, Revolution, and SuperCard authoring software.

MUET 411 Internship in Music Technology (1-6)

Assignment to studios and/or corporations for on-the-job training. Students must be Junior or Senior standing only to qualify.

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 and Senior in Music Technology.

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**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; relation between church musicians and ministerial staff.

MURE 499 Directed Study (1-4)

philosophical studies

Fritz Guy, 1961, 1990. Coordinator;
Research Professor of Philosophical Theology
Ph.D. University of Chicago 1971
History of philosophy, philosophy of religion,
ethics, philosophy of time

James W. Beach, 1979. Associate Professor of Mathematics
D.A. Idaho State University 1977
Numerical analysis, probability

Gary W. Chartier, 2001. Assistant Professor of Business Ethics
and Law
J.D. University of California at Los Angeles 2001
Ph.D. University of Cambridge 1991
Moral and political philosophy, philosophy of religion, philosophy
of mind and action

Andrew C. Howe, 2005. Assistant Professor of History
Ph.D. University of California, Riverside 2005
History of ideas, postmodern thought

John R. Jones, 1990. Associate Professor of New Testament
Studies and World Religions
Ph.D. Vanderbilt University 1982
Asian philosophy, phenomenology of religion

John Ng Wong Hing, 1996. Assistant Professor of Mathematics
M.A. University of California, Los Angeles 1979
Logic, foundations of mathematics

John W. Webster, 1999. Professor of Theology and History of
Christianity
Ph.D. Princeton Theological Seminary, 1995.
Introduction to philosophy, moral philosophy, philosophy of
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.

A student with a vocational interest in philosophical studies may design an appropriate individual major in consultation with the respective coordinators of the programs in individual majors and in philosophical studies.

A minor concentration 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 other areas such as law or religion.

INDIVIDUAL MAJORS

Individual majors (see Guidelines, pp. 15) 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 curriculums are listed below. These majors require a minimum of 60 quarter units, including 20 units of course courses in philosophical studies. For additional information consult the coordinator of the Program in Philosophical Studies.

CORE CURRICULUM

All individual majors involving Philosophical Studies include a set of five courses in philosophy.

Required: PHIL 105 or 204, PHIL 208 317, 327, 318 and 319

GENERAL PHILOSOPHICAL STUDIES

Required:

60 units (30 upper division)

Philosophical studies core requirement, 24 units

Philosophy and religion, 12 units

PSYC 488C

RELT 436

RELG 235

RELG 237 or 306 or RELM 444

Philosophy and natural science, 12 units selected from:

PHIL 432A,

NSCI 404, 405, 406, 407

Philosophy and the human sciences, 12 units selected from:

ANTH 316

RELE 447

RELT 464

SOCI 374, 404

PHILOSOPHY AND RELIGION

Required:

60 units (30 upper division)

Philosophical studies core requirement, 24 units

Philosophy and phenomenology of religion, 12 units selected from

PHIL 436

PSYC 488C

RELG 235

RELG 237 or 306 or RELM 444

Religion and the human sciences, 12 units selected from:

ANTH 315, 316

RELE 447

RELT 464

History of Christianity, 12 units selected from:

RELH 445, 446, 447, 488

PHILOSOPHY AND THEOLOGY

Required:

60 units (30 upper division)

Philosophical studies core requirement, 24 units

Moral and political philosophy, 12 units selected from:

PHIL 404, 405, 454, 474

Theology, 16 units

PHIL 436

RELT 434, 435

RELT 453 or RELH 453

Ethics, 8 units selected from:

RELE 447, 448, 455, 459

PHILOSOPHY AND INTELLECTUAL HISTORY

Required:

60 units (30 upper division)

Philosophical studies core requirement, 24 units

Intellectual history, 32 units selected from:

RELH 445, 446, 447

HIST 430R, 430S; 432A

PHIL 485

PSYC 478

Historical Inquiry, 8 units selected from:

HPSC 275, 375, 497, 498

PHILOSOPHY, POLITICS, AND ECONOMICS

Required:

60 units (30 upper division)

Philosophical studies core requirement, 24 units

Moral and political philosophy, 12 units selected from:

PHIL 404, 405, 454, 474, 485

Economics, 12 units

ECON 254, 255, and 357 or 366

American law and politics, 12 units selected from:

PLSC 225, 316

HIST 430G,

PHILOSOPHY AND CULTURAL STUDIES

Required:

60 units (30 upper division)

Philosophical studies core requirement, 24 units

Moral and political philosophy, 12 units selected from:

PHIL 404, 405, 454, 474, 485

Philosophy and literary theory, 8 units

PHIL 487A, 487B

Cultural studies, 16 units selected from:

ANTH 275, 315

COMM 344

HIST 366, 430D, , 430Q, 430R

HPSC 106

SOCI, 307, 314, 345, 374, 414, 418

PHILOSOPHY AND COGNITIVE SCIENCE

Required:

60 units (30 upper division)

Philosophical studies core requirement, 24 units

Philosophy of science, 4 units selected from

PHIL 432A,

PSYC 478

Cognitive science, 32 units

BIOL 439, 469

PSYC 349, 374, 435, 451, 452, 456, 484C

MINOR

PHILOSOPHY

32 units, including

PHIL 208, 317, 318, 319

16 additional units selected (in consultation with the program coordinator) from the courses listed below and closely related courses offered else where in the University.

COURSES

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. Identical to 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 or permission of the instructor

**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 or permission of the instructor

**PHIL 319 Contemporary Thought: From Logical Positivism
to Postmodernism (4)**

From process philosophy to postmodernism, with major emphasis on Thomas Kuhn, A.J. Ayer, Martin Heidegger, Ludwig Wittgenstein, and Richard Rorty.

Prerequisite: Upper-division standing or permission of the instructor

**PHIL 327 Asian Philosophical Traditions:
India, China, and 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, environmental and political philosophy, in connection with the so-called “Asian values” debate. Identical to 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. Identical to PSYC 374.

PHIL 404 Foundations of Social Thought

Survey of social thought ranging from ancient world views to modern social theories in anthropology and sociology. Identical to SOCI 404.

PHIL 405 Moral Philosophy: Conduct and Character (3-4)

A philosophical investigation of major moral concepts such as duty, the good, the right, the just, and their application to problems concerning the individual and society. Readings will include the works of moral philosophers, both ancient and modern. Identical to RELE 405.

Prerequisite: Consent of the instructor.

PHIL 432A The Scientific Revolution and Enlightenment (4)

An introduction to the formation of early modern science from Copernicus to Newton and its role in transforming European social and political life during the Enlightenment. Includes an analysis of the interactions of philosophy, religion, politics, and culture from the 15th through the 18th centuries. Lecture/seminar format. Identical to HIST 432A.

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. Identical to RELT 436.

Prerequisite: Senior standing or consent of the instructor.

PHIL 454 Applied Ethics and Social Issues (2-4)

Implications of moral principles for selected problems in social policy. Identical to RELE 454.

**PHIL 474 Political Philosophy:
Justice, Power, and Community (4)**

Main currents of political philosophy from Plato to the present. Identical to PLSC 474.

PHIL 485 American Political Thought

American political ideas from the colonial period to the present. Identical to 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. Identical to COMM 487A and ENGL 487A.

PHIL 487B Contemporary Literary Criticism (4)

An examination of modern and postmodern literary theory, including the schools of formalism, psychoanalysis, feminism, post-structuralism and cultural criticism. Readings survey the writers, philosophers, and social commentators whose contributions shape current methodologies of interpretation. Identical to ENGL 487B.

PHIL 499 Directed Study (1-4)

physics

Ivan E. Rouse, 1978. Chair; Professor of Physics
Ph.D. Washington State University 1974
Condensed matter

Horace Crogman, 2007. Assistant Professor of Physics
Ph.D. University of Arkansas 2004
Molecular Dynamics and Symmetry Analysis

Elvis Geneston, 2008, Assistant Professor of Physics
Ph.D. University of North Texas 2008
Statistical Physics and Complex Networks

COLLABORATING FACULTY

Benjamin L. Clausen
Ph.D. University of Colorado 1987
Nuclear physics

Stephen J. Schiller
Ph.D. University of Calgary 1986
Astrophysics

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;
- Prepare students for post-baccalaureate studies in science;
- Provide service courses to other academic departments and programs.

While fulfilling their mission the physics faculty pursue several broad goals. They intend to help students who study with them

- Appreciate the value and beauty of physics for understanding the physical world around them;
- Learn and apply the conceptual and analytical tools and the experimental methods of physics;
- Pursue careers in physics and physics-related fields.
- Pursue professional graduate study in medicine and dentistry.

PREPARATION FOR MEDICINE AND DENTISTRY

Students planning to go on to medical or dental school will be well-prepared by taking the Biophysics B.S. 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.

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 PRAXIS (or SSAT) subject area assessment. During the freshman year prospective teachers of both secondary and elementary levels should see the School of Education section of this Bulletin and 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 degree in Curriculum and Instruction designed for prospective elementary/secondary teachers is described in the Graduate Bulletin.

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.

DEGREES OFFERED

The Department of Physics offers a Bachelor of Science degree in biophysics. A minor in physics is available.

Physics Learning Outcomes:

1. Students develop the ability to formulate, deconstruct, and solve complex problems using mathematics up through calculus.
2. Students know how to utilize physical principles to solve biophysical problems
3. 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.
4. Students design and implement experiments and/or theoretical studies to understand physical phenomenon in the context of biophysics.
5. Students know how and where to find relevant and reliable scientific information including the web, online databases and libraries.
6. Students effectively use mathematical and experimental software packages.
7. Students capably use the experimental equipment necessary for doing biophysics.
8. Students communicate and present information electronically including appropriate use of multimedia modes of communication.
9. Students write well-organized, logical, and scientifically sound biophysics research papers.
10. Students present clear well-organized, logical, scientifically sound, and audience-appropriate oral reports on appropriate biophysics topics.
11. Students work effectively in teams and exercise appropriate leadership with their team.
12. Students collaborate with peers to accomplish course assignments.
13. Students lead discussions and plan collaborative projects.
14. Students are acquainted with contemporary issues in biophysics.
15. Students critically evaluate topics in the emerging field of biophysics.

MAJOR

BACHELOR OF SCIENCE

BIOPHYSICS

Offered with the department of biology.

Required : 66 units in biology and physics

BIOL 111, 111L, 112, 112L, 113, 113L, 301, 466

PHYS 231, 231L, 232, 232L, 233, 233L, 316, 326, 336, 346, 356, 486

1 unit 2 units from PHYS 186 or 386

1 unit from PHYS 186 or 386

4 units of upper division BIOL electives

Required cognates:

CHEM 111, 111L, 112, 112L, 113, 113L, 371, 372, 372L, 373, 373L

MATH 131, 132, 133

MINOR

BIOPHYSICS

Required : 27 units

12 units of upper division biophysics electives

PHYS 231, 231L, 232, 232L, 233, 233L

COURSES

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 and MATH 007, or equivalent; may be taken concurrently with PHYS 117

PHYS 186 Biophysics Seminar (1)

Informal seminars on biophysics and related topics of mutual interest to faculty and students. May be repeated for credit to 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: MATH 122 or equivalent for section **A**.

Prerequisite: MATH 132 or equivalent for section **B**.

PHYS 231L General Physics I Laboratory (1)

One three-hour laboratory per week. Must be taken concurrently with PHYS 231.

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.

Prerequisite: PHYS 231A for section A.

Prerequisite: PHYS 231B for section B.

Prerequisite: for section A the student must have passed PHYS 231A with a grade of C or better.

Prerequisite: for section B the student must have passed PHYS 231B with a grade of C or better.

PHYS 232L General Physics II Laboratory (1)

One three-hour laboratory per week. Must be taken concurrently with PHYS 232.

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: PHYS 232A for section A.

Prerequisite: PHYS 232B for section B.

Prerequisite: for section A the student must have passed PHYS 232A with a grade of C or better.

Prerequisite: for section B the student must have passed PHYS 232B with a grade of C or better.

PHYS 233L General Physics III Laboratory (1)

One three-hour laboratory per week. Must be taken concurrently with PHYS 233.

PHYS 298 Directed Research (1-4)

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)

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. Does not apply toward a physics major. Not open to freshmen except by permission of the instructor.

Prerequisite: MATH 121 or MATH 115

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.

Prerequisite: 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. Identical to CHEM 353.

Prerequisite: PHYS 233; MATH 132.

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.

Prerequisite: MATH 131, 132, 133 (calculus); PHYS 231, 232, 233 (general physics)

PHYS 336 Physics of Biomaterials (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.

Prerequisite: MATH 131, 132, 133 (calculus); PHYS 231, 232, 233 (general physics)

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.

Prerequisite: MATH 131, 132, 133 (calculus); PHYS 231, 232, 233 (general physics)

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.

Prerequisite: MATH 131, 132, 133 (calculus); PHYS 231, 232, 233 (general physics)

PHYS 386 Biophysics Seminar (1)

Informal seminars on biophysics and related topics of mutual interest to faculty and students. Even-numbered years: Seminars to assist students in preparing a formal paper in AIP style.

May be repeated for credit to 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)

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)

Directed study of a problem suited to the background and experience of the student. May be repeated for credit. A minimum of 25 clock hours per unit required for a passing grade.

Prerequisite: Consent of the instructor.

psychology

Adeny Schmidt, 1974. Chair, Professor of Psychology
Ph.D. University of California, Los Angeles 1986
Developmental psychology, research methodology

Gloria M. Hicinbothom, 1991. Associate Professor of Psychology
Ph.D. University of Connecticut 1998
Ethology, child development, development of problem solving strategies

In-Kyeong Kim, 1995. Professor of Psychology
Ph.D. Cornell University 1990
Cognitive psychology, perceptual and cognitive development

Paul M. Mallery, 1993. Professor of Psychology
Ph.D. University of California, Los Angeles 1994
Social and political psychology, intergroup relations

Suzanne Mallery, 2001. Associate Professor of Psychology
Ph.D. Fuller Theological Seminary 1998
Clinical psychology, pediatric psychology

Leslie R. Martin, 1996. Professor of Psychology
Ph.D. University of California, Riverside 1996
Personality and social psychology, health psychology

COLLABORATING FACULTY

Paul E. Haerich, 1989.
Ph.D. University of Florida 1989
Psychobiology, human cognitive psychophysiology

Sherry L. Skidmore, 2003.
Ph.D. United States International University 1975
Diplomate, Forensic Psychology, American Board of Professional Psychology, 1981
Clinical neuropsychology, clinical psychology, forensic psychology

MISSION STATEMENT

Psychology infuses every area of life, from physics to theology to the mundane activities we undertake each day. A holistic educational experience—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 psychologists, 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, practice self-awareness, and analyze their own worldviews. This includes learning to embrace the process of critical evaluation, and to value alternative 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.

OBJECTIVES

The general objective of the Department of Psychology is to teach psychology as the scientific study of human behavior and mental processes. More specifically, students completing a Bachelor's Degree in Psychology at La Sierra University should:

1. Demonstrate knowledge and understanding representing appropriate breadth and depth in major 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 literacy 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 personal experiences and find meaning in them, including as they relate to personal spiritual commitments and the Seventh-day Adventist orientation of the University.

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 PRAXIS (or SSAT) subject area assessment. During the freshman year prospective teachers of both secondary and elementary levels should see the School of Education section of this Bulletin and 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 degree in Curriculum and Instruction designed for prospective elementary/secondary teachers is described in the Graduate Bulletin.

SOCIAL WORK

The Department of Psychology's accredited program in social work offers the Bachelor of Social Work degree in social work, which is described under that program listing.

PSYCHOLOGY DEGREES OFFERED

The Department of Psychology offers two major programs: a Bachelor of Arts degree in psychology and a Bachelor of Science degree in psychobiology. Three minors in psychology are also available.

The Bachelor of Arts degree in psychology is a broad program and represents a variety of interests. The requirements are organized around a core set of courses with additional breadth and depth courses from which the students may select based on their interests.

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 it 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.

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 literacy 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

Required: 46-47.5 units as follows:

PSYC 104, 234, 252, 304, 314 or 315, 319, 344, 349, 401, 451, 478, 488, UNST 404M
PSYC 219 (0.5 unit for each year of residence; minimum of 0.5 unit)

Required breadth: 3 courses from:

PSYC 356, 364, 374, 414, 435, 464, 474, 475, 486

Individual graduate programs require specific courses. Please consult program-specific entrance requirements.

Required depth: 8 units from:

PSYC 355, 452, 454, 456, 482, 484

(May take two 4 unit courses or one 4 unit and two 2 unit courses.)

Required cognates:

MATH 251
SOC 104
BIOL 111, 111L, 112, 112L, 113, 113L
OR
BIOL 131, 131L, 132, 132L

PSYCHOBIOLOGY

Required: 75 units (50 upper division), including:

BIOL 111, 111L, 112, 112L, 113, 113L; 221, 222, 301, 302, 303, and one of the following: 301L, 302L, 303L

1 unit may be applied to the psychology/psychobiology major for each biochemistry course elected from CHEM 491 or 492, and 2 units may be added for CHEM 493.

PSYC 104, 234, 252, 304, 349, 349L, 401, 451, 452

0.5 unit for each year of residence from: PSYC 219, 319

Remaining units selected from:

BIOL 434, 446, 466,
HLED 225
PSYC 314, 315, 344, 364, 374, 414, 435, 456,
475, 478, 482, 484, 486, 488

Required cognates:

CHEM 111, 111L, 112, 112L, 113, 113L, 371, 372,
372L, 373, 373L
MATH 251

M I N O R

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

28 units including

MGMT 304, 356, PSYC 356, 474

Remaining units selected from

MGMT 475, MKTG 374, PSYC 304, 355, 434
(2-4 units), 482A

CRIMINAL JUSTICE

28 units including

PLSC 225, PSYC 475

2 of the following 3 courses

PSYC 482F, 482G, 482A

Remaining units selected from:

PSYC 304 or SOCI 304, PSYC 356, 434 (2-4
units), 482A, 482D, 488E or PLSC
488E, SOWK 286C

PSYCHOLOGY

28 units (16 upper division), including

PSYC 104, 234, 344

Notes:

1. A minor must have a minimum of 12 units that are not used to fulfill the requirements for the major.
2. Some of these courses may be offered alternate years: check with the Department of Psychology or the offering department.

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: Completion of, or concurrent enrollment in ENGL 111.

PSYC 105 Methods of Inquiry in Psychological Science (4)

Provides an introduction to various methodological issues in science, using psychobiological inquiry as a model. Major topics include: theory formulation and hypothesis testing; critical thinking in the evaluation of research; mathematical and logical reasoning, including probability; organization of scientific knowledge and the process of scientific progress; and the interrelationships amongst different scientific fields. These issues will be addressed through content focused on specific topics, such as the psychophysiology of learning disabilities and the impact of psychotropic drugs on biological systems. Includes laboratory experience that focuses on demonstration of psychobiological principles, critical analysis of methodology, and writing skills.

Prerequisite: Eligibility for MATH 121 as determined by placement test; completion of, or concurrent enrollment in ENGL 111; PSYC 104.

PSYC 219 Psychology Colloquium (0.5)

Freshman or sophomore students register for this colloquium, which is 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 observations and/or laboratory experience. Not open to students with credit in SOWK 311/312.

Prerequisite: Completion of, or concurrent enrollment in ENGL 111.

PSYC 252 Quantitative Psychology (4)

Review of statistical techniques most used in psychology, including chi-square, correlation, regression, multiple regression and analysis of variance. Special emphasis placed on using and interpreting statistics for the most common psychological research designs.

Prerequisite: PSYC 104; MATH 251 (with a "C" or better); concurrent enrollment in PSYC 252L

PSYC 252L Quantitative Psychology Laboratory (0)

Practice in the use of computer software to analyze data, test hypotheses, and interpret results.

Prerequisite: Concurrent enrollment in PSYC 252.

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.

Prerequisite: PSYC 104. Consent of instructor, and 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.

UPPER DIVISION**PSYC 304 Social Psychology (4)**

A study of the behavior of the individual as a member of the group, and behavior patterns within groups. Social interaction, group organization and leadership; social influences on perception, cognitive processes, attitude formation, and attitude change are addressed. Identical to SOCI 304.

Prerequisite: PSYC 104.

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 315 Cross-Cultural Psychology (4)

A study of cross-cultural psychology focusing on cross-cultural differences, cultural influences on basic psychological processes, the limitations of cross-cultural research, cultural influences on social and developmental processes, and issues of mental and physical health across cultures.

Prerequisite: PSYC 104.

PSYC 319 Career Colloquium (0.5)

Junior students enroll in this colloquium 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 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 349 Methods of Research (4)

An introduction to the methods used in designing and analyzing psychological experiments integrating theoretical and practical hypothesis testing with the use of appropriate parametric and nonparametric statistics.

Prerequisite: PSYC 104; a "C" or better in MATH 251 and in

PSYC 252; concurrent enrollment in, or prior completion of PSYC 349L.

PSYC 349L Methods of Research Laboratory (1)

Practice in the formulation of testable hypotheses, solution of sampling problems, the interpretation of results, and the use of statistical software to evaluate and interpret data.

Prerequisite: PSYC 104; a "C" or better in MATH 251 and in PSYC 252; concurrent enrollment in or prior completion of PSYC 349.

PSYC 355 Psychology of Groups (2)

An examination of intragroup relations, including such topics as the influence of the group on the individual and of the individual on the group. Includes lecture, discussion and small group exercises. Offered periodically.

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

Prerequisite: PSYC 104; MATH 251 or consent of instructor.

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. Offered alternate years.

Prerequisite: PSYC 104.

PSYC 401A Senior Research Project (4)

This class is designed for psychology majors and requires the completion of an original research project and the writing of a senior paper. Research plan must be filed within the first two weeks of the third term prior to the expected date of graduation, although enrollment may occur any quarter during the senior year.

Prerequisite: PSYC 104,349; Psychology major with senior standing

PSYC 401B 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.

Prerequisite: PSYC 104; Psychology major 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.

Prerequisite: PSYC 104.

PSYC 434 Field Instruction (1-4)

Approximately 40 hours of work per unit per quarter plus supervision conferences. May be repeated for additional credit to a maximum of 4 units.

Prerequisite: PSYC 104.

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. Offered alternate years.

Prerequisite: PSYC 104.

PSYC 451 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 molar behaviors. Includes laboratory investigation of the structural and functional organization of the brain and nervous system.

Prerequisite: PSYC 104; BIOL 111/111L, 112/112L, 113/113L; or BIOL 131/131L, 132/132L; or consent of instructor; concurrent enrollment in PSYC 451L.

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. Identical to BIOL 439.

Prerequisite: PSYC 104; PSYC 451 or consent of instructor.

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.

Prerequisite: 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 on chemistry, physics, brain science, and physiology, in addition to experiments and observations on seeing, hearing, tasting, smelling, and touching. Offered alternate years.

Prerequisite: PSYC 104.

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.

Prerequisite: PSYC 104.

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 475 Abnormal Psychology (4)

Psychology of behavioral disorders, with emphasis on etiology, symptoms, and treatment.

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.

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 PSYC 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 on their perceptions 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), 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 PSYC 234.

PSYC 482I Language Development (2)

An exploration of conceptual, social, and linguistic processes underlying children's language development; similarities and differences in these processes when developing a second language.

Prerequisite: PSYC 104 or PSYC 234

PSYC 484 Topics in Psychology

Topics of current interest in the field of psychology. Content varies as follows; different sections may be repeated for additional credit.

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.

Prerequisite: Upper division standing; PSYC 304, 349 and 349L, 304.

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.

Prerequisite: Upper division standing; PSYC 349 and 349L

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.

Prerequisite: Upper division standing, PSYC 234, PSYC 349 and 349L.

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.

Prerequisite: Upper division standing, PSYC 234, PSYC 349 and 349L.

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.

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, attitudes), as well as the way that people are influenced

by the political environment (institutions, information, 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.

Prerequisite: PSYC 104. (Identical to PLSC 488E.)

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 exercise/sport 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. Crosslisted with PETH 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.

Prerequisite: PSYC 349, consent of instructor, 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.

UNST 404M Religious, Moral, and 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 or consent of instructor.

social work

Laurelle C. Warner, 2006. Director;
Assistant Professor of Social Work
M.S.W. University of Connecticut 1989

Sibyl Beaulieu, 2007. Assistant Professor of Social Work
M.S.W. Loma Linda University 1995
Coordinator of field education

OBJECTIVES

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, 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 objectives of the undergraduate social work program are to:

1. Provide professional generalist social work education at the baccalaureate level in the context of an accredited Christian university.
2. Provide content about social work practice with micro, mezzo, and macro client systems.
3. Provide curriculum content involving a broad spectrum of social contexts of social work practice, the changing nature of those contexts, and the dynamics of change in organizational and community settings.
4. Infuse throughout the program the values and ethics that guide professional social workers in their practice.
5. Prepare graduates who are self-cognizant of their strengths and weaknesses and continue to enhance their personal growth, professional knowledge and skills.
6. Continue to develop 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 are culturally responsive and competent to work with diverse populations in a variety of practice settings.

ACCREDITATION

The undergraduate baccalaureate (B.S.W.) degree program is fully accredited by the Council on Social Work Education.

REQUIREMENTS

There are three main requirements:

1. Students interested in the social work degree
2. Students are expected to formally apply for admission into the social work department, after formal acceptance, they are expected to maintain a minimum GPA of 2.0 and demonstrate consistent academic progress in order to maintain their status
3. Students are required to take a comprehensive exam during the spring quarter of their final year prior to graduation.

Students interested in the social work (B.S.W.) degree are expected to obtain a broad liberal arts perspective and to take selected liberal arts courses before enrolling in professional foundation social work classes.

DEGREES OFFERED

The Social Work Department offers a Bachelor of Social Work degree.

Social Work Learning Outcomes:

1. Apply critical thinking skills within the context of professional social work practice.
2. Practice within the values and ethics of the social work profession.
3. Demonstrate the professional use of self.
4. Demonstrate an understanding of and respect for the positive value of diversity.
5. Understand the forms and mechanisms of oppression and discrimination.
6. Understand the strategies of change that advance social and economic justice.
7. Understand the history of the social work profession including its current state.
8. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
9. Use theoretical frameworks; and apply knowledge of the bio-psychosocial spiritual variables that affect the individual development and behavior in the environment (i.e., families, groups, organizations, and communities).
10. Analyze the impact of social policies on client systems, workers, and agencies.
11. Demonstrate the ability to research a topic, apply evaluation methods, evaluate research findings, and demonstrate an understanding of how to conduct a research study.
12. Apply research findings to practice, and under supervision, evaluate one's own practice interventions and those of other relevant systems.
13. Use oral communication skills effectively.
14. Use written communication skills effectively.
15. Use supervision appropriate to generalist practice.
16. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

MAJOR

BACHELOR OF SOCIAL WORK

Work and/or life experience or portfolio credit may not be used to substitute for required major coursework.

Required :

118 units including 47-51 upper division

SOWK 204 (3 units), 205, 214, 215, 252/252L, 311, 312, 314, 315, 316, 317, 349/349L (5 units), 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)
CPTG 104 (or equivalent)
MATH 251 (or equivalent)
PSYC 104
one SOCI course

Recommended:

Spanish minor 28 units, including SPAN 329 and one literature course. Any of the summer abroad programs strongly *recommended*. (See Department of World Languages)
ECON 254, 255; MGMT 304
HPSC 106
PSYC 304, 314
SOCI 307, 414, 418

COURSES

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, history and the 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 (1, 1, 1)

A seminar of selected topics related to generalist social work practice. Colloquium fall quarter introduces the student to the social work program, winter quarter examines the fields of social work practice, and spring quarter focuses on case management. Three units are required. *Students are recommended* to take courses sequentially, fall, winter and spring.

SOWK 204A Intro. to Social Work
SOWK 204B Fields of Practice
SOWK 204C 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; 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 ethics and issues of diversity underlying generalist practice.

SOWK 215 Introduction to Social Work Practice II (4)
Continuation of SOWK 214, Introduction to Social Work Practice I, with emphasis on generalist engagement, assessment, planning, intervention, evaluation, termination and follow-up across the micro, mezzo, macro continuum. Special attention given to biopsychosocial 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: Social work major or consent of instructor; MATH 251; CPTG 104

SOWK 286 Special Topics (2-3 units)

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
SOWK 286B	Gerontology
SOWK 286C	Criminal Justice

SOWK 299 Directed Study (1-4)

UPPER DIVISION

Admission to the social work program requires the successful completion of SOWK 214 and SOWK 215; selected Liberal Arts courses; grade point average of 2.0; completion of the application for admission; a personal statement; and approval by social work faculty. Lower division courses and permission of the instructor are prerequisites for upper division coursework.

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.

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.

Prerequisite: SOWK 311

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, 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.

Prerequisite: SOWK 214, 215.

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.

Prerequisite: SOWK 214, 215.

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.

Prerequisite: SOWK 214, 215.

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; and 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.

Prerequisite: SOWK 214, 215

SOWK 324 Children's Services (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 and oppression 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.

SOWK 349/349L Generalist Social Work Research Methods (5)

Students employ research methods learned in SOWK 252 and write a research paper reporting data analysis outcomes. Students may collect a small-scale original data or use an existing secondary data relating to a broad range of social work issues.

Prerequisite: Social work major or consent of instructor; SOWK 252

SOWK 386 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 386A Mental Health

SOWK 386B Medical Social Work

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.

Prerequisite: 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 488 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.

Prerequisite: SOWK 214, 215, 311, 312, 314, 388; concurrent enrollment in SOWK 498; successful completion of previous quarter; completion of major admissions procedures; senior standing and 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.

Prerequisite: 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 and 317.

SOWK 499 Directed Study (1-4)**UNST 404P Religious, Moral, and Social Aspects of Social Work**

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.

Prerequisite: senior social work major.

world languages

Lourdes E. Morales-Gudmundsson, 1995. Chair;
Professor of Spanish
Ph.D. Brown University 1981
Spanish Renaissance and Contemporary Spanish American literature

Esther Saguar Sierra, 1997. Assistant Professor of Spanish
M.A. Universidad de Valencia 1984
Philology, Spanish language and literature

COLLABORATING FACULTY

Ruth E. Burke, 1975-1989, 2003. Associate Professor of French and German
Ph.D. University of California 1984
Comparative Literature

Myrtha E. Rhys Pizarro, 1990. Professor of Spanish
Ed.D. Loma Linda University, 1985
Foreign language teaching methodology, psychology of learning

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.

ADVENTIST COLLEGES ABROAD

In cooperation with Adventist Colleges Abroad, the department offers to both the student majoring in language and the general college student the privilege of study abroad without losing

credits or necessarily lengthening the course of study. Students who carefully plan their program with the department and their major professor may earn full credit for study at any of the overseas schools listed under Adventist Colleges Abroad in this Bulletin. 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 in the Office of Admissions and Records.

A.C.A YEAR ABROAD PROGRAMS

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)

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)

A.C.A. SUMMER ABROAD PROGRAMS

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:

Instituto Adventista de Ensino, Sao Paulo (Portuguese)

CHINA:

Hong Kong Adventist College, Hong Kong (Chinese)

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)

MEXICO:

Universidad Adventista de Montemorelos (Spanish)
Spain:

Colegio Adventista de Sagunto, Sagunto (Spanish)

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 in the 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 at La Sierra University.
8. Completion of all remedial classes at La Sierra University.

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 consult the Campus Director of ACA in the Department of World Languages or the Office of Admissions and Records.

Applications: 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.

DEPARTMENT SUMMER PROGRAMS**FRENCH**

The Department of World Languages offers students the opportunity to earn credit in lower and/or upper division French courses through their summer programs in Paris, France.

SUMMER IN PARIS

Four-week program. Month of July (4 units of lower or upper division)

SPANISH

The Department of World Languages offers students the opportunity to earn from 4-8 credits in lower and/or upper division Spanish courses through their summer programs in Costa Rica.

SUMMER IN COSTA RICA

Eight-week program: July through August (8 units, lower or upper division)

Four-week program: August (4 units lower or upper division)

A.C.A SUMMER PROGRAMS

Six-week summer programs are also available through Adventist Colleges Abroad in Austria, Brazil, Greece, Hong Kong, Italy, Mexico, and the Ukraine (see under "Adventist Colleges Abroad" and course listings at the end of the Dept. of World Languages section)

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, 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 ability for independent study.

P R E P A R A T I O N F O R T E A C H I N G

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 PRAXIS (or SSAT) subject area assessment. During the freshman year prospective teachers of both secondary and elementary levels should see the School of Education section of this Bulletin and 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 degree in Curriculum and Instruction designed for prospective elementary/secondary teachers is described in the Graduate Bulletin.

DEGREES OFFERED

The Department of World Languages offers a Bachelor of Arts degree in Spanish. Minors in French, German, Italian, and Spanish are available.

World Languages Learning Outcomes:

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 languages,
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.

MAJOR

BACHELOR OF ARTS

SPANISH

The Spanish major is offered jointly through La Sierra University and Adventist Colleges Abroad (A.C.A.) 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)

Three 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 Intermediate Spanish OR SPAN 213 Spanish for Spanish-speakers

30 units in upper division language/literature/linguistics courses. (Required) The asterisked course(s) taken in Argentina or Spain will substitute for the stated course.

SPAN 312 Reading and Composition (*363 or 463)

SPAN 329 Advanced Spanish Grammar (*353 or 453)
SPAN 334 Advanced Spanish Linguistics
SPAN 426 Spanish Civilization (*317 Spain)
SPAN 428 Spanish-American Civilization (*303 Argentina)
WDLG 495 Research (2 credits)

4 units from ENGL 484 Linguistics or upper division Spanish elective (ENGL 484 required for the secondary teaching credential)

18 units of upper division elective courses in Spanish language/literature/linguistics chosen from the following:

SPAN 318 Introduction to Spanish Literature
SPAN 307 Advanced Language Proficiency (*373 or 473)
SPAN 347 Peninsular Spanish Literature (*331-333 Spain)
SPAN 348 Spanish-American Literature(*332,333 Argentina)
SPAN 417 Translation and Interpretation (*SPAN 423)
SPAN 468 Themes in Contemporary Spanish Literature
SPAN 469 Themes in Contemporary Spanish-American Literature

SPAN 499 Directed Study (2-4 units)

300 or 400-level courses taken abroad as indicated below.

Courses listed below that substitute for a required course cannot count as a major elective.

Required cognates:

4 units from Latin American or European history
4 units from history/appreciation of art/music
OR WDLG 265 Lingua Domus

Strongly Recommended:

Second foreign language through intermediate level II (202)

LANGUAGE PROFICIENCY COURSES ABROAD THAT APPLY TO THE MAJOR:

(Courses listed below that substitute for a required course cannot also count as a major elective.)

Argentina

SPAN 351-53/451-53 Advanced Spanish Grammar 12
SPAN 361-63/461-63 Advanced Spanish Composition 6
SPAN 371-73/471-73 Advanced Spanish Conversation 6
SPAN 326-327/422-423 Translation and Interpretation 4

Spain

SPAN 351-53/451-53 Advanced Spanish Grammar 12
SPAN 361-63/461-63 Advanced Spanish Composition 9
SPAN 371-73/471-73 Advanced Spanish Conversation 12
SPAN 421-423 Translation and Interpretation 6
SPAN 341-343 Prep. for D.E.L.E.-D.B.E. diploma 3
SPAN 441-443 Prep. for D.E.L.E.-D.S.E. diploma 3

LITERATURE COURSES ABROAD THAT APPLY TO THE MAJOR

ARGENTINA

SPAN 332-333 Latin American Literature 6

SPAIN

SPAN 331-333 History of Spanish Literature 6

CIVILIZATION/CULTURE COURSES ABROAD THAT APPLY TO THE MAJOR OR COGNATES:

ARGENTINA

SPAN 301-303 Folklore of Argentina 6
SPAN/GEOG 306 Geography of Argentina 2
SPAN 381-382 Current Events in South America 2

SPAIN

SPAN 315-317 History of Spain and Europe 6
SPAN 312-313 Spain and Its Culture 4

MINORS

A minor in a modern foreign language may not include courses numbered 151, 152, or 153.

SPANISH

The Spanish minor can be taken through the Adventist Colleges Abroad full year program in Argentina or Spain or on the LSU campus.

Through A.C.A.:

28 units in 300-level Spanish courses (includes 201 and 202)

ON-CAMPUS:

28 units including SPAN 201 and 202 (or 213), SPAN 307, SPAN 329, and one literature.

The Spanish minor is recommended for Social Work majors. Any of the summer abroad programs in Spanish strongly recommended (see Department of Social Work).

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 Francaise 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

NOTE: 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 one of those with a designated 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 of the alphabet.

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.

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 ACTFL Guidelines. Eligible students are accepted for a minimum full year of residence.

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.

The following classes will be offered periodically:

ARAB 151, 152, 153	Beginning Arabic I, II, III
CHIN 151, 152, 153	Beginning Chinese I, II, III
ITAL 151, 152, 153	Beginning Italian I, II, III
ITAL 201, 202, 203	Intermediate Italian I, II, III
JAPA 151, 152, 153	Beginning Japanese I, II, III
KORE 151, 152, 153	Beginning Korean I, II, III

UPPER DIVISION

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)

Research topics for this class, required of all majors, must be approved by the faculty of the department by the end of the junior year and completed in written form prior to the final quarter of the senior year. An oral report of the research will be presented to the students and staff of the department.

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 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 "C" grade 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 "C" grade in ARAB 152.

CHINESE

LOWER DIVISION

CHIN 151 Beginning Chinese I (4)

A college beginning course in the study of 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 "C" grade 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 "C" grade in CHIN 152.

FRENCH

LOWER DIVISION

FREN 151 Beginning French I (4)

A college 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 "C" grade 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 "C" grade 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 "C" grade 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 "C" grade 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 higher or a "C" grade in FREN 202.

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.

UPPER DIVISION

Prerequisite for courses numbered above 300: FREN 202 or consent of the instructor.

LANGUAGE AND CULTURE

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.

FREN 300 Advanced Language Proficiency (4)

Speaking, listening, and reading exercises that are designed to bring student 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 or consent of the instructor

FREN 499 Directed Study (1-4)

Involves in-depth independent research and writing in some area of French language/culture or literature.

JAPANESE

LOWER DIVISION

JAPA 151 Beginning Japanese I (4)

A college beginning course in the study of 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 “C” grade in CHIN 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 “C” grade in CHIN 152.

KOREAN

LOWER DIVISION

KORE 151 Beginning Korean I (4)

A college 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 “C” grade in CHIN 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 “C” grade in CHIN 152.

SPANISH

LOWER DIVISION

SPAN 151 Beginning Spanish I (4)

A college 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 “C” grade 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 “C” grade in SPAN 152.

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 “C” grade in SPAN 153.

SPAN 202 Intermediate Spanish II (4)

A middle 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 “C” grade 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 “C” grade 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, and grammar.

Prerequisite: Spanish placement test or by consent of the instructor

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.

UPPER DIVISION

Prerequisite for courses numbered above 300: SPAN 203 or 253 (A.C.A.) or consent of the instructor.

LANGUAGE AND CULTURE

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 202 or 203

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.

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 or consent of the instructor

SPAN 334 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 systems.
Prerequisite: SPAN 329 or consent of instructor

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 journalistic writing. Includes practice in the methods of oral interpretation.
Prerequisite: SPAN 329 or consent of instructor.

SPAN 426 Spanish Civilization (4)
A study of Spanish civilization that traces influences, characteristics and contributions to Western civilization.
Prerequisite: SPAN 307 or consent of instructor.

SPAN 428 Spanish-American Civilization (4)
A study of Spanish-American civilization that traces influences, characteristics, and contributions to Western civilization.
Prerequisite: SPAN 307 or consent of instructor.

LITERATURE

SPAN 318 Introduction to Literature (4)
An introduction to the genres and vocabulary of literature studies. Students will read and discuss works from Spanish and Spanish-American literature. Includes notions of rhetoric, literary theories, and literary analysis.
Prerequisite: SPAN 213 or year abroad or consent of instructor.

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.)

SPAN 348 Spanish-American Literature (4)
A study of the representative creative works of Spanish America, from the Conquest through the nineteenth century. (Offered alternate years.)

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.)

SPAN 469 Themes in Spanish-American Literature (4)
A study of new and recurring themes in the literature of Spanish America. May be repeated with new content for additional credit. (Offered alternate years.)

GENERAL

SPAN 499 Directed Study (1-4)
Required for majors. Involves in-depth independent research and writing in some area of language and culture or literature.

COURSES TAUGHT ABROAD

Courses taught by faculty of Campus Adventiste du Salève on site in Collonges-sous-Salève, France.

LOWER DIVISION

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 Spoken Language French (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 Spoken Language (4)
FREN 261 Reading Comprehension (2)
FREN 291 Intensive Intermediate French Review II (9)
FREN 269 Independent Reading (1)
FREN 273 French Fine Arts and Monuments (1)

UPPER DIVISION

FREN 321 Advanced Composition (3)
FREN 331 Advanced Orthography (2)
FREN 341 Advanced Grammar (6)
FREN 351 Advanced Spoken Language (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 Language Through Drama (2)
FREN 421 French Composition (3)
FREN 422, 423 Literary Analysis, Summary Techniques (2, 2)
FREN 424, 425 Document Analysis and Synthesis (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 Oral Communication (2, 2)
FREN 457, 458 France and its History (2, 2)
FREN 459, 460 French Institutions (2, 2)
FREN 461 Advanced Literary Studies (3)
FREN 476, 477 Changes in French Society (2, 2)
FREN 478 Language Through Drama (2)
FREN 479, 480 Cultures in the French-Speaking World (2, 2)
FREN 493 Advanced Oral Communication (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)

Courses taught by faculty of Seminar Schloss Bogenhofen on site in Braunau am Inn, Austria

LOWER DIVISION

GRMN 101, 102, 103 Beginning German (6, 6, 6)
 GRMN 105, 106 Business German (3, 3)
 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)
 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)
 GRMN 235,236,237 Intermediate Grammar (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 301, 302, 303 Advanced Grammar and Spelling (5, 5, 5)
 GRMN 306,307,308 Advanced Oral Expression (2,2,2)
 GRMN 311, 312, 313 Advanced Written Expression (2,2,2)
 GRMN 325,326,327 Advanced Reading Comprehension (2,2,2)
 GRMN 335,336,337 Advanced Listening Comprehension (2,2,2)
 GRMN 341,342, 343 Advanced Grammar (2,2,2)
 GRMN 354, 355, 356 Advanced Survey of German Literature (2,2,2)
 GRMN 367,368,369 European Civilization (2,2,2,)
 GRMN 381,382, 383 Advanced Vocabulary (1,1,1)
 GRMN 401,402,403 Advanced Business German (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 352,352,353 Advanced Oral Expression (1,1,1)

Courses taught by faculty of Friedensau Adventist University, Friedensau, Germany

LOWER DIVISION

GRMN 105,106 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 235,236 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)
 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)
 GRMN 388,389 Advanced Grammar and Reading

Comprehension (2,2) Courses taught by faculty of Istituto Avventista Villa Aurora on site in Florence, Italy.

LOWER DIVISION

ITLN 111 Phonetics (1)
 ITLN 151,152,153 Elementary Grammar (5.5.5)
 ITLN 171,172,173 Italian Fine Arts and Monuments (1,1,1)
 ITLN 181,182,183 Elementary Conversation (3,3,3)
 ITLN 212 Italian Culture (2)
 ITLN 230 History of Italian Art (3)
 ITLN 251,252,253 Intermediate Grammar (5,5,5)
 ITLN 262 Intermediate Composition (2)
 ITLN 278 Language Through Drama (2)
 ITLN 281,282,283 Intermediate Conversation (2,2,2)

UPPER DIVISION

ITLN 303 Italian History (2)
 ITLN 310 Geography of Italy (1)
 ITLN 313 Advanced Italian Culture (2)
 ITLN 330 History of Italian Art (3)
 ITLN 333 Italian Literature (2)
 ITLN 351,352,353 Advanced Grammar (3,3,3)
 ITLN 360 Italy and its Culture in British and American Literature (2)
 ITLN 361 Advanced Composition (2)
 ITLN 370, 470 History of the Italian Cinema (2,2)
 ITLN 375 History of Italian Music (2)
 ITLN 378 Language Through Drama (2)
 ITLN 380,,480 Current Events (1,1)
 ITLN 381,382,383 Advanced Conversation (2,2,2)
 ITLN 399 Independent Study (1-4)
 ITLN 422,423 Translation and Interpretation (2,2)
 ITLN 431 Advanced Italian Literature (2)
 ITLN 451 Advanced Grammar II (3)
 ITLN 461 Advanced Composition II (2)
 ITLN 471 Advanced Conversation II (3)

SUMMER COURSES

ITLN 101,102,103 Beginning Italian (2,2,2)
ITLN 131 Italian Art (3)
ITLN 191,192,193 Intensive Italian Review (2,2,2)
ITLN 201,202,203 Intermediate Italian (2,2,2)
ITLN 291,292,293 Intensive Italian Review (2,2,2)

Courses taught by faculty of Colegio Adventista de Sagunto on site in Sagunto, Spain

LOWER DIVISION

SPAN 201,202,203 Spanish Folklore (2,2,2)
SPAN 225 Spanish in Contemporary Music (1)
SPAN 228 Spanish and European Movies (1)
SPAN 241,242,243 Preparation for the Spanish Diploma D.E.L.E.-C.I.E. (1,1,1)
SPAN 251, 252, 253 Intermediate Spanish Grammar (4, 4, 4)
SPAN 261,262,263 Intermediate Spanish Composition (3, 3, 3)
SPAN 271,272,273 Intermediate Spanish Conversation (4,4,4)
SPAN 281, 282, 283 Current Events in Spain (1, 1, 1)

UPPER DIVISION

SPAN 312,313. Spain and its Culture (2,2)
SPAN 315,316,317 History of Spain and Europe (2,2,2)
SPAN 321,322 Business Spanish (2,2)
SPAN 322, 323 Spain and Its Culture (2, 2)
SPAN 331,332,333 History of Spanish Literature (2,2,2)
SPAN 341,342,343 Preparation for the Spanish Diploma DELE-DBE (1,1,1)
SPAN 351,352,353 Advanced Spanish Grammar I (4, 4, 4)
SPAN 361,362,363 Advanced Spanish Composition I (3, 3, 3)
SPAN 371,372,373 Advanced Spanish Conversation (4,4,4)
SPAN 421,422,423 Translation and Interpretation I, II (2, 2, 2)
SPAN 441,442,443 Preparation for the Spanish Diploma DELE-DSE (1,1,1)
SPAN 451, 452, 453 Advanced Spanish Grammar II (4, 4, 4)
SPAN 461, 462, 463 Advanced Spanish Composition II (3, 3, 3)
SPAN 471, 472, 473 Advanced Spanish Conversation II (4,4,4)
SPAN 495 Independent Study (1-4)
GEOG 321,322 Geography of Spain & Europe (2,2)
HIST 301,302,303 History of Spain (3,3,3)

SUMMER COURSES

SPAN 101, 102, 103 Beginning Spanish (3,3,3)
SPAN 191,192,193 Intensive Spanish Review (3,3,3)
SPAN 211, 212, 213 Intermediate Spanish (3,3,3)
SPAN 291,292,293 Intensive Spanish Review II (3,3,3)
SPAN 312 Spain and its Culture (2)
SPAN 351 Advanced Spanish Grammar I (3)
SPAN 361 Advanced Spanish Composition I (2)
SPAN 371 Advanced Spanish Conversation I (2)

Courses taught by faculty of Universidad Adventista del Plata on site in Villa Libertador San Martin, Argentina

LOWER DIVISION

SPAN 251, 252, 253 Intermediate Spanish Grammar (4, 4, 4)
SPAN 261, 262, 263 Intermediate Spanish Composition (2, 2, 2)
SPAN 271, 272, 273 Intermediate Spanish Conversation (2, 2, 2)

UPPER DIVISION

SPAN 301, 302, 303 Folklore of Argentina (2, 2, 2)
SPAN 316, 317 Latin American History (2, 2)
SPAN 326-327 Translation and Interpretation (2,2)
SPAN 331, 332, 333 Latin American Literature (2, 2, 2)
SPAN 351, 352, 353 Advanced Spanish Grammar I (4,4,4)
SPAN 361, 362, 363 Advanced Spanish Composition I (2,2,2)
SPAN 371, 372, 373 Advanced Spanish Conversation I (2,2,2)
SPAN 422,423 Translation and Interpretation (2, 2)
SPAN 451, 452, 453 Advanced Spanish Grammar II (4, 4, 4)
SPAN 461, 462, 463 Advanced Spanish Composition II (2, 2, 2)
SPAN 471, 472, 473 Advanced Spanish Conversation II (2, 2, 2)
SPAN 495 Independent Study (1-4)

Courses taught at the 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)

UPPER DIVISION

SPAN 339 Advanced Language Proficiency (4)
SPAN 469 Themes in Spanish-American Literature (4)
SPAN 499 Directed Study (1-4)

Courses taught at the Alliance Fran aise on site in Paris, France

LOWER DIVISION

FREN 151, 152, 153 Beginning French I, II, III (4, 4, 4)
FREN 201, 202, 203 Intermediate French I, II (4, 4)
FREN 299 Directed Study (1-4)

UPPER DIVISION

FREN 307 Advanced Language Proficiency (4)
FREN 499 Directed Study (1-4)

business

MISSION

The mission of the School of Business is to facilitate economic decisions that embody God's love and justice. Contributing to the fulfillment of La Sierra University's mission, it seeks to serve its students, the University, the Seventh-day Adventist Church, and society, expressing and cultivating a commitment to global Christian service through creative, moral, and socially responsible business activity, especially by:

- encouraging students to think critically, integratively, and independently and to become well-rounded lifelong learners in a rapidly changing social, political, religious, cultural, technological, and economic environment;
- helping students acquire proficiency in crucial business-related skill areas including communication; quantitative and qualitative analysis; organizational evaluation; international and multicultural competence; and teamwork, leadership, and creativity;
- fostering faculty scholarship and motivating the participation of students in scholarly activity; and
- nurturing the dedication of its students, faculty members, and other constituents to living with integrity, justice, compassion, and Christian commitment as business leaders, policy makers, professionals, community activists, and citizens.

EXPRESSION OF THE MISSION

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, 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.

PAUL CONE LECTURE SERIES

The Paul Cone Lecture Series features a range of distinguished guest speakers who offer 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 faculty member and administrator at the University of Southern California and National Defense University and as a budget advisor to the government of Ethiopia.

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.

A student may also earn an individually-designed customized major with SB approval.

The School of Business is also responsible for the university programs in English as a Second Language, American Experience and Language, and Teaching English to Speakers of Other Languages.

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 five-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.

OPPORTUNITIES

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.

C U R R I C U L A

The School of Business offers curricula leading to the following baccalaureate degrees

- Accounting (BS)
- Business and society (BS)
- Finance (BS)
- Management (BA)
- Management—human resource management (BA)
- Marketing (BS)
- Political economy (BS)

accounting, economics & finance

Lee Reynolds, 1979, 2001. Coordinator;
Professor of Finance and Economics
Ph.D. University of Nebraska 1979
Financial management, investment analysis, value-based
management

Tadeusz Kugler, 2004. Assistant Professor of Economics
Ph.D. Claremont Graduate University 2004
Restructuring the global economy, conflict forecasting, negotiation
and modeling

George O. Ogum, 1997. Associate Professor of Finance
D.B.A. University of Memphis 1990
International finance, financial management, banking, emerging
capital markets finance, corporate finance, financial econometrics

Siddharth Swaminthan, 2001. Associate Professor of
Economics and Quantitative Methods
Ph.D. Claremont Graduate University 2001
International political economy, conflict processes, development
economics, econometrics, research design

Kan Sugandh, 2007. Associate Professor of Accounting
M.A. Rutgers University 1994
C.P.A. 1983
A.C.A 1977
Financial Accounting, ethics in financial accounting, cost accounting,
management accounting, management, accounting pedagogy

John Thomas, 1989. Basshir Hasso Associate Professor of
Entrepreneurship
Ph.D. Claremont Graduate University 2001
Behavioral finance, political economy, development studies, social
entrepreneurship

Kristine Webster, 1995, 2006. Associate Professor of
Accounting and Finance
C.P.A. 1992
M.B.A. Loma Linda University 1991
Financial and managerial accounting, auditing, taxation,
government and nonprofit accounting, entrepreneurial finance

Danette Zurek, 2006. Assistant Professor of Accounting
M.B.A. Andrews University 1998
C.P.A. 1992
Auditing, financial accounting, managerial accounting, taxation,
government and non-profit accounting

CURRICULA

The Program in Accounting, Economics, and Finance offers
curricula leading to the Bachelor of Science degree in accounting,
the Bachelor of Science degree in finance, the Bachelor of
Science degree in political economy, and minors in accounting,
economics, and 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.

Core 64 units

ACCT 211	Financial Accounting	4
ACCT 212	Managerial Accounting	4
ACCT 213	Computerized Accounting	4
ACCT 341	Intermediate Accounting I	4
ACCT 342	Intermediate Accounting II	4
ACCT 343	Reporting Issues in Intermediate Accounting	4
ACCT 354	Federal Income Tax: Individuals	4
ACCT 362	Cost Accounting	4
ACCT 446	Auditing Theory and Practice	4
ACCT 458	Government and Nonprofit Accounting	4
ECON 254	Principles of Macroeconomics	4
ECON 255	Principles of Microeconomics	4
ECON 341	Managerial Statistics	4
FNCE 354	Managerial Finance	4
MGMT 381	Business Law I	4
MGMT 382	Business Law II	4

Electives 12 units

12 units drawn from ACCT classes.

Colloquium 4 units

With the approval of the SB dean's office, this requirement may
be prorated for students transferring from other institutions or
from other schools of the university.

FINANCE

Core 52 units

ACCT 211	Financial Accounting	4
ACCT 212	Managerial Accounting	4
ACCT 341	Intermediate Accounting	4
ECON 254	Principles of Macroeconomics	4
ECON 255	Principles of Microeconomics	4
ECON 341	Managerial Statistics	4
ECON 444	Operations Research Methods	4
FNCE 354	Managerial Finance	4
FNCE 364	Financial Markets and Institutions	4
FNCE 478	Financial Analysis and Decision Making	4
MGMT 381	Business Law I	4
MGMT 382	Business Law II	4
MGMT 491	Strategy and Policy for Business and Management	4

Electives 20 units

20 units from among upper-division ACCT and FNCE courses not otherwise required for the major; at least 12 units must be FNCE courses.

ACCT 342	Intermediate Accounting	4
ACCT 343	Reporting Issues in Intermediate Accounting	4
ACCT 354	Federal Income Tax: Individuals	4
ACCT 355	Federal Income Tax: Business Entities	4
FNCE 365	Investment Analysis	4
FNCE 384	Real Estate Principles	4
FNCE 465	Fundamentals of Health Care Finance	4
FNCE 474	Risk Management and Insurance Analysis	4
FNCE 487	International Finance	4

Colloquium 4 units

With the approval of the SB dean's office, this requirement 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.

Core 60 units

ACCT 211	Financial Accounting	4
ACCT 212	Managerial Accounting	4
ECON 254	Principles of Macroeconomics	4
ECON 255	Principles of Microeconomics	4
ECON 341	Managerial Statistics	4
ECON 357	Globalization and International Business	4
ECON 366	Economic Development in Emerging Markets	4
ECON 387	Introductory Econometrics	4
ECON 392	Essentials of Game Theory	4
ECON 444	Operations Research Methods	4
FNCE 354	Managerial Finance	4
FNCE 364	Financial Markets and Institutions	4
FNCE 487	International Finance	4
MGMT 381	Business Law I	4
MGMT 382	Business Law II	4

Electives 16 units

16 units selected from among the following:

FNCE 478	Financial Analysis and Decision Making	4
HPSC 275	Critical Analysis	4
MGMT 486	International Environment and Management	4
PLSC 316	Comparative Government	4
PLSC 474	Political Philosophy	4
PLSC 488E	Political Psychology	4
SOCI 304	Social Psychology	4
SOCI 374	Impacts of Globalization	4
SOCI 404	Foundations of Social Thought	4

Colloquium 4 units

With the approval of the SB dean's office, this requirement may be prorated for students transferring from other institutions or from other schools of the university.

MINORS

ACCOUNTING

28 units of accounting and finance courses, including the following:

ACCT 211	Financial Accounting
ACCT 212	Managerial Accounting
ACCT 213	Computerized Account
ACCT 341	Intermediate Accounting
ACCT 354	Federal Income Tax: Individuals
FNCE 354	Managerial Finance

ECONOMICS

28 units of economics and finance courses selected from

ECON 254	Principles of Macroeconomics
ECON 255	Principles of Microeconomics
ECON 357	Globalization and International Business
ECON 366	Economic Development in Emerging Markets
ECON 387	Introductory Econometrics
ECON 392	Essentials of Game Theory
FNCE 364	Financial Markets and Institutions
FNCE 487	International Finance

FINANCE

ACCT 211	Financial Accounting
ECON 254	Principles of Macroeconomics
ECON 255	Principles of Microeconomics
FNCE 354	Managerial Finance
FNCE 364	Financial Markets and Institutions
FNCE 478	Financial Analysis and Decision Making

12 additional units of FNCE and ACCT courses

COURSES

Waiver of any specified course prerequisite requires the approval of the SB dean's office.

ACCOUNTING

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.

Prerequisite: ENGL 111 and MATH 007 or the 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 331 Controllership (4)

Study of accounting techniques, concepts, and procedures related to the functions and responsibilities of the controller, with consideration of management reporting systems, planning and controlling functions, resource allocation, transfer pricing, the general ledger-based system, departmental expense control, and investment planning.

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: 213.

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.

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 emphasis 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 362 Cost Accounting (4)

This class is designed for students seeking professional accounting designations. 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 421 Controllership (4)

Accounting techniques, concepts, and procedures related to the functions 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 446 Auditing Theory and Practice (4)

A study of the procedures and practices in the investigation and verification of financial data, preparation of the auditor's report, 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 applied to government entities, health care institutions, colleges and universities, and other nonprofit organizations.

Prerequisite: ACCT 343.

ACCT 460 Advanced Accounting (4)

Advanced topics in accounting including business formations, combinations, reorganizations, and liquidations; income distribution; multinational operations and foreign currency transactions.

Prerequisite: ACCT 343.

ACCT 466 Fraud Examination

The principles and methods of fraud detection and deterrence. Topics include skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and the interviewing of witnesses.

Prerequisite: ACCT 343

ACCT 468 Advanced Auditing

Issues selected from among advanced topics including internal and compliance auditing; auditor's ethics and liability; EDP auditing; audit 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)

May be repeated for additional credit with consent of the instructor.

Prerequisite: Consent of the instructor and the dean.

ACCT 484 Accounting 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: ACCT 342.

ACCT 485 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 486 CPA Examination Review

Integrated overview of accounting and related topics in preparation for the examination leading to the Certified Public Accountant designation.

Prerequisite: ACCT 446.

ACCT 499 Directed Study (1-4)

Independent study under the direction of a supervisor on a topic selected by the faculty member and the student. Regular and periodic conferences with the instructor.

Prerequisite: Consent of the instructor and the dean.

ECONOMICS**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.

Pre- or co-requisite: 4 units of mathematics that fulfill Foundational Studies III requirements.

ECON 255 Principles of Microeconomics (4)

Supply and demand analysis, competition, oligopoly, and monopoly. Economic choices, pricing and production, international trade. Comparative economic systems.

Pre- or co-requisite: 4 units of mathematics that fulfill Foundational Studies III requirements.

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, correlation and linear regression models. Credit is not allowed for both MATH 251 and ECON 341.

Prerequisite: 4 units of mathematics that fulfill Foundational Studies III requirements.

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, application of economic principles to the functional areas of business on the global level.

Prerequisites: ECON 254, ECON 255.

ECON 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.

Prerequisite: MGMT 304, MKTG 305, FNCE 354.

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.

Prerequisite: ECON 254, ECON 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: MGMT 341, MGMT 444, ECON 387

ECON 389 Time Series Analysis (4)

An introduction to univariate and multivariate time series models in political economy. Theoretical foundations of time series econometrics. Tools for empirical work with time series data in political economy.

Prerequisites: MGMT 341, MGMT 444, ECON 387

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.

Prerequisite: Consent of the instructor.

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)
May be repeated for additional credit with consent of the instructor.

Prerequisite: Consent of the instructor and the dean.

ECON 485 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 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.

Prerequisite: Consent of the instructor and the dean.

Finance

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.

Prerequisite: ACCT 211, ECON 254.

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.

Prerequisite: 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, careers. Offered on demand.

Prerequisite: 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 474 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 476 Reading Tutorial in Finance (1-4)
May be repeated for additional credit with consent of the instructor.

Prerequisite: Consent of the instructor and the dean.

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.

FNCE 484 Finance Internship (1-4)
A ten-week structured and supervised work experience culminating in the completion of an academic paper. Open only to students who have completed appropriate prerequisite classes.

FNCE 485 Topics in Finance (1-4)
Advanced issues in finance. May be repeated for additional credit with consent of the instructor. *Prerequisite:* Consent of the instructor.

FNCE 487 International Finance (4)
The international financial environment. Managerial perspectives on export/import financing techniques, the identification and management of exchange risks, and issues arising in the financing of foreign affiliates.

Prerequisite: FNCE 354.

FNCE 499 Directed Study (1-4)
Independent study under the direction of a supervisor on a topic selected by the faculty member and the student. Regular and periodic conferences with the instructor.

Prerequisite: Consent of the instructor and the dean.

customized major

Gary Chartier, 2001. Coordinator; Associate Professor of Law and Business Ethics

J.D. University of California at Los Angeles 2001

Ph.D. University of Cambridge 1991

Theology, philosophy, ethics, political theory, public policy, law and legal theory

Department of Music (e.g., music management), the Department of History, Politics, and Society (e.g., business history), the Department of Health, Exercise Science, and Athletics (e.g., sports management), or the Program in Philosophical Studies (e.g., business ethics).

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 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 a truly liberal education.
3. 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
4. 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;
5. 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, Exercise Science, and Athletics (e.g., sports management), or the Program in Philosophical Studies (e.g., business ethics).
6. 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.
7. 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 the dean.
8. 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.
9. 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.
10. The dean will notify the Office of the a customized major program has been approved.

english as a second language

Juanita J. Singh, 1986. Director; Associate Professor of English as a Second Language
Ed.D. 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
M.A. Loma Linda University 1989
Writing/Journalism

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 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 in 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" in the "Academic Policies and Practices" section and "English Competence" in the "Admission Information" section of this BULLETIN.

C O U R S E S

INTRODUCTORY

Continuing education (noncredit) courses

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 in 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.

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.

AELP 902C Intermediate Listening & Pronunciation (1-4 CEU)

A course designed to facilitate listening skills and aural comprehension to grasp the overall message and supporting details, using authentic recorded speech, audio books, and songs with emphasis on differentiating sounds, articulation, diction, accent, word stress, sentence stress and voice undulation.

AELP 902D Intermediate Reading & Vocabulary (1-4 CEU)

A course designed to build an interactive reading-writing connection. Readings on social and cultural issues are chosen to elicit critical thinking, class discussion, and personal reflection. Also, more emphasis is given to identification of the main idea and its supporting details, methods of development, and other writing devices.

AELP 902E Intermediate Writing & Dictation (1-4 CEU)

A course designed to help students become independent writers capable of producing a variety of finished written assignments, including journaling, in-class writing, paragraph writing, and rhetorical essays.

AELP 903A Advanced Conversation (1-4 CEU)

A course designed to enhance students' self-confidence by creating a safe, affirming environment for students to express their opinion, take a stand on issues, ask questions, or raise a concern, thus to empower students to make public presentations. It also focuses on developing clear, critical thinking, analytical presentation of argument, and precision of speech.

AELP 903B Advanced Grammar (1-4 CEU)

A course in applied grammar designed at empowering students to recognize components of the sentence as grammar structures and to imitate current writers in the use of varied sentences structures for different effects. This course includes parsing passages from reading.

AELP 903C Advanced Listening (1-3 CEU)

A course designed to improve general and academic listening comprehension skills, using authentic audio and audio-visual materials.

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.

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 fiction and non-fiction texts as to result in a 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 area/s of emphasis.

ENSL 399 Directed Study (1-4 units)

An independent study in consultation with the advisor and the instructor. Emphasis is placed on different and more demanding language enhancements. It may be repeated with different area/s of emphasis.

teaching english as a second language

Juanita J. Singh, 1986. Director; Associate Professor of English
as a Second Language
Ed.D. 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
M.A. Loma Linda University 1989
Writing/Journalism

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.

The TESOL certificate program falls under the jurisdiction of the School of Business.

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.

management & marketing

Elias G. Rizkallah, 2001. Coordinator; Professor of Management and Marketing
Ph.D. Northwestern University 1982
International marketing, strategic marketing planning, marketing management, consumer behavior

Gary Chartier, 2001. Associate Professor of Law and Business Ethics
J.D. University of California at Los Angeles 2001
Ph.D. University of Cambridge 1991
Theology, philosophy, ethics, political theory, public policy, law and legal theory

Prudence E. LaBeach Pollard, 1999. Associate Professor of Management
P.H.R. 1997
Ph.D. Western Michigan University 1993
Human resource management, leadership, institutional assessment and strategic planning

A. Andrew Truong, 2006. Assistant Professor of Management
Ed.D. University of California 2006
M.B.A. California State University at Pomona 2001
Management strategy, multicultural management

Doug Lainson, 2008. Assistant Professor of Strategic Management; Coordinator, Program in Executive Education
PhD student, Claremont Graduate University
MBA, Biola University 2005
Mission-based business strategy, strategic modeling, leadership, entrepreneurial economics, business as mission

COLLABORATING FACULTY

Cheryl Bauman. Lecturer in Office Administration; Colloquium Coordinator
B.S. Loma Linda University 1974
Student services, business colloquium management

Karl Kime. Lecturer in Law and Ethics
J.D. University of California at Los Angeles 1989
M.A. Claremont Graduate School 1986
Alternative dispute resolution, law, ethics

Craig Kinzer. Lecturer in Business Communication
Ph.D. University of California at Riverside 2007
M.A. La Sierra University 1994
Business communication, management strategy, management and literature, medieval English

Robert Krone.

Distinguished Visiting Professor of Strategic Management
Ph.D. 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
J.D. Willamette University 1980
Music management, Business law

Lari Mobley. Lecturer in Management
Ph.D. student, Claremont Graduate University
M.B.A. Biola University 2005
M.A. Loma Linda University 1987
Brand diversification in mergers and acquisitions, branding strategies for new product launches, literary themes in contemporary advertising

Nabil Y. Razzouk. Lecturer in Marketing
Ph.D. Arizona State University 1980
Marketing and business education, marketing ethics, comparative and international marketing

Constance Rossum. Lecturer in Marketing
Ph.D. Claremont Graduate University 1998
Strategic marketing

Victoria A. Seitz. Lecturer in Marketing
Ph.D. Oklahoma State University 1987
Apparel merchandising, consumer behavior, advertising strategy

Juanita J. Singh. Lecturer in Business Communication
Ed.D. Loma Linda University 1992
Writing skill development, intercultural business communication

Warren C. Trenchard. Lecturer in Management and Social Entrepreneurship
Ph.D. University of Chicago 1981
Social entrepreneurship, management strategy

John Wyatt III. Lecturer in Business Law
J.D. University of Dayton 1978
Governmental regulation of business, government procurement, contract management

The Program in Management and Marketing offers curricula leading to the Bachelor of Arts in management, the Bachelor of Arts in management with a concentration in human resource management, the Bachelor of Science in business and society, and the Bachelor of Science in marketing.

M A J O R S

BACHELOR OF ARTS

MANAGEMENT

Core 48 units

ACCT 211	Financial Accounting 4
ACCT 212	Managerial Accounting 4
ECON 254	Principles of Macroeconomics 4
ECON 255	Principles of Microeconomics 4
ECON 341	Managerial Statistics 4
ECON 444	Operations Research Methods 4
FNCE 354	Managerial Finance 4
MGMT 304	Management and Organizational Behavior 4
	OR
MGMT 344	Professional Practice Management 4
MGMT 381	Business Law I 4
MGMT 382	Business Law II 4
MGMT 491	Strategy and Policy for Business and Management 4
MKTG 305	Marketing Principles 4

Electives 8 units

8 units from among upper-division MGMT courses not used to fulfill any other requirement (or others with the approval of the coordinator)

Colloquium 4 units

With the approval of the SB dean's office, this requirement may be prorated for students transferring from other institutions or from other schools of the university.

Management-Human Resource Management

Core 60 units

ACCT 211	Financial Accounting 4
ACCT 212	Managerial Accounting 4
ECON 254	Principles of Macroeconomics 4
ECON 255	Principles of Microeconomics 4
ECON 341	Managerial Statistics 4
ECON 444	Operations Research Methods 4
FNCE 354	Managerial Finance 4
MGMT 304	Management and Organizational Behavior 4
	OR
MGMT 382	Business Law II 4
MGMT 464	Women in Management 4
MGMT 475	Leadership and Organizational Effectiveness 4
MGMT 484H	Management Internship--Human Resource Management 4
MGMT 491	Strategy and Policy for Business and Management 4

Electives 8 units

8 units selected from among the following:

ECON 364	Principles of Entrepreneurship 4
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MGMT 485	Topics in Management 4
PSYC 474	Industrial and Personnel Psychology 4
MGMT 487	Topics in Human Resource Management 1-4

Colloquium 4 units

With the approval of the SB dean's office, this requirement may be prorated for students transferring from other institutions or from other schools of the university.

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.

Core 56 units

ACCT 211	Financial Accounting 4
ACCT 212	Managerial Accounting 4
ECON 254	Principles of Macroeconomics 4
ECON 255	Principles of Microeconomics 4
ECON 341	Managerial Statistics 4
ECON 357	Globalization and International Business 4
ECON 366	Economic Development in Emerging Markets 4
ECON 444	Operations Research Methods 4
FNCE 354	Managerial Finance 4
MGMT 304	Management and Organizational Behavior 4
	OR
MGMT 344	Professional Practice Management 5
PLSC 225	Introduction to Law 4

Electives 20 units

20 units selected from among the following:

FNCE 487	International Finance 4
GEOG 276	Physical and Human Geography 4
HIST 430F	American Business and Economic History 4
HIST 430G	United States Constitution to 1880 4
HIST 430H	United States Constitution from 1880 4
HIST 432S	Law and Society 4
MGMT 367	Concepts and Issues in Social Entrepreneurship 4
MGMT 424	Global Poverty 4
MGMT 467	Legal Issues in Health Care 4
MGMT 486	International Environment and Management 4
PLSC 316	Comparative Government 4
PLSC 440	Topics in International Relations 4
PLSC 474	Political Philosophy 4
PLSC 485	American Political Thought 4
PSYC 315	Cross-Cultural Psychology 4
SOCI 345	Social Organization 4
SOCI 374	Impact of Globalization 4
SOCI 404	Foundations of Social Thought 4

Colloquium 4 units

With the approval of the SB dean's office, this requirement may be prorated for students transferring from other institutions or from other schools of the university.

MARKETING

Core 60 units

ACCT 211	Financial Accounting 4
ACCT 212	Managerial Accounting 4
ECON 254	Principles of Macroeconomics 4
ECON 255	Principles of Microeconomics 4
ECON 341	Managerial Statistics 4
ECON 444	Operations Research Methods 4
FNCE 354	Managerial Finance 4
MGMT 304	Management and Organizational Behavior 4 OR
MGMT 344	Professional Practice Management 4
MGMT 381	Business Law I 4
MGMT 382	Business Law II 4
MGMT 491	Strategy and Policy for Business and Management 4
MKTG 305	Marketing Principles 4

Electives 24 units

24 units 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*:

ARTS 115, 116, 117, 194B, 255, 314, 344, 345A, 345B, 345C, 355, 394A, 394B, 394C, 394D, 395A, 395B, 395C, 395D, COMM 206, 215, 237, 315, 328, 344, 488, 490, PSYC 304, 314, 315, 349, 355, 435, 482C

Colloquium 4 units

With the approval of the SB dean's office, this requirement may be prorated for students transferring from other institutions or from other schools of the university.

M I N O R S

MANAGEMENT

28 units of management courses, including MGMT 305 Management and Organizational Behavior .

MARKETING

28 units of MKTG courses, including MKTG 305 Marketing Principles.

C O U R S E S

Waiver of any specified course prerequisite requires the approval of the SB dean's office.

MANAGEMENT

MGMT 219 Business Colloquium (0.5)

Topics of interest to scholars and students of business. Each student completing a major program offered by the School of Business must complete 4 units of MGMT 219 (this requirement may be prorated for students transferring from other institutions or from other schools of the university).

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.

MGMT 304 Management and Organizational Behavior (4)

Management as a discipline, effective decision making, understanding the organizational environment, motivation and communication techniques, leadership skills and performance evaluation.

Prerequisite: ACCT 212, FNCE 354

MGMT 314 Philosophy of Work (4)

Explores a range of philosophical issues related to the meaning and organization of work.

MGMT 344 Professional Practice Management (4)

Practical techniques and strategies for managing a professional (medical, legal, 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 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 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 367 Concepts and Issues in Social Entrepreneurship (4)

An introduction to the application of business skills and techniques and the entrepreneurial spirit of creativity and openness to risk to the solution of 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.

Prerequisite: ENGL 113 OR ENGL 124.

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 ENGL 124.

MGMT 382 Business Law II (4)

Contracts; uniform commercial code; sales; commercial paper; secured transactions; creditors' rights and bankruptcy; agency; business organizations.

Prerequisite: ENGL 113 OR ENGL 124; MGMT 381 with a grade of C or better.

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. Identical with RELE 4XX.

Prerequisite: ENGL 113, MATH 121

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 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.

Prerequisite: MGMT 378; MGMT 436.

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)

May be repeated for additional credit with consent of the instructor.

Prerequisite: Consent of the instructor and the dean.

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 356.

MGMT 485 Topics in Management (1-4)

Advanced issues in management. May be repeated for additional credit with consent of the instructor.

Prerequisite: Consent of the instructor.

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.

Prerequisite: MGMT 356.

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.

Prerequisite: ACCT 212; FNCE 354; MGMT 375 or ENGL/ COMM 304; MGMT 382; MGMT 444; MGMT 304 or 344; and 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.

Prerequisite: Consent of the instructor and the dean.

MARKETING**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.

Prerequisite: 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.

Prerequisite: 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 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)

May be repeated for additional credit with consent of the instructor. *Prerequisite:* Consent of the instructor and the dean.

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 485 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 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 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. Open only to seniors.

Prerequisite: Consent of the instructor and the dean.

UNST 404c Religious, Moral, and Social Aspects of Business

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.

S C H O O L O F E D U C A T I O N

curriculum & instruction

Anita O. Oliver, 1990. Chair; Professor of Curriculum and Instruction
Ph.D. University of Wisconsin—Madison 1993
Curriculum and Instruction, Educational Policy Studies

Sandra J. Ball, 2005. Associate Professor of Curriculum and Instruction
Ph.D. University of Missouri 1995

Linda Caviness, 1999. Professor of Curriculum and Instruction
Ph.D. Andrews University 2001
Leadership, Cognitive Science

Lolita Davidson, 2006. Associate Professor of Curriculum and Instruction
Ed.D. La Sierra University 1991
Curriculum and Instruction

Sandra Green, 2006. Associate Professor of Curriculum and Instruction
Ed.D. La Sierra University 2002
Curriculum and Instruction, Special Education

Elissa Kido, 2001. Professor of Curriculum and Instruction
Ed.D. Boston University 1980
English Education

COLLABORATING FACULTY

Wendi Anderson
Ed.D. La Sierra University 2007
Administration and Leadership

Melvin D. Campbell
Ph.D. Purdue University 1963
Chemistry

Sylvia Gallegos
Credentials Analyst

Douglas Herrmann
Ed.S. La Sierra University 1992
Administration and Leadership

Janet Mallery, 1996.
Ed.D. Loma Linda University 1989
Curriculum and Instruction

Wallace D. Minder
Ed.D. Loma Linda University 1984
Administration

Tonya R. Perry
Ed.D. La Sierra University 2006
Curriculum and Instruction, School Psychology

Pamela Ramsey
M.A. La Sierra University 1993
Special Education

Beverly Russell
Ed.S. University of Nebraska 1982

Dorita West
M.A. La Sierra University 1986

C O U R S E S

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 Mild/moderate disabilities 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. Assessment of students' strengths and weaknesses relative to the reading act, the development of curriculum objectives and 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 Mild/moderate disabilities are addressed.

Prerequisite: EDCI 204; EDFO 305; acceptance into Teacher Education.

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. Must be taken in conjunction with EDCI 414.

EDCI 415 Mathematics K-8 (4 3)

Curriculum organization, methods, materials and instructional aids. Observation and micro-teaching. ELD components Mild/moderate disabilities are addressed

Prerequisite: EDCI 204; EDFO 305; MATH 202; acceptance into Teacher Education.

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. Must be taken in conjunction with EDCI 415.

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 which are appropriate for the linguistically diverse

students in first and second language development are included. ELD components Mild/moderate disabilities are addressed.

Prerequisite: EDCI 204; EDFO 305; acceptance in to Teacher Education.

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 Adventist schools, teaching about religion in public schools and the practice of ethical and moral teaching.

Prerequisite: EDCI 204; EDFO 305; acceptance into Teacher Education.

EDCI 418 Science and Health K-8 (2)

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.

Prerequisite: EDCI 204; EDFO 305; acceptance into Teacher Education.

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 Mild/moderate disabilities are addressed.

Prerequisite: EDCI 204; EDFO 305; acceptance into Teacher Education.

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. Must be taken in conjunction with EDCI 419.

EDCI 420 Curriculum Strategies for Students with Mild/Moderate Disabilities (3)

Strategies for teaching students with mild/moderate disabilities in 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.

Prerequisite: EDCI 204, 414, 415, 416, 417, 418; EDFO 305; FBI and DOJ Certificate of Clearance, CSET, CBEST, CPR, TB test, U.S. Constitution requirements, acceptance into Teacher Education, acceptance into student teaching, TPAs 1 and 2

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 population, (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.

Prerequisite: 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.

Prerequisite: Must be taken in conjunction with EDCI 429.

EDCI 430 Secondary Theory and Practice (2)

Involves selecting and organizing learning materials and opportunities. Identifies appropriate teaching strategies, provides instruction in developing course outlines and unit plans. Deals with organization, management and discipline of the classroom. A practicum is required for students without teaching experience.

Prerequisite: EDCI 204, 429; EDFO 305; acceptance into Teacher Education.

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. Must be taken in conjunction with EDCI 430.

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, and 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. The emphasis is on forces which impact on student 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.

Prerequisite: EDCI 204, 417, EDFO 305, and acceptance into 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.

Prerequisite: EDCI 204; EDFO 305; CSET; CBEST; U.S. Constitution requirements; CPR; TB test; acceptance into Teacher Education Program; TPAs 1 and 2.

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 499 Projects and Topics in Curriculum and 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. Approval by the instructor and department chair required.

S C H O O L O F E D U C A T I O N

school psychology

Chang-Ho Ji, 1994. Chair; Professor of School Psychology and Counseling

Ph.D. Andrews University 1995

Ph.D. University of California, Riverside 2005

Dora Clarke-Pine, 2002. Associate Professor of School Psychology and Counseling

Ph.D. Andrews University 1995

COURSES

UPPER DIVISION

EDPC 404 Standardized Testing in Education (3)

The development of competencies and understandings for selecting, administering, and interpreting the major types of standardized tests and inventories used in education and counseling. Theoretical principles and issues presented together with hands-on applications. Practicum required.

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 this course and PSYC 464.

religion

John W. Webster, 1999. Dean; Professor of Theology and History of Christianity
Ph.D. Princeton Theological Seminary 1995
Theology, history of Christianity, philosophy

Douglas Clark, 2007 Associate Dean; Professor of Biblical Studies and Archaeology
Ph.D. Vanderbilt University 1984
Biblical languages, Old Testament, archaeology

Robert D. Bates, 2006. Assistant Professor of Archaeology and History of Antiquity
Ph.D. Andrews University 2004
Archaeology and history of antiquity

Lawrence T. Geraty, 1993. Professor of Archaeology and Old Testament Studies
Ph.D. Harvard University 1972
Old Testament studies, archaeology

V. Bailey Gillespie, 1970. Professor of Theology and Christian Personality
Ph.D. Claremont Graduate University 1973
Theology, Christian nurture, ministry

Fritz Guy, 1990. Research Professor of Philosophical Theology
Ph.D. University of Chicago Divinity School 1971
Theology, philosophy, ethics

Kendra Haloviak, 2001. Assistant Professor of New Testament Studies
Ph.D. Graduate Theological Union 2002
New Testament studies, Christian ethics, pastoral ministry

Ginger Hanks Harwood, 1997. Associate Professor of Religious and Theological Studies
Ph.D. Iliff School of Theology, University of Denver 1991
Social ethics, theology

John R. Jones, 1990. Associate Professor of New Testament Studies and World Religions
Ph.D. Vanderbilt University 1982
Biblical languages and background, scriptural interpretation and theology, phenomenology of religions

Wonil Kim, 1994. Associate Professor of Old Testament Studies
Ph.D. Claremont Graduate University 1996
Exegesis, theology, and hermeneutics of the Old Testament

Charles Teel, Jr., 1967. Professor of Religion and Society
Ph.D. Boston University 1972
Religion and society, Christian ethics

Warren C. Trenchard, 1995. Professor of New Testament and Early Christian Literature
Ph.D. University of Chicago 1981
Biblical languages, New Testament background and interpretation, early Christian literature

Randal R. Wisbey, 2007. Associate Professor of Ministry. D.Min., Wesley Theological Seminary 1990; Pastoral and Youth Ministry

COLLABORATING FACULTY

Gary Chartier
Ph.D. University of Cambridge 1991; J.D. University of California, Los Angeles 2001
Theology and ethics

Gerard Kiemeney
D.Min. Fuller Theological Seminary 1993
Ministry

David Larson
D.Min. Claremont School of Theology 1973; Ph.D. Claremont Graduate University 1982
Ethics

Samuel Leonor
M.Div. Andrews University 1998
Introduction to Adventist beliefs

William Loveless
Ed.D. University of Maryland 1964
Ministry & pastoral counseling

Hector Ramal
D.Min. Andrews University 1994
Preaching & ministry fieldwork

Richard Rice
Ph.D. University of Chicago 1974
Systematic & philosophical theology

Siegfried Roeske
Ph.D. Andrews University 1997
Christian beliefs

Randall Skoretz
D.Min. Claremont School of Theology 1996
Doctrinal and pastoral theology

Daniel Smith
D.Min. Andrews University 1987
Homiletics

Bernard Taylor
Ph.D. Hebrew Union College 1989
Biblical languages, Old Testament theology

Calvin Thomsen
D.Min. Fuller Theological Seminary 1985
Pastoral counseling and ministry

MISSION

The School of Religion is committed to the following endeavors:

- In seeking truth, the School of Religion fosters the scholarship of discovery by:
 1. Encouraging research on the part of faculty and students;
 2. Encouraging faculty participation in the discourse of scholarship; and
 3. Encouraging students in continued personal and academic study of the scriptures, theology and religion.
- In sharing knowledge and understanding, the School of Religion fosters the scholarship of teaching and learning as follows:
 1. 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 guidance for the Christian life.
 2. With regard to the academic and professional needs of specialists, the School provides:
 - A. The major in Religious Studies,
 - B. The pre-seminary program.
 - C. Three graduate programs:
 - Master of Arts in Religion
 - Master of Pastoral Studies
 - Master of Divinity.
 - 2.A 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.B The School provides undergraduate training toward 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.
 - 2.C The School offers graduate education leading to the masters degree:
 1. 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.
 2. In the professional track, the Master of Pastoral Studies and the Master of Divinity cover the core theological disciplines, with particular emphasis on the various dimensions of ministry, with optional specializations available in strategic planning and leadership, youth ministry, pastoral counseling, religious education and other areas.

- 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 Lectures, and provides to church and community the expertise and resources available within the School (including the Stahl Center for World Service and 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 and in the church at large.

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.

PREPARATION FOR TEACHING

Students preparing to teach at the secondary level should plan to qualify for California teaching credentials by completing the bachelor's degree and passing the PRAXIS (or CSET) subject area assessment. During the freshman year prospective teachers of both secondary and elementary levels should see the School of Education section of this Bulletin and 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 degree in Curriculum and Instruction designed for prospective elementary/secondary teachers is described in the Graduate Bulletin.

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. In addition to their regular major program advisor, pre-seminary students are encouraged to work closely with their assigned pre-seminary

advisor in the School of Religion. 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 “practics 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 not 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 below for details).

GRADUATE PROGRAMS

Programs leading to the Master of Arts in religion, Master of Pastoral Studies, and Master of Divinity are described in the Graduate Bulletin.

DEGREES OFFERED

The School of Religion offers the Bachelor of Arts degree in religious studies, plus the pre-seminary program which prepares for ministry as well as for seminary or graduate education in ministry, and may be pursued along with any desired major. Minors in religious studies, biblical languages, and archaeology are available.

MAJOR

BACHELOR OF ARTS

RELIGIOUS STUDIES

Required : 68 units, as follows:

- RELB 104 Jesus and the Gospels (4)
- RELB 206 Sacred Texts: The Old Testament Scriptures (4)
- RELB 207 Sacred Texts: The New Testament Scriptures (4)
- RELB 409 Sacred Texts: Theory and Practice of Biblical Interpretation (4), or RELG 306.
- RELE 205 Biblical Ethics in the Modern World (4)
- RELE 447 Religion and Society (4), or RELE 454, or 448, or 405 RELE 459A, Religion and Gender (4), or RELE 455, or 459

- RELG 235 Introduction to Religious Studies (4)
- RELG 237 World Religions (4), or RELG 327
- RELG 267 Religious Faith and Life (4)
- RELG 306 Sacred Texts: The Literature of the World’s Religions (4), or RELB 409
- RELH 445 History of Christianity I: Formation (4)
- RELH 446 History of Christianity II: Reformation (4), or RELH 495

- RELH 483 History of Seventh-day Adventism (4), or RELH 447, or 488, or 497

- RELT 255 Theology I: Faith Seeking Understanding (4)
- RELT 355 Theology II: God and Creation (4), or RELT 435
- RELT 436 Philosophy of Religion (4), (PHIL 204 *recommended prerequisite*)
- RELT 455 Theology III: Reconciliation & Consummation (4), or RELT 434

MINORS

RELIGIOUS STUDIES

32 units (16 upper division), drawn from the following:

- RELB 104 Jesus and the Gospels (4)
- RELB 206 Sacred Texts: The Old Testament Scriptures (4)
- RELB 207 Sacred Texts: The New Testament Scriptures (4)
- RELE 447 Religion and Society (4), or RELE 454, or 448, or 405
- RELG 235 Introduction to Religious Studies (4)
- RELH 483 History of Seventh-day Adventism (4), or RELH 445, or 446, or 447, or 495
- RELT 255 Theology I: Faith Seeking Understanding (4)
- RELT 355 Theology II: God and Creation (4), or RELT 436
- RELT 455 Theology III: Reconciliation & Consummation (4), or RELT 434

BIBLICAL LANGUAGES

31 units, as follows:

- RELL 281 Beginning Greek I (3)
- RELL 282 Beginning Greek II (3)
- RELL 283 Beginning Greek III (3)
- RELL 381 Intermediate Greek I (3)
- RELL 382 Intermediate Greek II (3)
- RELL 383 Intermediate Greek III (3)
- RELL 481 Basic Hebrew I (3)
- RELL 482 Basic Hebrew II (3)
- RELL 483 Basic Hebrew III (3)
- RELL 484 Intermediate Hebrew I (4)
- OR
- RELB 409 Sacred Texts: Theory and Practice of Biblical Interpretation--NT (4)

ARCHAEOLOGY

32 units, as follows:

Core Requirements (20)

- ANTH 215 Cultural Anthropology (4)
- RELB 445 Biblical Archaeology (4)
- RELB 494 Fieldwork in Middle East Archaeology (4)
- RELB 447 Archaeology Method and Theory (4)
- RELB 497 Seminar in Archaeology (4)

ARCHAEOLOGY/HISTORY/ANTHROPOLOGY

ELECTIVES (0-8)

- ANTH 216 Archaeology (4)
- HIST 432T History of Ancient Egypt (4)
- HIST 432E The Mediterranean World of Antiquity (4)
- HIST 432H History of Ancient Rome (4)
- RELB 494 Fieldwork in Middle East Archaeology II (4)
- RELB/HIST 499 Directed Study (4)

- Art Electives (0-4)
 ARTA 308 Art History: Ancient through Renaissance (4)
 ARTA 408 Topics in Art History: Egypt/Rome/Greece (4)
 ARTS 274A/B Ceramics (4)
 ARTS 255 Photography (4)

- Language Electives (0-4)
 REL 381/382/383 Greek (9)
 REL 481/482/483 Hebrew (9)
 ARAB 101/102/103 Arabic (12)
 REL 361 Akkadian (4)
 REL 371 Egyptian (4)

PRE-PROFESSIONAL PROGRAM

PRE-SEMINARY CURRICULUM

Required: 47 units (25 upper division)

- RELB 104 Jesus and the Gospels (4)
 RELB 206 Sacred Texts: The Old Testament Scriptures (4)
 RELB 207 Sacred Texts: The New Testament Scriptures (4)
 RELB 409 Sacred Texts: Theory and Practice of Biblical Interpretation (4)
- RELH 254 Ellen G. White and the Church (4)
 RELH 445 History of Christianity I: Formation (4), or
 RELH 446 History of Christianity II: Reformation,
 (or RELH 495), or RELH 447 History of
 Christianity III: Transformation
- RELH 483 History of Seventh-day Adventism (4)
 RELP 101 Introduction to Ministry I (1)
 RELP 102 Introduction to Ministry II (1)
 RELP 361 Homiletics I (4)
 RELP 374 Externship (1)
- RELT 255 Theology I: Faith Seeking Understanding (4)
 RELT 355 Theology II: God and Creation (4)
 RELT 455 Theology III: Reconciliation & Consummation (4)

Required cognates: 24 units

(Four quarters of Greek or Hebrew will satisfy the World Language (Foundational Studies) requirement of the University Studies curriculum)

- RELL 281 Beginning Greek I (3)
 RELL 282 Beginning Greek II (3)
 RELL 283 Beginning Greek III (3)
 RELL 381 Intermediate Greek I (3)
 RELL 382 Intermediate Greek II (3)
 RELL 383 Intermediate Greek III (3)
 RELL 481 Basic Hebrew I (3)
 RELL 482 Basic Hebrew II (3)

Recommended cognates:

- PSYC 104 General Psychology (4), or PSYC 105, Methods of Inquiry in Psychological Studies (4)
 RELH 446 History of Christianity II: Reformation (4), (or RELH 495), or
 RELH 447 History of Christianity III: Transformation (4)

Recommended "practices package":

- RELP 264 Evangelism (4)
 RELP 345 Spiritual Formation (2-4)
 RELP 349 Principles of Christian Worship (4)
 RELP 362 Homiletics II (4)
 RELP 374 Externship (2 more units)
 RELP 397 Proseminar in Ministerial Studies (1-4)
 RELP 415 Youth Ministry and the Local Church (2)
 RELP 436 Pastoral Counseling (2-4)
 RELP 463 Homiletics III (2-4)
 RELM 464 Theology of Mission (2-4)
 RELT 464 Religious Development and Moral Learning (4)

C O U R S E S

BIBLICAL LANGUAGES

LOWER DIVISION

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 or Religion, will satisfy the World Language (Foundational Studies) requirement of the University Studies curriculum.

RELL 281, 282, 283 Beginning Greek I, II, III (3, 3, 3)

Linguistic analysis of the grammatical structure of both New Testament Greek sentences and English sentences, with emphasis on their differences. Greek grammar and vocabulary.

UPPER DIVISION

RELL 381, 382, 383 Intermediate Greek I, II, III (3, 3, 3)

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, 482, 483 Basic Hebrew I, II, III (3, 3, 3)

Biblical Hebrew grammar, vocabulary and textual materials.

RELL 484 Intermediate Hebrew 1 (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)

Consent of advisor, thesis mentor, and dean required.

RELL 499 Directed Study (1-4)

Prerequisite: Consent of the 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.

RELB 207 Sacred Texts: The New Testament Scriptures (4)

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)

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. Open only to religious studies majors and minors, and pre-seminar students. To be taken subsequent to or simultaneously with RELB 383 or 483, as stipulated.

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 Biblical Archaeology (2-4)

The Bible in its religious, cultural, and political environment as illuminated by discoveries of modern archaeology.

RELB 459 Topics in Biblical Studies (2-4)

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)

Prerequisite: Consent of the instructor. May be repeated up to a total of 8 units.

RELB 498 Senior Thesis (1-8)

Consent of advisor, thesis mentor, and dean required.

RELB 499 Directed Study (1-4)

Limited to pre-seminary or religious studies major students.

Prerequisite: Consent of the instructor.

BIBLICAL STUDIES

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. Identical to PHIL 405. *Prerequisite:* Consent of the instructor (PHIL 204 recommended).

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. Identical to 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 459 Issues in Religious Ethics (4)
Consideration in depth of selected major ethical concerns in contemporary societal and individual life.

RELE 459A Religion and Gender (4)
An exploration of the multilevel relationships between religion as a cultural phenomenon, institutional structure and personal spirituality and gender as a biological characteristic and social construct.

RELE 497 Proseminar in Christian Ethics (2-4)
Prerequisite: Consent of the instructor.

RELE 498 Senior Thesis (1-8)
Consent of advisor, thesis mentor, and dean required.

RELE 499 Directed Study (1-4)
Limited to students majoring in religious studies or to pre-seminary students.
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 potentials 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, environmental and political philosophy, in connection

with the so-called "Asian values" debate. Identical to PHIL 327.
Prerequisite: PHIL 204 recommended.

RELG 459 Seminar: Issues in Religious Studies (1-4)
May be repeated with different content.
Prerequisite: Consent of instructor.

RELG 498 Senior Thesis (1-8)
Consent of advisor, thesis mentor, and dean required.

RELG 499 Directed Study (1-4)
Limited to students majoring in religious studies or to pre-seminary students.
Prerequisite: Consent of the 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. Identical to 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. Identical to 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). Identical to 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 emphasis on the role of Ellen G. White. Identical to 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)

RELH 495 Reformation Lands Tour (3-4)

RELH 497 Proseminar in Church History (4)
Prerequisite: Consent of the instructor.

RELH 498 Senior Thesis (1-8)

Consent of advisor, thesis mentor, and dean required.

RELH 499 Directed Study (1-4)

Limited to students majoring in religious studies or to pre-seminary students.

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. This course is cross-listed with ANTH 444.

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)

Consent of advisor, thesis mentor, and dean required

RELM 499 Directed Study (1-4)

Prerequisite: Consent of the instructor.

PASTORAL MINISTRY

Courses in this section do not apply to University Studies (general education) religion requirement.

LOWER DIVISION**REL 101, 102 Introduction to Ministry I, II (1, 1)**

The call and role of the minister as they relate to the specific areas of ministerial education and practice. Pastoral ministries and church policy.

REL 264 Evangelism (4)

Theory and practice of communicating Adventist beliefs to individuals and groups. Personal and public evangelism.

UPPER DIVISION**REL 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.

REL 349 Principles of Christian Worship (4)

Theory and practice of Christian proclamation and liturgics, from early Christian times to the present.

REL 361, 362 Homiletics I, II (4, 4)

The art of preaching, church administration, and development of proper methodologies. May be taken concurrently with REL 374.

REL 374 Externship (1)

Practical application of the principles of church leadership and preaching by assignment to local churches. Taken concurrently with or following REL 361 and/or 362. Limited to junior and senior pre-seminary students. May be repeated for additional credit to a maximum of 6 units.

REL 397 Proseminar in Ministerial Studies (1-4)

Limited to students majoring or minoring in religious studies or pre-seminary students.

REL 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: REL 468.

REL 415 Youth Ministry and the Local Church (2)

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.

REL 427 Crisis Counseling (2-4)

Crisis phenomena, current crisis theory, a Christian model of crisis care, and the dynamics and practices of crisis care.

REL 435 Proseminar in Pastoral Counseling (2)

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.

Prerequisite: REL 436 and consent of the instructor.

REL 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.

REL 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 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 498 Senior Thesis (1-8)

Consent of advisor, thesis mentor, and dean required.

RELP 499 Directed Study (1-4)

Limited to students majoring in religious studies or to pre-seminary students. *Prerequisite:* Consent of the instructor.

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 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 Adventist 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 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)

The purpose and nature of Christian Theology and the relationship between faith and reason. Thinking theologically. Landmarks of Christianity: Persons, Places, Events. Doctrine of Revelation, inspiration and Scripture. Believing, behaving and belonging. First of a three quarter sequence in Christian theology from an Adventist perspective.

RELT 299 Directed Study (1-4)

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 and 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 253 Theology I: Faith Seeking Understanding.

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 or consent of the instructor.

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 or consent of the instructor.

RELT 436 Philosophy of Religion (4)

Reasons for belief in the reality and relevance of God for contemporary life and thought, and related issues. Identical to PHIL 436.

Prerequisite: Senior standing or consent of the instructor. PHIL 204 recommended.

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. Christ-ian-ity 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 253 Faith Seeking Understanding.

RELT 459 Topics in Theology (2-4)

May be repeated with different content.

Prerequisite: Consent of instructor.

RELT 464 Religious Development and Moral Learning (4)

Biblical principles of emerging self-identity and faith concepts. Religious development of children, adolescents, and youth. Religious learning problems and practical methodologies in communicating religious values.

RELT 498 Senior Thesis (1-8)

Consent of advisor, thesis mentor, and dean required.

RELT 499 Directed Study (1-4)

Limited to students majoring in religious studies or to pre-seminary students.

Prerequisite: Consent of the instructor.

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