



# La Sierra

U N I V E R S I T Y

*Where Academic  
Investigation, Christian  
Faith, and Service  
to Others Unite*





## 2017-2018 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 academic standing, admission, attendance, candidacy, conduct, curriculum, graduation, registration, and tuition and fees.

# A Message from the University President

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Welcome to La Sierra University and to the remarkable journey of learning and faith that invigorates this distinguished academic community.

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 believe you will be captivated by the opportunity to study in a setting of broad conversation and inquiry, imagination and hope!

I hope you will join us!

A handwritten signature in black ink that reads "Randal Wisbey". The signature is written in a cursive style.

Randal Wisbey  
President, La Sierra University

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# An Overview of La Sierra University

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## History of La Sierra

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

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

## La Sierra University Today

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

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

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

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

fields. This glimpse of the Inland Empire, as seen from the University campus, offers a view of rare beauty.

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

## Accreditation

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

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

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

Adventist Accrediting Association  
General Conference of Seventh-day Adventists  
12501 Old Columbia Pike  
Silver Spring, Maryland 20904  
Phone: (301) 680-5060  
Website: <http://education.gc.adventist.org>

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

Association of Theological Schools in the  
United States and Canada  
The Commission on Accrediting  
10 Summit Park Drive  
Pittsburgh PA 15275-1110  
Phone: 412-788-6505  
Website: <http://www.ats.edu/>

## Degrees Offered

Curricula are offered leading to the following degrees:

Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Social Work, Master of Arts, Master of Business Administration, Master of Divinity, Master of Science, Master of Theological Studies, Master of Arts in Teaching, Specialist in Education, and Doctor of Education.

## Mission Statement

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

**to seek truth,**

enlarging human understanding through scholarship;

**to know God, ourselves, and the world**

through reflection, instruction, and mentoring;

**to serve others,**

contributing to the good of our local and global communities.

We pursue this mission with excellence, integrity, compassion, and mutual respect.

## Aims of the University

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

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

Thus this University operates in much the same way as most other universities do. The difference is, however, that the University functions and performs as the fruition of its Adventist heritage and commitment, even as it welcomes students from all religious and cultural backgrounds. The

University's religious orientation provides a perspective for its educational programs and projects, a motivation for its intellectual vitality and rigor, a framework for its moral values and lifestyle, and a basis for its social consciousness and public service. Convinced that God is the author of all truth, the University maintains an atmosphere of freedom and openness for intellectual exploration and expression.

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

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

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

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

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

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

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

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

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

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

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



# La Sierra University Guidelines

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## Affirmative Action

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

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

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

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

## Nondiscrimination

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

To this end, the University is in compliance with Titles VI and VII of the Civil Rights Act of 1964 as amended, and substantial compliance with Title IX of the Education Amendments of 1972 (45 CFR 86 et seq.) and Sections 503 and 504 of the Rehabilitation Act of 1973. The University also complies with the Age Discrimination in Employment Act of 1967 and Section 402 of the Vietnam Era Veterans Adjustment Act of 1974 and does not discriminate against any employee

or applicant for employment on the basis of age or because they are disabled veterans or veterans of the Vietnam era. In addition, the University administers student programs without discrimination on the basis of age, except in those programs where age is a bona fide academic qualification for admission in accordance with the provisions of the Age Discrimination Act of 1975.

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

## Discrimination and Harassment Policy

La Sierra University is committed to providing an educational and employment environment that values individuals of diverse backgrounds who can advance the institution's mission and support a learning and workplace setting free from discrimination and harassment. In keeping with this commitment, the University expects all University employees and students to conform to the requirements of federal and state law as well as standards of conduct mandated by the institution concerning discrimination and harassment matters. The University also encourages persons subjected to or who witness any forms of discrimination and harassment - or retaliatory conduct arising from complaints of discrimination and harassment - to report such behaviors and incidents to appropriate university personnel as set forth more fully below.

**General Application:**

- I. Protected Classifications: Discrimination and harassment are prohibited against any person on the basis of race, ethnicity, national origin, sex, marital status, age, veteran status, medical condition, physical handicap, or other protected classification as defined by federal or state law.
- II. Applicable Activities: Discrimination and harassment are prohibited in the University's admissions and educational policies, employment programs, financial affairs, student life and campus services, or any related institutionally-administered or supported programs.

**Forms of Prohibited Behaviors:**

- I. Discrimination is defined as prejudicial and/or harmful actions taken against a person on the basis of a protected classification as reflected in the aforementioned statement.
- II. Harassment is defined as verbal, physical and/or visual conduct that creates an intimidating, offensive or hostile working or learning environment or that unreasonably interferes with a person's work or academic performance.
- III. Sexual Harassment:
  - A. Definition: Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where
    - i. Submission to such conduct is made explicitly or implicitly a term or condition of a person's employment or status in a course, program or activity; or
    - ii. Submission to or rejection of such conduct by a person is used as a basis for an academic or employment decision adversely affecting that person; or
    - iii. Such conduct has the purpose or effect of unreasonably interfering with a person's work or academic performance, or of creating an intimidating, hostile or offensive learning or work environment.
  - B. Forms of Sexual Harassment: Sexual harassment can be objectively and readily identifiable, relative to the specific circumstances and relations of the persons involved, or it can be of a nature seemingly harmless to many yet subjectively perceived by some persons as unwelcome and offensive. The following constitute examples of conduct and situations representative of sexual harassment:

- i. Physical assault:
  - ii. Direct or implied threats that submission to sexual advances will be a condition of a grade, letters of recommendation or employment retention or promotion;
  - iii. Direct or subtle propositions of a sexual nature;
  - iv. Sexual references or sexually explicit statements unrelated to legitimate matters of employment or education, including but not limited to: sexual questions, jokes, anecdotes, remarks concerning the sexual nature of another's clothing, sexual activity, sexual preference, or speculations about a person's previous sexual experience.
  - v. Unnecessary and/or unwanted touching, patting, hugging or brushing against another's body;
  - vi. Displaying posters, calendars, graffiti, symbols, or other visual objects or images of a sexually explicit or suggestive nature unrelated to legitimate matters of employment or education; and
  - vii. Using computers, including the Internet, E-mail, Twitter and related systems of communications to transmit or receive text or images of a sexually explicit or suggestive nature unrelated to legitimate matters of employment or education.
- IV. Retaliation is defined as inappropriate words or actions directed against persons who consider or register discrimination, harassment or retaliation complaints, or against persons who assist with or participate in an investigation of the reported conduct.

**Responsibilities in Recognizing and Reporting Discrimination or Harassment**

- I. Recognizing Discrimination or Harassment: Administrators, Faculty, Staff and Students should be alert to identifying forms of discrimination and harassment, whether such incidents take place in the course of workplace responsibilities, academic endeavors, or social activities related in any way or form to the life of the University.

- II. Reporting Responsibilities of Administrators, Faculty and Supervisory Personnel: Persons employed by the University as Administrators, Faculty members, and/or who serve the institution in a supervisory capacity have a legal obligation to immediately address, and if necessary, report discriminatory, harassing, and retaliatory behaviors or conduct to the University's Department of Human Resources (HR).
- III. Reporting Discrimination and Harassment: Persons who believe that they have been subjected to a form of discrimination and/or harassment or Administrators, Faculty, Staff, or Students who have witnessed such incidents should:
  - A. Inform the perpetrator, only if feasible, that the conduct is considered offensive and should be terminated; and
  - B. Notify their supervisor, or if the supervisor is the alleged perpetrator, notify the supervisor's superior to report the prohibited behavior; If the person reporting the discrimination and/or harassment is a student, the term "supervisor" is defined to be the La Sierra University employee who directly oversees the area where the incident occurred; and
  - C. In consultation with the supervisor and/or HR determine if the incident warrants written documentation. If it is deemed necessary the reporting person shall state in writing, in consultation with HR, accurately and truthfully the facts of the incident(s), the date and approximate time of each event, and name(s) of the person(s) involved.
- IV. Deciphering Discrimination and Harassment: If a complainant or other concerned persons are in doubt about whether forms of unlawful discrimination or harassment have occurred, they should contact HR for clarification and assistance.

#### **Refraining from Retaliation Against Discrimination or Harassment Complaints**

Retaliation against employees or students for considering or registering complaints of discrimination or harassment, or against such persons who assist with or participate in an investigation of the complaint, shall be prohibited and subject to the same reporting and disciplinary actions set forth in the section above.

The complete statement regarding the La Sierra University discrimination and harassment policy is available at the offices of the President, the Provost, Human Resources, and Student Life.

## **Drug Free Worksite**

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

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

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

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

## **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.

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

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

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

## 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 Records Office.

La Sierra University complies strictly with all provisions of the Family Educational Rights and Privacy Act (FERPA), a federal statute passed into law in 1974 that provides the basis for dealing with student information at post-secondary educational institutions. FERPA regulations ensure a minimum standard for the access to, the use of, and the release of information from education records. All students have:

A. The right to inspect and review their education records within a reasonable time frame. Students should submit to the registrar, dean, head of academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be submitted.

B. The right to request the amendment of their education records that the student believes are inaccurate or misleading. Students may ask the university to amend a record they believe is inaccurate or misleading. They should write the university official responsible for the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

C. The right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that university policy authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in a managerial, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

D. The right to file a complaint to the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. Complaints can be directed to:

Family Policy Compliance Office,  
U.S. Department of Education  
400 Maryland Avenue, SW. Washington, D.C.  
20202 - 4605

E. The right to withhold the release of directory information. Directory information may be released by the university to third parties as it sees fit without authorization. Directory Information shall include information in an educational record which would not generally be considered harmful or an invasion of privacy if released, including but not limited to:

- Student Name
- Local Address and Phone Number
- E-mail Address
- Date and Place of Birth
- Degrees and Awards Received and Dates
- Dates of Attendance (Current or Past)
- Full or Part-time Enrollment Status
- Participation in Officially Recognized Activities
- Weight/Height of Members of Athletic Teams
- Most Recently Attended Educational Institution
- Major Field of study
- Academic Level
- Residency Status
- Photographs

Students have the right to have the above directory information withheld completely. This means the university will not release any information from the educational record, including the items listed above, without prior written consent from the student. If a student withholds directory information, his or her name will not appear in the student directory or SALSU Perspectives unless they authorize the Perspectives staff to do so. To request directory information be withheld, the student must complete a form at the Records Office. The form remains in effect through the end of the academic year and must be resubmitted annually.

La Sierra University does not release any student's directory information to vendors for commercial purposes (credit card agencies, magazine sales, etc.).

As mandated by Federal Regulations, La Sierra University annually notifies students of their rights under FERPA; includes in that notification the procedure for exercising their rights to inspect and review education records; and maintains a record in a student's file listing to whom personally identifiable information was disclosed and the legitimate interests the parties had in obtaining the information (this does not apply to school officials with a legitimate educational interest or to directory information).

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

## Copyright Infringement

Pursuant to the Digital Millennium Copyright Act (DMCA) as well as the High Education Opportunity Act (HOEA), La Sierra University observes federal regulations regarding copyright infringement, and seeks to proactively discourage illegally downloading or distributing copyrighted materials. Measures will be taken to block access to infringing material whenever it is brought to the attention of the university. Additionally, students are informed of copyright law and related campus policies, and are encouraged to use legal alternatives to copyright infringement. La Sierra University's full policy can be found at <http://lasierra.edu/fileadmin/documents/library/copyright-infringement-policy.pdf>.

## Student Consumer Complaints

La Sierra University takes complaints and concerns regarding the institution very seriously. Complaints should first be filed internally with La Sierra University authorities following the procedures outlined in the appropriate sections of this document. If the normal processes for addressing a complaint or concern do not resolve the problem, students may present their concerns as follows:

1. Concerns about unresolved academic issues should be directed to the Office of the Provost ([provost@lasierra.edu](mailto:provost@lasierra.edu)), and
2. Concerns about unresolved non-academic issues should be directed to the Vice President for Student Life ([wecare@lasierra.edu](mailto:wecare@lasierra.edu))

These contacts will take the necessary steps to assure students a fair process.

If the complaint is about the institution's compliance with academic program quality and accreditation standards as required by the Western Association of Schools and Colleges (WASC) and the student has exhausted all institutional steps described above, the student may elect to contact the Western Association of Schools and Colleges (WASC): <http://www.wascsenior.org/comments>

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, <http://www.bppe.ca.gov>, Telephone: 916-431-6924, Fax: 916-263-1897.

# Academic Calendar: 2017 – 2018

## Summer Session 2017

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

Advising & registration for summer sessions	April 17 through the first day of classes
Beginning of summer sessions	June 19
Last day to enter a course, change audit to credit or credit to audit	Variable by session – Ask Records Office for details
Last day to withdraw with no record on transcript	Variable by session – Ask Records Office for details
Last day to submit an S/U petition or withdraw with a “W”	Variable by session – Ask Records Office for details
Independence Day holiday	July 4
Labor Day holiday	September 5

## Pre-Fall Quarter Events 2017

Advising for fall quarter begins	Spring 2016 during faculty office hours
Priority registration for fall quarter – seniors, graduate students, and students with disabilities	April 24
Registration for fall quarter – all students	May 1 – September 29
ACT, English & Math placement testing	See Testing Center for schedule
New student orientation	June – September

*For more information, visit: [www.lasierra.edu/oacs](http://www.lasierra.edu/oacs)*

## Fall Quarter 2017

*September 25– December 14*

*Total: 54 days*

Instruction begins	September 25
University Convocation	September 26
Last day to enter a course, change audit to credit or credit to audit	September 29
Last day to withdraw with no record on transcript	October 6
Spiritual Emphasis Week	October TBA
Advising for winter quarter begins	Fall quarter during faculty office hours
Priority registration for winter quarter – seniors, graduate students, and students with disabilities	October 16
Registration for winter quarter – all students	October 23, 2016 - January 12, 2017
Last day to submit an S/U petition or withdraw with a “W”	November 17
Thanksgiving recess	November 18 – November 26
Final examinations	December 11 – 14
Fall quarter ends	December 14

**Winter Quarter 2018***January 8 – March 22**Total: 52 days*

Instruction begins	January 8
Last day to enter a course, change audit to credit or credit to audit	January 12
Martin Luther King, Jr. holiday	January 15
Last day to withdraw with no record on transcript	January 19
Spiritual Emphasis Week	January TBA
Advising for spring quarter begins	Winter quarter during faculty office hours
Priority registration for spring quarter – seniors, graduate students, and students with disabilities	January 29
Registration for spring quarter – all students	February 5 – April 6
President’s Day holiday	February 19
Last day to submit an S/U petition or withdraw with a “W”	March 2
Final examinations	March 19 – March 22
Winter quarter ends	March 22

**Spring Quarter 2018***April 2 – June 17**Total: 53 days*

Instruction begins	April 2
Last day to enter a course, change audit to credit or credit to audit	April 6
Last day to withdraw with no record on transcript	April 13
Registration for summer sessions	April 16 through the first day of classes
Spiritual Emphasis Week	April TBA
Advising for fall quarter begins	Spring quarter during faculty office hours
Priority registration for fall quarter – seniors, graduate students, and students with disabilities	April 23
Registration for fall quarter – all students	April 30 – September 28
Last day to submit an S/U petition or withdraw with a “W”	May 25
Memorial Day holiday	May 28
Final examinations	June 11 – 14
Spring quarter ends	June 14
Consecration	June 15
Baccalaureate Service	June 16
Conferring of Degrees	June 17

## 2018 – 2019 Academic Year

### Summer Session 2018

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

Advising and registration for summer sessions	April 16 through the first day of class
Beginning of summer sessions	June 18
Last day to enter a course, change audit to credit or credit to audit	Variable by session – Ask Records Office for details
Last day to withdraw with no record on transcript	Variable by session – Ask Records Office for details
Last day to submit an S/U petition or withdraw with a “W”	Variable by session – Ask Records Office for details
Independence Day holiday	July 4
Labor Day holiday	September 3



# Academic & Instructional Resources

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## Academic Services

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### English Language & American Culture

The ELAC program at La Sierra University is an English language and American culture program that offers courses in English as a Second Language (ESL) throughout four quarters of the academic year and an intensive ESL and American culture program. Courses bearing the prefix ESLC offer non-credit units, and courses with the prefix ELAC, which are open to all non-ESL international students, offer for-credit units. Both ESLC and ELAC units count for the I-20 university unit requirement. The goal of this program is to equip second speakers of English with adequate language skills to succeed in university studies in the US while increasing their knowledge of the American culture.

### Archaeological Excavations

La Sierra University, in a consortium arrangement with other educational institutions, is the primary sponsor of archaeological excavations in the Middle East. For many years it was associated with the project at Caesarea Maritima. Since 1993 it has also been a part of the Madaba Plains Project in Jordan and currently directs excavations at Tall al-'Umayri and Khirbat al-Balua, Jordan. Participating students may earn either undergraduate or graduate credit for the course Fieldwork in Middle East Archaeology and other classes. Inquire in the HMS Richards Divinity School dean's office for more information.

### Biology Field Studies

#### Field Studies in Biology

The Biology Department offers field study courses through its Field School. The purpose of these courses is to provide students with the opportunity to gather raw data in the field, analyze those data, and present the results of those analyses in the form of a peer-reviewed publication. The field course generally runs two to three weeks beginning at the end of June and takes place in various regions throughout Southeast Asia. Students will be assisting the professor(s) in his/her field work and will be expected to hike through jungles and/or SCUBA dive along tropical reefs collecting specimens and/or gathering natural history data; prepare specimens for museum collections; extract tissue samples for DNA analyses; and keep their data in a properly organized field notebook. Recent trips have been to the Bay Islands of Honduras, islands off the coast of Peninsular Malaysia, and Baja California.

### Biology at Rosario Beach Marine Lab

One of the best places to learn about biology is in the field where biological processes can be observed and studied in their natural state. The Walla Walla University Rosario Beach Marine Lab is a research station in the Puget Sound of Washington State that provides such an opportunity for undergraduates. The Biology Department at La Sierra University is affiliated with several colleges and Universities in offering courses at the Marine Lab. This facility is a well-equipped modern biological research station where students participate in course work and perform independent research.

Each year an eight-week session is held from mid-June through early August. Students may take an entire year of General Biology, or two upper-division biology electives. Upper division courses offered vary from year to year rotating with the expertise of the faculty members teaching that summer. Course offerings have included: Marine Biology, Marine Phycology, Behavior of Marine Organisms, Marine Ecology, Entomology, Neurobiology, Human Anatomy, Ornithology, and Marine Invertebrates. The value of these courses is greatly enriched with access to SCUBA diving for certified students, trips to the Olympic and Cascade Mountains, and various locations throughout the Puget Sound. Students must apply to the program for acceptance (<https://www.wallawalla.edu/form/?rosario-app>) but also register for selected course(s) at La Sierra University. Brochures are available annually in the La Sierra Biology Department office.

### Office of Advising & Career Success

La Sierra University has a comprehensive student advisement and Support program coordinated through the Office of Advising & Career Success. The office consists of Academic Advising, Career Services, The Pre-Health Program (& Student Resources). All of these programs are designed to empower students to achieve their academic and career goals in the most effective and efficient way possible.

### Advising Programs

#### General Advising

Academic advising is available to ALL students at La Sierra University and is a very important part of student success.

Freshman participate in First-Year Experience (FYE) beginning with Summer SOAR (Student Orientation, Advising and Registration) where students discover resources, learn important policies, connect with faculty and staff, and register for classes. Support continues throughout the year with advising, workshops, career explorations, and academic counseling.

Students continue with advising in a less structured manner

### **FUSION**

FUSION is a program designed for incoming transfer students to learn more about available resources, and to make connections to other students, faculty and staff. After students are admitted, they receive advising, participate in new student orientation, and are matched with an academic advisor in their major or pre-professional program. Support continues throughout their first quarter transition with social events, specialized workshops, and individual appointments.

### **STEPS Program**

STEPS is a program designed for undeclared students, and is a collaborative program between Advising and Career Services. The program provides academic advising and career exploration. Students engage in a series of activities designed to explore, reflect, and experience possible major/career choices.

### **Career Services**

La Sierra University is committed to assisting current students and alumni make connections between their academic experience and career paths. Career Services offers a comprehensive range of services, programs and materials which focus on; career exploration & decision making, skill development, experiential learning, and career placement. Career services also offers individual career exploration, assessments, career preparation, placement services, workshops and career related events. Career services actively builds relationships with alumni, employers, and graduate schools to optimize internship, job, and career opportunities while also creating strategic partnerships with campus departments to assist students in developing and articulating co-curricular experiences that will help to ensure they are competitive in their future pursuits.

### **Pre-Health Professions**

Primary and secondary advising is provided for students pursuing pre-health programs. Co-curricular activities, which include weekly Pre-Health Monday seminars and the annual Health Professions Fair, provide exposure to various health careers, advice on how to be a competitive applicant, and assistance with the application process. Throughout the year, personnel from a variety of professional schools come to campus to interview and consult with students. Students who want to pursue medicine or pharmacy must submit their application to the Recommendation Committee; this service is optional for students pursuing dentistry.

### **Student Resources**

The Student Resources are designed to provide support to all students, regardless of major or class standing.

#### **4U Mentoring:**

The 4U mentoring program is a collaborative program between advising, career services and student resources. All students can participate in the mentoring program. During personalized sessions students explore academic support strategies, career options, personal goals, and overall university resources to improve their academic standing. Students placed on academic probation, provisional admission, or who fail to maintain satisfactory academic progress are required to participate in the mentoring program.

#### **4U Workshops:**

Students interested in enhancing their learning experiences can attend free workshops on a variety of subjects addressing academics, wellness, money management, and career preparation. Campus personnel and practicing professionals lead workshops multiple times throughout the school year.

#### **The Collaborative Learning Center**

The Collaborative Learning Center (CLC) was created to provide a variety of learning support to enhance academic success for ALL students. The center provides structured study hall experiences, learning communities, one-on-one tutoring, and embedded tutoring. Collaborative learning methods are used to augment student learning. Learning assistants receive extensive training in order to facilitate sessions and assist students in developing the skills and strategies needed to become confident, independent and active learners. The CLC currently offers assistance in Math and Sciences. More information can be found on the Office of Advising and Career Success website.

## Disability Services

Office of Disability Services (ODS) provides academic support services to empower students with disabilities to achieve their academic goals while ensuring equitable treatment and access to all programs and activities at La Sierra University.

Support services are assessed individually to ensure appropriate accommodations. To be eligible for services, students must be admitted to the University and enrolled in courses. Students must also provide appropriate and current documentation to support the need for services, unless the determination of need can be made by qualified ODS staff members. Please visit [www.lasierra.edu/ods](http://www.lasierra.edu/ods) for additional information, or contact the office at 951-785-2453, [ods@lasierra.edu](mailto:ods@lasierra.edu).

## International Student Services

The Office of International Student Services provides all La Sierra University international students with information and assistance in such areas as student visas, mentorships, airport transportation, employment authorization, and orientation. For more information, contact the Office of International Student Services at 951-785-2237.

## La Sierra Testing Center

The Testing Center offers a variety of resources to enhance academic progress. All undergraduate and graduate testing is centralized here. For more information about the services, please call 951-785-2453.

### Undergraduate Testing Services

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

## Student Teacher Services

A curriculum resource center and media services center, a music education laboratory, and a psychometry laboratory provide practicums and services to students of the School of Education, to other schools of the University, and to the professional community.

## Studies Abroad

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

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

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

The Adventist Colleges Abroad office is located in La Sierra Hall, Room 318 and can be reached by calling (951) 785-2053.

## Study Tours

Study tours are available each year, sponsored by various departments (usually of the College of Arts and Sciences and the HMS Richards Divinity School). Academic credit is available, and/or personal enrichment may be sought. Inquire at the Divinity School office, (951) 785-2041 regarding tours to Peru, Andes and Amazon; Israel, Jordan, Egypt, Greece, and Asia.

## Teaching Credentials

A credentials office is maintained by the School of Education. Students should direct questions to the credentials analyst in the School of Education, where they may also apply for California State and Seventh-day Adventist teaching and service credentials.

## Writing Center

The Writing Center assists La Sierra University students with written communication, such as essays and research papers. In the Writing Center students can talk one-on-one with a Writing Coach who can offer advice on expression, clarity, conciseness, organization, grammar, and punctuation. The Center also offers occasional group workshops on communication issues.

# On-Campus Academic Opportunities

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## 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 Week and Senior Honors Presentations each spring. Our students regularly make presentations at undergraduate and graduate research conferences and at regional and national professional conferences; many students also author and co-author papers in refereed and peer-reviewed professional journals.

## Enactus

Enactus is an international non-profit organization that works with leaders in business and higher education to mobilize university students to make a difference in their communities while developing the skills to become socially responsible business leaders. Student teams on over 1,500 campuses in 39 countries apply business concepts to develop outreach projects that improve the quality of life and standard of living for people in need. An annual series of regional, national, and international competitions provides a forum for teams to present the results of their projects, and be evaluated by business leaders serving as judges. In addition to the community-serving aspect of the program, Enactus' leadership and career initiatives create meaningful opportunities for learning and exchange as well as the placement of students and alumni with companies in search of emerging talent.

Organized in 1991, the La Sierra University Enactus team is sponsored by the Zapara School of Business. The team's many educational and service projects have had a tremendous impact on our local and global community, further validated by the team's seven Enactus National and International Championship wins, including two Enactus World Cup competitions in 2002 and 2007. The team invites students from all disciplines who are interested in developing their potential in leadership, entrepreneurship, and social responsibility to join the organization, resulting in a group rich with diverse academic and cultural backgrounds. Led by students and supported by Sam Walton Fellows John Razzouk, Marvin Payne, and Warren Trenchard, the team's work actively embodies the mission of the university. Learn more at <http://practiceenactus.com/>.

## University Honors Program

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

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

# Center for Outreach and Mission Service

## Outreach and Missions

The Center for Outreach and Mission Service exists to help you experience Jesus through service. We believe that it is through small acts that we make a big impact.

- Don't have the money? No worries, we have opportunities that won't break the bank.
- Don't have the time? Our projects range from a few hours to an entire year.
- Let us help connect you to the perfect Outreach and Mission Opportunities.

Visit us on the website at [lasierra.edu/outreach-and-missions](http://lasierra.edu/outreach-and-missions), or by email at [coms@lasierra.edu](mailto:coms@lasierra.edu).

## Outreach: Give a Day

The La Sierra Outreach team works in our local community to mentor youth, visit the lonely, aid the needy and help end hunger in Riverside. Teams head out on one-day trips that depart on Friday or Saturday afternoons. Contact Outreach at outreach@lasierra.edu.

## Roots Ministry: Give a Day

Travel with Roots Ministry on the weekends to academies and churches from San Francisco to Nevada. Student-led teams engage with groups through praise, skits, testimonies, hospitality and more. Join us! Get involved by contacting us at roots@lasierra.edu.

## STMissions: Give a Week

Short-Term Missions runs one to two week short-term trips around the globe. Most trips will occur during the summer, but students can sign-up by spring break to reserve their places and start fundraising! Find out more by contacting us at stmissions@lasierra.edu.

## Summer Camp: Give a Summer

La Sierra is partnered with seven terrific summer camps. Camp ministry is an opportunity to mentor young people for a few weeks in the summer through various activities from aquatic and equestrian sports to personal relationships and encounters. Our student missionaries can be eligible for up to 100% school matching! Contact us at stmissions@lasierra.edu.

## Missions: Give a Year

La Sierra University students have been traveling abroad as year-long student missionaries since 1962. The missions program offers students diverse ways in which to help their global community. Help end illiteracy by teaching at a school, facilitating physical health in a clinic and encouraging holistic healing by sharing the hope of Christ. With many locations, and even more ways to help, get involved at missions@lasierra.edu

# Campus Resources

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## Alumni Association

The Alumni Association welcomes all former students of La Sierra; there are no membership fees. Alumni have access to collections of yearbooks, student newspapers, alumni-authored books, and CDs by alumni artists. These are housed at the Alumni Center on Pierce Street. In addition, the Alumni Center is available for social occasions such as wedding receptions, graduation parties, and meetings of all kinds.

Alumni can stay connected in a variety of ways, including the alumni web site (www.lasierraconnect.net); the alumni magazine, the La Sierra University Magazine; the alumni email newsletter; and the La Sierra University Alumni group on Facebook. Alumni are also invited to off-campus gatherings hosted by university administrators and faculty as they travel to locations around the world.

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

## Campus Chaplains

The Campus Chaplains minister to students' needs by providing spiritual direction and nurture, pastoral counseling, engaged couples' coaching, and Bible study groups.

## The Spiritual Life Office

The Spiritual Life Office seeks to serve the needs of our campus community. Through worship services, interpersonal connections, Baptismal, and Bible Studies we seek to facilitate places and spaces for people to encounter Christ and get involved in the spiritual life of the university.

First Service is the place where La Sierra University students and community members can encounter God, grow in faith, and find a deep, abiding community.

Collegiate Sabbath School creates a safe space to examine the Bible, openly discuss issues of faith and life, and thoughtfully reflect on contemporary spirituality. It takes place every Saturday at 10:45 am at La Sierra Hall Mezzanine.

Rendezvous is a weekly student association (SALSU) worship held on Wednesdays at 10:00 pm.

## **Fitness Center**

The Fitness Center is located in the Alumni Pavilion. Membership is open to students, faculty, and staff. The 4,500 sq. ft. room contains treadmills, ellipticals, bicycles, and stair-steppers; 19 individualized weight stations; and a complete free weight area that includes six Olympic benches, dumbbell benches, dumbbells, and other stations. For more information, contact the Fitness Center at 951-785-2514 or the web page at [www.lasierra.edu/athletics](http://www.lasierra.edu/athletics).

## **Hancock Center for Youth & Family Ministry**

The HMS Richards Divinity School faculty have long been recognized as a leading resource of skills and materials for helping young people develop in their personal relationship to Jesus Christ. This resource now exists as the John Hancock Center for Youth and Family Ministry. Named after an outstanding Seventh-day Adventist leader in the spiritual nurture of young people, the center provides help and information to youth and family workers throughout North America and increasingly to others abroad. Major activities include the annual John Hancock Lectureship and the annual Youth Ministry Symposium, which features presentations by leading Christians who work with young people. Other services to Adventist and other Christian pastors and teachers include research (such as ValueGenesis), workshops, and educational programs. For further information please contact the director of the Hancock Center at 951-785-2091. The Hancock Center can also be reached by fax, at 951-785-2199; on the web, at <http://lasierra.edu/hancock-center-for-youth-family-ministry/>.

## **HMS Richards Library**

The Richards Library contains the personal book collection of Elder HMS Richards, Sr., developed over a half-century of ministry. Containing ten thousand volumes, it represents his personal investment, built up on the slender salary of an Adventist pastor. While he commanded great respect as one of America's earliest radio evangelists, he always lived a very simple and modest life. The collection is built around standard reference works; the major encyclopedias, Bible commentaries, dictionaries, and other sources are represented here. Additionally, the collection spans many subjects, reflecting the breadth of Elder Richards' interests. While strong in homiletics, evangelism, and radio broadcasting, it also has major sections of history, theology, and literature. There are many biographies of individuals whose life stories provide examples of faith and devotion.

## **La Sierra Information Technology Services**

### **Academic Technology Services**

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

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

### **Computer Facilities**

La Sierra University supports student computing needs with Smart Computer Classrooms, and major University servers. Ambs Hall provides 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. Various buildings have specialized computer labs available to faculty and students. For more information concerning these specialized labs, contact the individual schools or departments.

### **Computer Laboratories**

The computer labs around campus provide the students and faculty with the available computer equipment to assist in their research, coursework, and creation of electronic materials. The labs are equipped with both PC and Macintosh computers. In both cases, most of the latest software is installed. For more information concerning these specialized labs, contact the individual schools or departments.

### **Software**

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

### **University Network**

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

## Residence Hall Network

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

## University Servers

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

## La Sierra Library

### Collections

Book collections number about 215,000 volumes. These are supplemented with more than 40,000 bound journal volumes representing nearly 1,000 currently received journal titles. However, the strength of the current journal collection is in the more than 35,000 periodical titles available full-text in electronic format. The online collection also includes about 50,000 books. Extensive audiovisual collections, including microfilms, microfiche, micro cards, compact discs, and videotapes, augment the print and electronic resources of the Library. The holdings of this audiovisual collection total about 385,000 items.

### Special Collections

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

## Curriculum Resource Center

The Curriculum Resource Center supports the teacher education programs of the University with a collection of elementary and secondary textbooks.

## Media Services

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

## Networking & Consortia

Computer networks link the Library to local and distant libraries. When resources outside the Library are needed, faculty, staff, and students are able to secure materials through interlibrary loan and other means. Participation in local, regional, and national information networks gives students and faculty access to the collections beyond the campus. On-demand delivery of library materials from more than 50 public and academic libraries in California and Nevada is routed through the LINK+ service. Interlibrary loans are made possible through the OCLC Interlibrary Loan network, which connects the La Sierra University Library to several thousand other libraries throughout North America.

### Purpose

The Library enhances the quality of the academic experience available at La Sierra University by supporting the teaching, learning, and research activities of the faculty and students. To accomplish this purpose the Library has developed and maintains collections of books, journals, audiovisual and archival materials, and provides a wide range of information services that supplement the teaching and research activities carried on in the University.

### Services

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

## Recreation

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

## Student Association of La Sierra University

The Student Association of La Sierra University (SALSU) exists to encourage active support of the University's ideals, to provide opportunities in leadership, and to prepare students as responsible, social and spiritual citizens. SALSU promotes participation in extracurricular activities and advocates for the importance of engaging in the life of both the La Sierra University community and the local Riverside community. SALSU is responsible for producing the student publication, the *Criterion* and yearbook publication, *Visions*. A list of current executive officers, Constitution and Bylaws, and upcoming events are available online at <https://lasierra.edu/slife/salsu/>

## Student Employment Program

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

## Women's Resource Center

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

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## Campus Features

### Arboretum

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

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

### Brandstater Gallery

Brandstater Gallery is part of the Visual Art Center at La Sierra University. The gallery was established in 1984, with a donation from the children of Roy and Frances Brandstater as a legacy to their parents.

The Brandstater Gallery is dedicated to the intellectual and artistic life of the university, and is committed to collaboration with other institutions and the community at large. It provides the opportunity to interact with artists and artistic projects by featuring exhibits of regional, national, and international importance. The gallery provides students and graduates of the La Sierra University art program, a professional setting to exhibit artwork and projects required to complete their education.



## Center for Near Eastern Archaeology

The La Sierra University Center for Near Eastern Archaeology has been established for the purpose of focused research on and educational promotion of the archaeology of the Near East. By utilizing the expertise of a variety of individuals from across the campus, the Center offers resources and facilities to support archaeological research and present results to the university and the public. The Center hopes to appeal to students and afford them expanded classroom, lab and field opportunities for exposure to the history, peoples and cultures of the ancient Near East. It offers La Sierra faculty from several disciplines opportunities for research and publication in fields like archaeology, anthropology, art history, history, geography, the sciences and biblical studies. It also furnishes the university with a significant tool for public outreach to various constituencies, church and non-church related.

## Common Ground

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

## Eagle's Nest

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

## Garden of Gratitude

The Garden of Gratitude, located next to the School of Education, features a graceful wall where alumni may honor an educator whose influence was life-changing for them. A yearly celebration during Alumni Weekend provides recognition of educators whose names have been added to the honor wall in the past year.

## Observatory

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

## Stahl Center for World Service

The Fernando and Ana Stahl Center for World Service is committed to the mission of "passing a vision of world service to a new generation of students." Based in the HMS Richards Divinity School and drawing upon other campus entities, the Center serves the World Church and the wider academic community by promoting world service tours and sponsoring lectureships, archives, and displays at La Sierra University and in other settings. For further information contact the Center director, or visit <http://lasierra.edu/stahl-center/>.

## Global Piecemaking

This project is an extension of the ecumenical and international drive organized by La Sierra University's Stahl Center to create thousands of infant quilts for AIDS babies and other displaced children worldwide. Following upon the heels of Global Village '92, an international development education project cosponsored with ADRA International, this project invites civic groups, Community Services federations, Pathfinder Clubs, churches, and schools to respond to the global AIDS epidemic in a most personal and practical manner. La Sierra University students, among others, continue to deliver quilts in such varied settings as US pediatric wards, African hospitals, Thailand AIDS hospices, and Armenian orphanages.

## Path of the Just

Working in concert with the La Sierra University Administration, the Stahl Center initiated the idea of honoring individuals whose modern lives of altruistic service bore a distinct witness in facilitating human rights, individual empowerment, or religious toleration. Initial honorees included Ana and Fernando Stahl, Mother Teresa, John Weidner, Linda and Millard Fuller, Harry Miller, Desmond Tutu, Pearl S. Buck, and Deitrich Bonhoeffer.

## Stahl Center Museum

The as-yet-unnamed Museum of Culture is a locus for such Stahl Center activities as seminars and lectures. The museum's one hundred family collections include the Stahl Collection from Peru, the Senseman Collection from East Africa, the Elick Collection from the Peruvian Amazon, the Barnard Collection from New Guinea, the Zeismer Collection from West Africa, the Murray and Smith collections from the Andes, the Dybdahl Collection from the Philippines, the Ritchie Collection from Mexico, and the Christianson Collection from diverse locales. In addition to campus visitors, community groups regularly view the museum's displays, bringing over one thousand guests to the campus each year. The 2011-2012 exhibit, "Down to the Sea in Ships," features South Seas artifacts from the Bruce Halstead Family Collection.

## World Museum of Natural History

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

Today the museum's collections include:

- Displays unequalled in the United States of crocodylians, turtles, tortoises, lizards, and snakes.
- The largest display of Southeast Asian birds in the Western United States.
- Outstanding displays of primates, mammals, and carnivores.
- One of the world's largest and finest collections of mineral spheres.
- Magnificent petrified woods from the Western United States.
- Mineral specimens from around the world, including fluorescent minerals, meteorites, and tektites.
- Ethnic cultural art including a Sujseki (Japanese-style contemplative stone).
- American Indian artifacts.

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

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

# Off-Campus Additional Resources

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## La Sierra Elementary & Academy

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

## Off-Campus

A partial list of frequent off-campus group activities of La Sierra University students from year to year include Newport Beach located activities such as whale watching cruises and the Christmas-lighted "Boat Parade;" games at the home stadiums and arenas of the Dodgers, Angels, Lakers, Clippers, Galaxy, Mighty Ducks, and Kings; concerts at the Hollywood Bowl and the Los Angeles Music Center; hiking and biking in the local mountains and deserts; hiking, water sports, and sunset vespers at the local beaches; visits to the San Diego Zoo and Safari Park, Sea World, Griffith Park Observatory, Disneyland, and Knott's Berry Farm; and trips to the J. Paul Getty Museum, the Los Angeles County Museum of Art, the Museum of Tolerance, and the Huntington Library.

# Undergraduate Admission Information

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## Admission Information

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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

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### Where to write

Inquiries about admission and acceptance should be addressed to:

Office of Admissions  
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](mailto:admissions@lasierra.edu)  
Website: [www.lasierra.edu/admissions](http://www.lasierra.edu/admissions)

### Procedure

#### I. Applicants must submit the following:

A. **APPLICATION:** Submit a completed application form (either the paper or online version [www.lasierra.edu/apply](http://www.lasierra.edu/apply)). (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 attended, and the final high school showing date of graduation to be mailed directly from each school to the Office of Admissions. Transcripts that are not mailed directly from the issuing educational institution will be considered unofficial, even if submitted in a sealed envelope and/or faxed. High school transcripts may not be required if an AA or AS degree has been awarded or there is confirmation of 88 or more quarter units of transferable college credit.

*NOTE: Unofficial copies of transcripts can be used for the initial review and acceptance of an application file. The transcript deadline for this review is a week prior to the beginning of the quarter in question. Once accepted, official transcripts must be received in the Office of Admissions before registration for the initial term of enrollment. Official transcripts are needed in order to process requests for financial aid, to determine transferability of coursework, and must match the information shown on any unofficial copies previously submitted.*

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 (SAT I). Test results can be sent directly by mail to the University by entering the appropriate code for La Sierra University 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.

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

III. The application decision is communicated to the applicant by the Office of Admissions. Accepted applicants are provided with information on the registration process, which will show checklist items on the student portal such as Health Records, Residence Hall, etc.

IV. Transcripts and all other application documents are retained permanently in the University's digital management system for students who enroll. These documents may not be withdrawn and/or used by students. Do NOT submit original(s) that you wish to be returned to you. After processing and scanning, the physical document(s) will be shredded.

Records of applicants who do not enroll will be destroyed.

## 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 15 (All other applications)

### Winter Quarter

- November 15

### Spring Quarter

- February 15 (International applications)
- March 1 (All other applications)

### Summer Quarter

- May 1

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

## When Admission is Denied

Applicants who have been denied entrance to the University have the option to appeal the decision by writing a letter to the Office of Admissions indicating the reasons for the appeal, including new evidence for reconsideration, and at least one letter of support. The Admissions Committee will consider the appeal at its next regular meeting. Guidelines for this appeal can be requested from the Office of Admissions.

## Admission Classifications

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### Regular Status

Regular students are defined as those who have satisfied all admission requirements and are accepted for a curriculum leading to a degree or pre-professional program.

### Honors Eligibility

Students who have a secondary school GPA of 3.70 or above, and an ACT Composite score of 25 or above and/or an SAT Evidence-Based Reading & Writing + Math combined score of 1130 or above, are eligible to apply for the University Honors program. The SAT benchmark listed in the previous sentence involves the New SAT; for those having taken the SAT before March 2016, please contact the Honors Program for information on the benchmark for that test.

## Provisional Status

Provisional status may be given to a student who does not meet requirements for regular status. This classification is not available to F-1 visa students. To change classification to regular standing, a student must have complied with all stipulations in the provisional contract. These might include restrictions on course load and on participation in any extracurricular University activity such as mission trips, athletics, recruiting, etc., and the utilization of required academic resources.

## English Language & American Culture Program Only

Students who enroll in the English Language and American Culture Program to study only English as a second language are eligible to enroll only in non-credit ELAC 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 Unspecified/Non-degree Students

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

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

# Admission of New Freshmen

## Preparation for College

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

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

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

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

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

## A-G Subject Requirements

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

- A. History/Social Science – 2 years required: Two years of history/social sciences, including one year of world history, cultures, and geography and one year of U.S. history or one-half year of U.S. history combined with one-half year of either civics or American government.
- B. English – 4 years required: Four years of college-preparatory English that include frequent and regular writing and reading of classic and modern literature. No more than two semesters of ninth-grade English or one year of ELAC-type courses can be used to meet this requirement.
- C. Mathematics – 3 years required, 4 years recommended: Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this

requirement, as may math courses taken in the seventh and eighth grades if the student’s high school includes those courses, with grades and units, on the student’s transcript.

D. Laboratory Science – 2 years required, 3 years recommended: Two years of laboratory science providing fundamental knowledge in two of the three core disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc), chemistry, and physics. The final two years of an approved three-year integrated science program may be used to fulfill this requirement. Not more than one year of ninth-grade laboratory science can be used to meet this requirement.

E. Language Other than English – 2 years required, 3 years recommended: Two years of the same language other than English. Courses should emphasize speaking and understanding and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in language other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if the student’s high school includes the course, with grades and units, on the student’s transcript.

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

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

## Subject H

H. Religion – 1-4 years may be applied: In addition to the required “A-G” above, up to four years of religion courses may be included, if attending a Seventh-day Adventist high school.

## Grade Point Average

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

## High School Completion

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

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

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

## Required Tests

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

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

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

American College Testing (ACT)  
Registration Unit, P.O. Box 414  
Iowa City, Iowa 52243-0414  
(319) 337-1270  
www.act.org

Information is also available from high school or college admission counselors.

## Proficiencies

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

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

All entering students are expected to be knowledgeable in the use of a personal computer prior to being admitted to the university. *Additional information pending.*

## Eligibility Index

The Eligibility Index is the combination of the high school GPA (computed on the A-G subject required courses taken during the sophomore through senior years of high school study) and a test score on either the American College Test (ACT) or the Scholastic Assessment Test (SAT I).

## Notes:

- 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).
- La Sierra University requires a minimum Eligibility Index score of 3000 using the SAT I or a score of 714 using the ACT for regular admission status. For SAT results, calculate the Eligibility Index by multiplying the grade point average by 800 and then adding that to the total score on the SAT I. For ACT results, multiply the GPA by 200; next multiply the ACT composite by 10, and then add both results for the ACT EI score.
- Students with an Eligibility Index of 3300 and above will be considered to be academically fully qualified for admission.
- Students with an Eligibility Index of 3000 to 3299 may need to submit additional supporting materials, including letters of recommendation from guidance counselors and teachers. Applicants may be additionally asked to submit other supporting materials such as personal statements describing achievements and/or academic goals, an additional personal essay of no less than 250 words, etc. A personal or telephone interview may also be required.

- Students with an SAT I combined score of less than 800, an ACT score of less than 17, or a GPA of less than 2.75 on “A-G” and “H” courses may need to submit letters of recommendation from guidance counselors and teachers. Applicants may be additionally asked to submit other supporting materials such as personal statements describing achievements and/or academic goals, an additional personal essay of no less than 250 words, etc. A personal or telephone interview may also be required.
- Students with Eligibility Index of 2999 or lower or students who cannot have an Eligibility Index calculated may be accepted by exception.
- Applicants who are considered by exception may submit additional supporting materials such as letters of recommendation from teachers and/or guidance counselors, a personal statement describing achievements and academic goals, etc. A personal or telephone interview may also be required.

Admission requirements for international students are somewhat different. For more information, please refer to the “International Transfer Student” portion of this section of the bulletin.)

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

## Placement Tests

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 in English and mathematics will be placed in appropriate basic skills programs and activities.

Incoming first-year students whose SAT/ACT scores did not place them into college-level math must take the University’s math placement exam; incoming first-year students whose SAT/ACT scores place them into Basic Skills English may choose to take the University’s English placement exam. Transfer students who do not demonstrate college-level skills in English and/or mathematics must take the appropriate placement exam(s) (see the subsequent section on Transfer Students). Students whose SAT/ACT scores do not place them into college-level math may arrange with the College of Arts and Sciences Dean’s Office to bypass math placement testing by enrolling in MATH 006 or MATH 011.

Students may register for placement tests with the La Sierra University Testing Center. Questions about test dates and registration for tests should be referred to the Testing Center (951-785- 2453) or email [testing@lasierra.edu](mailto:testing@lasierra.edu). Test preparation material can be found on the following website: [www.lasierra.edu/testing](http://www.lasierra.edu/testing) and click on Test Study Sites.

## Placement into College English and Mathematics

Incoming freshmen and transfer students are expected to demonstrate readiness for college level English and mathematics. That readiness may be demonstrated by any one of the following:

1. Bringing SAT or ACT scores sufficient for direct placement into college level courses;
2. Transferring appropriate college level course work in mathematics or English;
3. Testing into college level English or mathematics by scores in the appropriate placement test (offered on campus); or
4. Completing appropriate basic skills coursework at La Sierra University.

Students who do not meet one of the first three criteria above, will enroll in basic skills coursework at La Sierra University.

## Basic Skills Courses

Students are expected to make continuous progress towards college level English and mathematics readiness by enrolling in Basic Skills courses. Continuous enrollment in Basic Skills English courses is required until a student qualifies for college level English. Even though continuous enrollment in Basic Skills mathematics courses is strongly recommended, students may defer enrollment for a quarter in any one academic year.

## Foundational Courses

Foundational requirements, other than upper division argumentation and inquiry requirements, must be completed prior to a student submitting a senior contract.

## High School Equivalency

Applicants who do not complete high school, did not receive a high school diploma, or whose high school completion cannot be confirmed, may present the General Educational Development (GED) examinations results or the California High School Proficiency Examination (CHSPE) results, or another approved equivalency examination results in lieu of the high school diploma. Contact Admissions for more details.

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

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

Applicants who receive passing scores on the GED and either an ACT Composite of 17 or a SAT I total score of 800 (critical reading plus math) may be considered for acceptance.

Applicants who have passed the CHSPE and have either an ACT composite of 17 or a SAT I total score of 800 (Evidence-based Reading & Writing Score plus Math Section Score) may be considered for acceptance.

## **Admission of Returning and Transfer Students**

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### **Returning Students**

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

If the returning student has been gone three quarters or less, then the student must email the Office of Admissions and submit transcripts from any school attended since last attending La Sierra University.

Returning students are subject to the requirements of the bulletin in effect at, or after, the time of re-entry.

A student who has been discontinued from the University for reasons of professional or academic behavior will need to reapply and to conform to any of the conditions specified for consideration by the Undergraduate Admissions Committee.

A student who has been 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 eligibility, transfer applicants for undergraduate programs must submit official and final transcripts of all studies taken at both secondary and post secondary levels to the Office of Admissions. The minimum cumulative grade point average for all eligible transfer courses must be 2.00 or higher. To be considered a transfer student, the applicant must have completed a minimum of 12 quarter units of transferable college-level credit.

Placement testing for math and English is required for transfer students who have not completed college credit in math and/or at least one quarter of College Writing prior to enrollment (see the earlier section on Placement Tests). Students whose SAT/ACT scores do not place them into college-level math may arrange with the College of Arts and Sciences Dean's Office to bypass math placement testing by enrolling in MATH 006 or MATH 011.

### **Division of Continuing Studies Students**

In addition to following all other admission procedures, and meeting all other admission requirements, an applicant to the Evening Adult Degree Program, EADP, offered through the Division of Continuing Studies, 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. Currently, the EADP is not available to F-1 international students.

For more information, please contact the Academic Advisor of Continuing Studies, at 951-785-2300.

## **Admission of International Students**

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



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

## English Competency

Prior to acceptance, students who were educated in a country other than the United States (excluding Australia, Canada, the United Kingdom, and New Zealand) must submit appropriate scores on the MTELP, TOEFL, or IELTS to qualify for regular acceptance for placement in Freshman English. Applicants who have taken the General Certificate of Education Ordinary Level (GCE O) or equivalent examinations and have received a passing grade with credit in English may not be required to present additional English proficiency examination results.

Students with MTELP percentile averages of 86 or higher with a 77 percent or higher in Language Proficiency, TOEFL scores of 550 or higher, IELTS scores of 6.5 or higher, or other university-approved test, will be placed in College Writing (ENGL 111).

Those with scores below those stated above will only be eligible for the English Language and American Cultures ESL program.

Students with TOEFL scores lower than 550, MTELP lower than 86, or IELTS scores lower than 6.5 must take classes through the ESL program. Students with TOEFL scores of 500-549, MTELP of 77-85, or IELTS of 5.0-6.0 may participate in the ELAC Bridge program. This is currently not available for students with F-1 visas.

The University retains the right to re-test any students (even those indicated above) who experience academic difficulty related to language proficiency. If the scores indicate a need, such students will be placed in the appropriate English skills or ESL classes. For further information see "English Language and American Culture" in the academic section of this Bulletin.

## Student Visa

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

Upon acceptance to La Sierra University, the student must submit the \$1,000 required deposit. The deposit can be used as partial payment for the student's last academic term of attendance. The student must also submit a non-refundable processing fee of \$100, used for postage and expenses related to the acquisition of the I-20. In addition, students from the continent of Africa will need to pay the first quarter's tuition. If a student entering the U.S does not successfully obtain a visa, the deposit and/or first quarter's tuition will be refunded to the student.

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

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

# Undergraduate Financial Information

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## Plan Ahead

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

## Student Financial Services Business Hours (Fall, Winter, Spring)

Monday through Thursday	8:30 am-4:30pm
Friday	8:30 am-12:00pm

*Offices are closed Tuesday from 11 am to 12 pm (noon) for University Worship.*

## Business Hours (Summer)

Monday through Thursday	8:00am - 5:00pm
Friday	Closed

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. Summer hours may vary from the hours published above. Please call ahead for an appointment.

## Contact Information

Accounts and Loans	951-785-2238
Bursar	951-785-2152
Human Resources	951-785-2088
Student Financial Services	
Phone	951-785-2175
Fax	951-785-2942
Email	sfs@lasierra.edu
Toll-Free Number	800-874-5587

## Schedule of Charges for 2017-2018

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*The following charges are subject to change by Trustee action.*

*For information regarding graduate rates, refer to the graduate bulletin.*

### Flat Charge

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

### Charges per Quarter

\$10,380	Tuition—12 to 18 units per quarter
\$865	Per unit for Fall, Winter, and Spring Quarters
\$649	Per unit for Summer Quarter
\$330	General Fee
\$50	Business Fee (Business students)

### Room and Board

\$2,750	Per quarter, 10 meals a week - Double Occupancy
\$3,200	Per quarter, 15 meals a week - Double Occupancy
\$3,475	Per quarter, 18 meals a week - Double Occupancy
\$3,917	Per quarter, 10 meals a week - Single Occupancy
\$4,367	Per quarter, 15 meals a week - Single Occupancy
\$4,642	Per quarter, 18 meals a week - Single Occupancy

### Seventh-day Adventist Scholarships

Because the Seventh-day Adventist (SDA) church provides subsidies to the University, students who are members of the church will receive an SDA scholarship per quarter:

\$750	12 units and above
\$563	9-11.5 units
\$375	6-8.5 units
None	Less than 6 units

SDA scholarships are not available during summer sessions or for VA Yellow Ribbon recipients or for reduced tuition programs, including EADP, ESL, and off-campus cohorts.

**Audit Charge**

	\$180	Evaluation of international transcripts
50% of per unit cost	\$125	Late registration, first day of the term <i>Additional \$10 per day thereafter until the last day to add classes</i>

(For more information, refer to the "Audit Regulations" portion in this section of the bulletin.)

**Other Rate Information**

\$433	EADP tuition per unit	\$250	Equivalency examination (for each numbered course)
\$3,624	English as a Second Language—12 to 18 units		
\$302	English as a Second Language per unit	\$10-\$30	Placement tests
\$283	Student Missionary tuition per unit		<i>Tests include Mathematics, English, Michigan Language, TOEFL. (For more information, refer to the "Undergraduate Testing" and "Graduate Testing" subsections of the Learning Support and Testing Center portion of the Academic and Instructional Resources section of this bulletin.)</i>
\$302	ESL per unit during summer		
\$865	Tour tuition per unit, 2018 Tours		

**Deposits Required**

\$150	Residence hall room damage & cleaning deposit <i>Required of students who live in a residence hall. Must be accompanied by a properly signed Residential License Agreement. Financial aid is not accepted in lieu of this deposit.</i>	\$235	Flat examination recording fee for Brigham Young University
\$1,100	International deposit & processing fee <i>Required before issuance of I-20 form. Refundable only during the last quarter of attendance, transfer to another institution, or change in visa status. This deposit will be applied toward any balance owed to the University upon the student's leaving school. The \$100 processing fee will be used for postage fees, orientation and any additional charges incurred. This processing fee is non-refundable.</i>	\$250	Late payment fee, by term. Assessed on anyone who fails to financially clear by the published deadline.
		\$20	Replacement of student identification card
		\$50	Zapara School of Business fee for all business majors (\$150/yr)
		\$220	Freshman fee (Fall/One time charge)
		\$50	New Student/Transfer Student Orientation Fee: all transfer students; first-year students entering during winter and spring quarters

**Special Charges**

\$195	Applied music lesson charges for academic credit. (Not included in flat charge) for 9 one-half hour lessons per quarter	\$50	English as a Second Language activity fee
\$325	Applied music lesson charges for non-academic credit (not included in flat charge) for 9 one-half hour lessons per quarter (payable in advance at the Bursar's office)	\$85	Graduation fee (Charged upon approval of Senior Contract)
\$2,000	Performer's Certificate charges per quarter (Not for academic credit) (See the Department of Music section in this bulletin for information regarding this program.)	\$10	Senior Dues (Charged Fall quarter to seniors' accounts)

**Miscellaneous Expenses**

\$35	Late La Sierra Application fee (non-refundable)	\$10	Transcript fee
\$100	Adventist Colleges Abroad (ACA)/Study Abroad Processing fee (non-refundable)	\$20	Vehicle registration for non-full-time students
		Cost	Library fine or loss
		Cost	Parking fine
		Cost	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

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### 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. (See other Audit restrictions under the Registration and Attendance section)

### Campus Employment

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

### Campus Payroll

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

### Payroll Deduction

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

### Cash Needs

The student should arrange to have cash available for all special charges and miscellaneous expenses. It is advisable for students to budget at least \$618 per quarter for books and supplies. Bookstore advances from financial aid credit are offered once per term, to qualified students, as credit on their ID cards to be used at the La Sierra Bookstore.

### Checks

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

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

### Confirmation of Registration

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

### Financial Clearance

Students are required to pay at least one-third of their account balance (charges minus confirmed aid) by the published deadline (usually 2 weeks) before classes start. Students who register before this deadline can expect to receive, through their University email account, a copy of their invoice for the term. Students who fail to pay by this deadline, or who register and pay after this date, will be charged a \$250 late financial clearance fee. Students are encouraged to register early and to make their financial obligations known to their account payers as soon as possible.

Fall Deadline: September 10, 2017

Winter Deadline: December 10, 2017

Spring Deadline: March 10, 2018

## Correspondence

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

## Financial Statements

Students are encouraged to view their account information at the University's My Campus portal website located on La Sierra University's web page. All current account activity is available at this site. A financial statement is emailed once each month to the student's university email address. The amount due, indicated on the statement, is payable upon receipt, except for students enrolled in the monthly payment plan. Monthly reminders are sent via email to students enrolled in a monthly payment plan.

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

## International Students

An international applicant (other than a Canadian citizen & Calexico graduates) on a student visa is required to make an advance deposit of \$1,000. The student must also submit the I-20 non-refundable processing fee of \$100, used for postage and expenses related to the acquisition of the I-20. In addition, students from the continent of Africa will need to pay the first quarter's tuition. If a student entering the U.S. has not successfully obtained a visa, the deposit or/and first quarter's tuition is refunded to the student.

The deposit will remain on account until the student terminates academic work at La Sierra University, transfers to another institution, applies for Optional Practical Training, or changes their visa status. The deposit may 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 International Student Services. The international student must obtain the proper signatures on the form and file it with the Office of International Student Services before clearance can be given for the issuance of an I-20 form.

All international students should submit a Financial Estimate prepared by the International Enrollment Counselor. This estimate will explain all possible tuition aid/scholarships available to the international student.

## 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 Student Health Services will register international students with a comprehensive insurance plan. This insurance plan will be purchased for the student at the time of initial registration and will be automatically renewed while the student is listed as SEVIS-Active with a La Sierra I-20 or DS-2019 form. This will include periods when the student is not enrolled for classes or is out of the country. J-1 visa holders are required to have medical insurance for themselves and their dependents in the United States at all times. To help reduce the cost of the international insurance premium, international students will be required to seek medical attention first at Health Service for basic medical needs such as doctor visits, some medications, check-ups, and health information. For the current fee amount, contact the Office of International Student Services at 951-785-2237. The insurance fee will be charged to the international student's tuition account, appear on the billing statement emailed to the student, and is payable immediately. For more information, please refer to the Student Handbook.

## Married (Family) Student Housing

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

## Meal Plans

### Meal Plan Increase

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

## Meal Plan Reduction

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

## Past Due Accounts

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

## Debt Collection

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

## Finance Charge

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

## Late Payment Fee

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

## Payment Options

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

1. Payment of the year's charges in full during Fall registration.\* (Scholarship only for on-campus, full-cost programs and Criminal Justice).
2. Payment in full each quarter during registration.\* (Scholarship only available to regular full-cost, on-campus programs and Criminal Justice).
3. Monthly payments on the projected yearly balance. This option is available at \$30 per quarter. Students can enroll online for this option.

*\*A Commitment Scholarship may be available to those students who meet the financial clearance deadlines.*

## Refunds

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

## Release of Transcripts/Diploma

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

## Required Fees

### General Fee

This fee is charged to all students admitted to an on-campus program, EADP, and Criminal Justice students. It covers various support services and campus resources.

### Summer Required Fees

All students enrolled in classes during the Summer Quarter are charged a general fee.

## Residence Change

As stated in the Residential License Agreement, students who move out of the Residence Hall during the term will be charged for the entire term. Students who move out due to extenuating circumstances may petition to receive a partial refund. Students who totally withdraw from the University during the term will have their room charges prorated as stated in the "Total Withdrawal" portion of this section of the bulletin.

## Residence Hall Study Load

Any student living in University residence halls is to be officially registered for an academic load of at least 8 units per quarter, except during the Summer term.

## 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 La Sierra University will have their room and board charge prorated according to the number of days in residence.

## Study Load Change

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

## Withdrawals and Aid

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. For example, a student who withdraws during the third week of classes has earned less of his/her financial aid than a student who withdraws in the seventh week. Once 60% of the quarter is completed, a student is considered to have earned all of his/her financial aid and will not be required to return funds disbursed to his/her student account.

Federal law requires schools to calculate how much federal financial aid a student has earned if that student:

- Completely withdraws, or
- Stops attending before completing the quarter, or
- Does not complete all modules (for example, sequential classes offered in the summer term).

Based on this calculation, La Sierra University students who receive federal financial aid and do not complete their classes during a quarter could be responsible for repaying a portion of the aid they received. Students who do not begin attendance must repay all financial aid disbursed for the term.

If a student is considering withdrawing from the institution, we strongly encourage students to speak to their Financial Counselor first. Withdrawals can not only affect finances, but students could be affected academically as well. (Refer to the Registration and Attendance section for deadlines and other information concerning withdrawals)

## Total Withdrawal

Total withdrawals may be initiated at the Records Office, or may be completed online as follows:

1. **Establishment of the Date of Withdrawal:** The student may either request a Total Withdrawal form, which is date-stamped by the Records Office, or he/she may go online to withdraw. The date on the Total Withdrawal form, or the date the student withdraws online, is used to determine the percentage of financial aid earned and the amount (if any) of tuition refund. If the student leaves without notifying the University, then the last recorded date of attendance by the student, as documented by the institution, will be used to determine the date of withdrawal. The refund will be calculated based on this date. If the student began attendance but there is no specific record of the last day of attendance, the refund will be calculated at 50 percent in accordance with federal regulations. If a student receives all “Fs” for a term, it is assumed that the student completely withdrew (unofficial withdrawal), unless the student can provide appropriate evidence of completing any of the classes attended.
2. **Tuition:** There is no charge for withdrawing during the first week of each quarter—Fall, Winter, and Spring. There is a minimum charge of 10 percent of the billed tuition for withdrawal during the second week of school regardless of whether or not a student attended classes. There is a minimum charge of 35 percent of the billed tuition for withdrawal during the third week. 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. . In the Summer term, students are charged a pro-rated tuition amount starting on the first day of the part-of-term (module) in which the class starts. Charges are pro-rated over half the published length of the course (i.e. in a 4-week course, a student would be charged 100% as of the second Friday of the class session).
3. **Fees:** Fees are prorated on the same schedule as tuition.
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.
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 after beginning attendance, his/her institutional and state financial aid is prorated in the same manner as tuition, as stated under the tuition section 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:
  - Unsubsidized/Direct Loan
  - Subsidized/Direct Loan
  - Perkins Loan
  - Direct PLUS Loan
  - Pell Grant
  - Federal SEOG
  - Federal TEACH Grant
  - Iraq/Afghanistan Service Grant
  - 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 Parent PLUS Loan) must return the unearned funds for which he/she is responsible, to loan programs in accordance with the terms of the loan, and to grant programs as an overpayment, as per federal regulations.

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

## Veterans

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

# Financial Aid

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## 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>). Dependent students must include parental information. Students are encouraged to file early to receive maximum financial aid. The earliest date to file will be October 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 office of Admissions 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, and may be pro-rated for less than full-time enrollment. Awards are made without regard to sex, race, religion, nationality or ethnic origin, age, or physical disability.

## Awarding Process

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

## Award Notification

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



## Budgeting for Financial Aid

A student's "cost of attendance" is the total amount it will cost the student to attend La Sierra University 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 includes tuition and fees, books and supplies, room and board, personal costs, transportation, and student loan fees. The student's "financial need" is the cost of attendance, minus the student's (and parents', if dependent) expected family contribution (EFC), as determined by the FAFSA. The total aid a student receives from all sources cannot exceed the student's cost of attendance.

La Sierra University's financial aid annual budgets for the 2017-2018 year (9 month) for full-time students are:

Residence hall	\$45,474
Living with parents/relatives	\$45,747
Off-campus	\$51,903

*(Loan fees may be added to these figures)*

## Disbursement

For most students, financial aid begins to disburse onto student accounts after the last day to add a class each quarter (usually the second week of the quarter). Financial aid disbursements for first-time students begin 30 days after the quarter starts. Financial aid disbursements for new transfer and new graduate students begin 7 days after the last day to add a class each quarter.

## Document Request

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

## Loan Process

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

## Types of Financial Aid

**Grants:** Aid that does not have to be repaid unless the student does not complete the term

**Loans:** Borrowed funds that usually must be repaid with interest

**Loan-to-Scholarship:** Loans that become scholarships upon graduation from La Sierra University

**Federal Work Study:** See following information

## Federal Programs

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### Eligibility

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

### Transfer Student Eligibility

In addition to the other eligibility criteria, in order for a transfer student to be eligible for federal aid it must be mathematically possible for the student to complete the declared program within 150% of the published program length. In order to make this eligibility determination, the University must have official transcripts from all schools the student has previously attended. (See the Transfer credit section under the Special Credit Situations section of this Bulletin)

### Satisfactory Academic Progress (SAP)

An undergraduate student must maintain both an overall cumulative GPA and a La Sierra cumulative GPA of at least 2.00, and must satisfactorily complete two-thirds of the units attempted each year. In addition, a student will become ineligible if he/she exceeds 150% of the units necessary to complete his/her program, as listed in the applicable La Sierra University Bulletin. In calculating the 150%, all units attempted (even those with grades of F and/or I, repeated courses, remedial courses, and courses taken at other institutions), whether financial aid was received or not, count toward the quantitative total. Academic Progress is assessed annually, at the end of each Spring term, and students who fail to meet standards are notified by email, and given the option to appeal to the Financial Academic Progress Committee for reinstatement of aid eligibility based on extenuating circumstances. (For more information, refer to the "Acceptable Academic Progress" portion in the Academic Policies and Practices section of this bulletin.)

## Federal Programs

Evaluation of a student's eligibility to continue to receive federal aid will be made each year. 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 Office of Student Financial Services to seek an additional quarter to meet the required standards. Contact Student Financial Services for more information. Students who are disqualified from receiving financial aid may choose to re-enroll; however, any previous balance and all tuition and fees for the current term must be paid prior to enrollment. Federal financial aid funds are packaged according to federal Title IV guidelines. For more information please contact Student Financial Services.

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

### Federal Direct Loans

Direct loans are either subsidized or unsubsidized. A subsidized loan is awarded on the basis of financial need. No interest accrues before repayment begins or during authorized periods of deferment. For information on deferment, grace period, and forbearance, please contact Student Financial Services. Students who fail to complete their declared program within 150% of the published program length (in terms of time, not units) will lose the interest subsidy on the loans taken for that program, and will be ineligible for future subsidized loans until the initial program is completed. An unsubsidized loan is not awarded on the basis of need. Interest will accrue from the time the loan is disbursed until it is paid in full but payments can be deferred during periods of at least half-time enrollment. A student may receive both types of loan, subsidized and unsubsidized, for the same enrollment period. The fixed-rate interest for both the undergraduate subsidized and unsubsidized loan is based on the final auction of the 10-year Treasury Bill prior to June 1 plus 2.05 percent and is published each July for the current school year. The interest rate is capped at 8.25 percent. A fee (changed annually as of October 1 for the current year: 1.069% for 2016-17) will be deducted from each disbursement for either type of loan. Repayment of both subsidized and unsubsidized loans begins six months after graduation or separation from the University or when enrollment status falls below half time. There is a ten-year repayment period. Students are required by federal regulation to complete a loan exit interview at the time they separate from the University or when their enrollment status falls below half time. Failure to do so will prevent the student from receiving an official academic transcript and /or diploma.

### Federal Stafford Loan Yearly Borrowing Limits

*These limits apply to dependent undergraduate students:*

Freshmen (0-43 units)	\$5,500 (\$3,500 subsidized)
Sophomores (44-87 units)	\$6,500 (\$4,500 subsidized)
Juniors (88-135 units)	\$7,500 (\$5,500 subsidized)
Seniors/fifth year (136+ units)	\$7,500 (\$5,500 subsidized)

*These limits apply to independent undergraduate students (or dependent students whose parents are ineligible for a PLUS loan):*

Freshmen (0-43 units)	\$9,500 (\$3,500 subsidized)
Sophomores (44-87 units)	\$10,500 (\$4,500 subsidized)
Juniors (88-135 units)	\$12,500 (\$5,500 subsidized)
Seniors/fifth year (136+ units)	\$12,500 (\$5,500 subsidized)

### Federal Iraq & Afghanistan Service Grant

A student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001, may receive increased amounts of Federal Student Aid if the student was 23 years of age or younger when the parent or guardian died; or if the student was enrolled at an institution of higher education at the time of the parent or guardian's death. Students must complete the FAFSA in order to qualify.

### Federal Pell Grant

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

### Federal 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. This program is being phased out by the federal government and will only be available through Spring 2017. 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 Supplemental Educational Opportunity Grant

This grant is awarded to undergraduate students with exceptional financial need (students with the lowest EFCs). Priority is given to students who receive Pell Grants.

## Federal TEACH Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant program awards up to \$4,000 per year to students who are completing, or intend to complete, coursework to begin a career in teaching and who agree to serve for not less than four years as a full-time, highly-qualified teacher in a high-need field at a low-income school. If the recipient of a TEACH Grant does not complete four years of qualified teaching service within eight years of completing the course of study for which the TEACH Grant was received, the amount of the TEACH Grant converts into a Federal Direct Unsubsidized Loan. This program is currently available to students enrolled in either the 5th-Year State Teaching Credential Program, or the Master of Arts in Teaching degree program.

## Federal Work-Study

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

## Federal Direct Parent PLUS Loan

PLUS loans enable parents with good credit histories to borrow funds to pay the educational expenses of each child who is a dependent undergraduate student enrolled at least half time. The maximum PLUS loan is the cost of attendance less other financial aid received. The fixed-rate interest for the Parent PLUS loan is based on the final auction of the 10-year Treasury Bill prior to June 1 plus 4.06 percent and is published each July for the current school year. The interest rate is capped at 10.50 percent. A fee (changed annually as of October 1 for the current year: 4.276% for 2016-17) will be deducted from each disbursement. Interest begins to accrue immediately upon disbursement. Repayment generally begins within 60 days after the final loan disbursement for the academic year, with a maximum repayment period of ten years. Parents may request to defer payments while the student is enrolled at least half-time or while the student is in his/her 6-month grace period. Interest will accrue during periods of deferment.

# California State Programs

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

## California State Grants (Cal Grant)

Cal Grant A and B are available to California residents who meet GPA, financial need, and deadline requirements. Contact Student Financial Services for more information. Cal Grant funds must be coordinated with other aid and are designated only for tuition costs. Postgraduates who remain for the fifth-year teaching credential program are eligible for a fifth-year Cal Grant. To apply, file the FAFSA and GPA Verification form (GPAVF-available at [www.csac.ca.gov](http://www.csac.ca.gov) or [www.calgrants.org](http://www.calgrants.org)) by the March 2 postmark deadline for the following academic year. It is wise to obtain a certificate of mailing for both the FAFSA and the GPAVF as proof that the forms were mailed on time. Contact the California Student Aid Commission at 1-888-CA-GRANT (1-888-224-7268), for more information. Current recipients of a Cal Grant are not required to file the GPAVF; however, they must file the FAFSA and list the school they plan to attend the following year.

## California Chaffee Grant

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

## Assumption Program of Loans for Education

The Assumption Program of Loans for Education (APLE) offers partial loan repayment for future teachers in exchange for four years of service in specific California K-12 public schools. Applicants must have completed a minimum of 90 quarter units prior to the Fall Quarter in which they apply, and they must continue to be enrolled at least half-time. The State is not currently accepting new applicants, but the program continues for those already approved for participation.

## Other Programs

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

### **La Sierra Endowed Scholarships and Awards**

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

### **La Sierra University 4-year Renewable Scholarship**

This is a renewable award for undergraduate students. A student may be awarded anywhere from \$2,100 to \$7,880 per year, based on the student's level of academic performance (GPA). Students may move between award amounts annually based on changes to GPA. Award amounts will be determined on an annual basis. Students who are eligible for the National Merit Award, Presidential Scholars Award, or the La Sierra Achievement Award will not get both awards; they will get the higher of the two.

### **Non-need Based La Sierra University Scholarships**

Students may find aid in a number of non-need based La Sierra University scholarships, including the La Sierra University National Merit award (up to 100% of tuition) and Presidential Scholar awards. Because these scholarships are not awarded on the basis of financial need, completion of a FAFSA is not required to qualify. Contact La Sierra University Enrollment Services for more information. A list of undergraduate scholarships is available online at [www.lasierra.edu/sfs](http://www.lasierra.edu/sfs).

### **Outside Resources**

Students are also encouraged to research outside scholarship resources that may be available. Libraries have publications outlining eligibility criteria. Student Financial Services posts lists of outside resources on the SFS bulletin board. Scholarship announcements are also located in the various schools and in the residence halls. Students are encouraged to go online at [www.finaid.org](http://www.finaid.org) for more comprehensive information.

## Private Education Loans

Private Education Loans, also known as Alternative Loans, are loans offered by private lenders to help families cover educational expenses that are not covered by other financial aid resources. Students do not need to complete a FAFSA to receive a private loan, but since the federal loans are generally less expensive and offer better terms, it is recommended that students exhaust all their eligibility for federal aid before resorting to private student loans. Eligibility for private loans is credit based, and students will usually either need a personal credit history or a credit worthy cosigner to qualify. Terms and conditions vary based on the lender, the type of loan, and the credit score of the borrower. La Sierra University will work with any lender of the student's choosing, and provides a list on its website of the lenders students have borrowed from while attending the university in the past: [www.lasierra.edu/sfs](http://www.lasierra.edu/sfs).

# Office of Student Life

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## 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's values and 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: 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 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

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### Counseling Center

The Counseling Center, located in Suite B of the La Sierra University convenience center, provides students with individual counseling which addresses a wide range of student concerns, including personal and relationship issues, anxiety and depression management. Referrals can be made to the La Sierra University psychiatrist or off campus as needed. In addition, workshops and groups are available to address specific student needs. For more information, contact the Counseling Center at 951-785-2011.

## Student Health Services

Maintaining optimum health in the midst of the pressures of pursuing an education is an important part of student growth. Student Health Services is a multispecialty clinic that provides our campus access to Family Medicine, Gynecological, and Psychiatric services including referrals, prescriptions, lab orders and more.

All new and transfer students, both foreign and domestic, must turn in documentation of their health record to Student Health Services, BEFORE attending classes. Students must provide evidence of a physical examination and TB skin test done within the past 12 months, 3 doses of Hepatitis B vaccinations (if under 19), 2 doses of Measles-Mumps-Rubella vaccinations and a Tetanus-diphtheria-pertussis (Tdap) vaccination done within the past 10 years. If a student does not have these records, he or she will be required to have the required tests and immunizations completed by Student Health Services prior to enrolling in classes. In that case, fees will apply.

## Identification Number

All students will be assigned a University identification number, by the Office of Admissions, and issued an identification card, by the Office of Student Life. After 5:00 pm until 10:00 pm, student ID's are issued at the Security Office. The six-digit ID number must appear on all checks payable to the University to ensure crediting to the proper student account. The ID card will be used for purposes of perimeter gates, admissions and records; for admittance to campus locations like the Library, healthcare, Fitness Center, residence halls, and cafeteria; and to access many of the campus services. When the student withdraws from all classes at the University during a term, the student must return their ID to the Office of Student Life.

## Property Protection

Because a responsible adult has regard for the property of institutions and individuals, the mature student will endeavor to protect and safeguard University property, facilities, equipment, and supplies. Students are expected to assume responsibility for the safekeeping of personal belongings, using lockers where these are available, and otherwise exercising appropriate attentiveness to the protection of their own property and that of others.

## Safety and Security

The Safety and Security Department's main goal is to serve the campus by providing a safe and secure academic environment. On-campus duties of officers include, but are not limited to: patrolling the campus, assisting motorists, escorting, opening and securing buildings and gates, and helping to control parking for staff and students. The entry kiosk is now available to assist off-campus visitors and registration for vehicles is now online at <http://lasierra.edu/parking>.

## 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 Records Office 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 Records Office and an official document. Documentation may be required. A maiden name (where applicable) may be incorporated as a part of a student's official name. The official name will be used for all University records such as registration forms, grade reports, transcripts, graduation programs, and diplomas/certificates of completions.

## Transportation

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

## Chapel

Chapel programs, residence hall worships, small group bible 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 chapel appointments as part of the educational experience. For specific policies and requirements regarding these services, refer to the Spiritual Life section of the Student Handbook as well as the Guide to Residential Life.

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# Student Handbook

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

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## Student Organizations

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Student organizations offer opportunities for extra-curricular activity, community building, and growth. The following list suggests the range of groups that regularly function on the campus, governing themselves under bylaws approved by the Office of Student Involvement. For more detailed information, visit [lasierra.edu/osi](http://lasierra.edu/osi).

### Academic

- Accounting and Finance Society
- Business Club
- Chemistry club
- Communications Club
- Criminal Justice Student Association
- Environmental Club
- Math & Computer Science Club
- Momentum
- Physics Club
- Pre-Communications Sciences & Disorders
- Pre-Dental Society
- Pre-Law Society
- Pre-Med Society
- Pre-Physical Therapy

### Cultural Student Associations

- Black Student Union (BSU)
- Chinese Club
- International Club
- Latinos United from Nations Abroad (LUNA)

### Honor Societies

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

### Ministries

- Voices of Praise (VOP)

## Center for Outreach and Mission Service

- Outreach
- Roots

## Special Interest

- A Wave Away
- Enactus
- Food Recovery Network
- Intricate Movement
- Maverick Society
- North Star Club
- Red Pill
- REVO
- Student Association of La Sierra University (SALSU)
- Senate: Student Senate of La Sierra University
- Senior Class

## Residential

- Club Angwin
- Club Towers
- Women of Worth (WOW)

# International Students

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## 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 Records Office 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, the United Kingdom, or the USA. (Those students who have taken 0 level or equivalent examinations and have received a passing grade with credit in English will be eligible for regular English placement testing rather than ESL testing.) For those applicants unable to provide either the TOEFL or MTELP tests, the University can provide MTELP testing as needed.

## English Competence

See criteria above for those required to submit a Michigan Test of English Language Proficiency (MTELP) or Test of English as a Foreign Language (TOEFL) test score along with their secondary school and/or postsecondary transcripts as part of the application process. Applicants with MTELP percentiles of 90 or above or TOEFL scores 550 or above will be required to take the La Sierra University College Writing Test. Students who do not qualify for Freshman English will be placed in an appropriate Basic Skills 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 86 or above) or the TOEFL (550 or above), will be required to take classes in the English Language and American Culture (ESL) program. An intensive language program is also offered during the summer. Further study of English may be required to assure progress toward a degree.

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

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 Basic Skills English or ESL classes. For more information, refer to the "English as a Second Language" portion in the Academic Policies and Practices section and the English as a Second Language section of this bulletin.

## Exchange Visitors

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

## I-20 Requirements

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

All international applicants (with the exception of Canadian citizens & Callexico graduates) are required to post an “international student deposit” of \$1,000. In addition, students from the continent of Africa must pay their first quarter’s tuition. At the student’s request, the deposit will be refunded when the student completes his/her studies at La Sierra University, transfers to another institution, applies for Optional Practical Training, or changes their visa status. The deposit can also be used as partial payment for the student’s last academic term of attendance.

International students must also post a \$100 I-20 processing fee, used for express postage, orientation and expenses related to the acquisition of the I-20. The I-20 will not be sent until an applicant has been accepted, assurance has been provided that funds will be forthcoming to meet school expenses, and any and all deposits and the I-20 fee have been pre-paid. It is the University’s aim to use the most cost effective express mail service.

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

In addition to regular I-20 requirements, international students transferring to La Sierra University from other US institutions are required to provide a completed “Transfer-in Form” completed by the institution that currently holds their I-20 form at the time of their application.

All international students should submit a Financial Estimate prepared by the International Enrollment Counselor. This estimate will explain all possible tuition aid/scholarships available to the international student.

## **Immigration Requirements Once in the US**

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

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

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

## **International Student Health Insurance**

La Sierra University requires all international students to carry health insurance while on a valid La Sierra I-20 or DS-2019 form. The Student Health Services Office will register international students with a comprehensive insurance plan. This insurance plan will be purchased for the student at the time of initial registration and will be automatically renewed while the student is listed as SEVIS-Active with a La Sierra I-20 or DS-2019 form. This will include periods when the student is not enrolled for classes or is out of the country. J-1 visa holders are required to have medical insurance for themselves and their dependents in the United States at all times. To help reduce the cost of the international insurance premium, international students will be required to seek medical attention first at Health Service for basic medical needs such as doctor visits, some medications, check-ups, and health information. For the current fee amount, contact the Office of International Student Services at 951-785-2237. The insurance fee will be charged to the international student’s tuition account, will appear on the billing statement mailed to the student, and will be payable immediately.

## **Office of International Student Services**

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



The OISS offers a comprehensive orientation program at the beginning of each quarter, designed to provide the international student with the initial framework for adjustment to a new cultural and academic environment. Upon their arrival, international students are given information on such topics as immigration and US Department of Homeland Security regulations, US income tax, and Social Security; told ways to make a successful cultural adjustment; provided with an introduction to La Sierra University and the Riverside community; and advised on practical issues like housing, transportation, and banking. Be aware that failure to attend the mandated international orientation will result in a \$50 fine for a make-up orientation session.

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

The Office of International Student Services is in the Administration Building, Room 206 and can be reached at 951-785-2237.

# Academic Policies and Procedures

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

## Academic Authority

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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 Office of the Provost oversees the implementation of the University's academic mission, ensures that the schools maintain acceptable University standards, and monitors the consistent application of the University's policies.

## Academic Integrity and Honesty

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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.

## 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.

## 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.

## Violations of Academic Integrity

Violations of academic integrity include behaviors such as the following:

1. **Plagiarism** occurs when a writer appropriates another's ideas without proper acknowledgement of the source or uses another's words without indicating that fact through the use of quotation marks.
2. **Cheating** is the use of unauthorized materials, information, or study aids in an academic exercise as well as collusion in both visual and/or oral form.
3. **Fabrication** is the falsification or invention of any information or citation in an academic exercise. This includes lying to any member of the campus community.
4. **The facilitation of academic dishonesty** occurs when someone knowingly or negligently aids others or allows his/her work to be used in a dishonest academic manner. Such a person is as guilty of violating academic integrity as is the recipient.

## Levels of academic dishonesty & Consequences

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

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

**Level One:**

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

**Level Two:**

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

**Level Three:**

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

**Level Four:**

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

## Responsibility of Students

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

## Responsibility of Faculty

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

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

## Transcript Notation

A notation of academic or non-academic disciplinary action will be made on the academic transcript whenever a sanction rises to the level of expulsion. Other disciplinary records or administrative records maintained by the Academic Integrity Committee or the Judicial Committee are not reflected in a student's academic transcript, but are maintained in accordance with University policy.

Students may apply for the removal of a transcript notation after a minimum of three years. Such requests are discretionary and are not granted automatically. A student submitting a request should provide a thorough explanation of the reasons he or she believes that removal of the notation is warranted. Factors to be considered in reviewing requests for removal of dismissal notations due to non-academic violations include the student's conduct subsequent to the violation; professional evaluations of the student's character and disposition, and other evidence relevant to the question of the likelihood that the student might engage in the same or similar conduct in the future. Requests for notation removal should be submitted to the Office of the Provost.

# Student Academic Appeals

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

## General Considerations

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

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

## Appeal Alteration

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

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

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

A student who wishes to appeal an academic decision must do so within fifteen school days (defined as the days within academic terms) after the decision is posted. The appeal must be in writing and should note which specific reason(s), as outlined 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

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

II. **Step Two:** If the student is dissatisfied with the results of Step One, he/she may submit a written appeal to the department chair and/or program director whose department and/or program offers the particular course within fifteen school days of the conference accomplished in Step One. The department chair and/or program director, in consultation with the instructor, shall reply in writing within fifteen school days 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.

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

A. 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. 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. The panel shall report to the dean within fifteen school days of its initial meeting. The dean 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.

B. If a panel is not convened, the dean 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 is final.

The reply generated in either situation will be reported to all persons currently involved—the student, the instructor, the department chair and/or program director, the dean, and, if convened, the panel members. The reply must also be reported to other campus entities as appropriate (e.g., the Records Office 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.

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

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

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

A. 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.

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

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

## Advisement

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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 should 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 Center for Student Academic Success (C-SAS) plays an integral part in the advising of incoming freshmen and transfer students, and students pursuing pre-health programs. For more information, refer to the "Center for Student Academic Success" portion of the Academic and Instructional Resources section of this bulletin.

The academic advisement for all ESL 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 their ESL academic advisor, together with an advisor in the Center for Student Academic Success, until the student has successfully completed the ESL program.

## Registration and Attendance

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### 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; refer to the Financial Information section of this Bulletin for more information. A student may audit only lecture courses. Courses requiring special instruction and laboratories, such as studio art, private or group music lessons, science courses, etc., cannot be taken on an audit basis.

## Class Schedule

The class schedule prepared each quarter by the University includes classes offered by subject, location, campus, as well as service learning and general education fulfillment. The schedule is available electronically prior to advisement and registration each quarter. Students are responsible for being aware of information contained in the class schedule.

## Course or Program Changes and Withdrawal

To add a course or withdraw from a course, a student has the option of processing the change on the web or at the Records Office. This should be done in consultation with the student's advisor and/or department chair. See the Records Office website for instructions, [www.lasierra.edu/records](http://www.lasierra.edu/records). Refer to the Financial Information section of this Bulletin for information on the financial implications of course withdrawal.

## Deadlines

Since many summer session courses are taught at dates other than the standard six-week session, students should consult the Records Office for registration 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 10 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 five class days of the quarter. See the calendar found in this bulletin for the exact dates pertinent to each quarter.

A student wishing to be graded for a course on a satisfactory/unsatisfactory basis must fill out the appropriate form, have it signed by his/her advisor, and turn it in to the Records Office no later than 10 class days before the first day of final examination week.

## Registration

A student must be admitted to the University through the Admissions Office and must register on the dates designated in the University calendar found in this bulletin. Complete instructions are published on the Records website, [www.lasierra.edu/records](http://www.lasierra.edu/records). A student is not registered until financial clearance has been obtained from Student Financial Services, the student has completed the Confirmation of Registration, 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 a class without being registered for the class.

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## Laptop Computer Policy

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La Sierra features a digitally enhanced campus. Classroom and laboratory activities and assignments increasingly incorporate media and promote the development of student digital literacy. All students are required to own a laptop computer, tablet, or similar device capable of accessing the web. Students should consult the university website or bookstore for program-specific technology requirements.

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## Academic Definitions

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### Academic probation

A student who fails to make acceptable academic progress.

### English Language and American Experience Program (ELAC)

A student who is only permitted to register for ELAC courses through the English Language and American Experience program.

### Continuing Education

A student who is registered only for continuing education courses.

### ESL (English as a Second Language)

A student who lacks documentation for English competency or who has received substandard scores therein. Appropriate placement depends upon the results of in-house testing.

### Non-degree/Unspecified

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

### Provisional

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

## Regular

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

## Course Load

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### Course Sequence and Credit for Prerequisites

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

### Non-credit Course

Organized subject matter in which instruction is offered but no academic credit is given. These courses will be clearly marked as not for academic credit.

### Student Status

#### Full-time Status:

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

#### Part-time Status:

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

#### Non-Degree Unspecified Status:

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

## Unit of Credit

Credit is granted in terms of the quarter unit, which represents a minimum of 10 hours of university-level instruction during a quarter, plus a reasonable period of time outside of instruction (the requirement is 100 minutes of preparation/homework for every 50 minutes of class) in preparation for planned learning experiences (such as the requisite study, preparation for instruction, study of course material and practices); or a minimum of 25-30 laboratory hours or its equivalent in pre- and/or post-laboratory studies. One hour of class time is defined as 50 minutes of actual class time not counting breaks. A break is expected for any class period longer than 100 minutes.

## Academic Year

La Sierra University defines an academic year as 30 weeks of instructional time and 36 credit hours for all undergraduate programs.

## Student Teacher

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

## Special Coursework

### Directed Study Courses

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

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

### English as a Second Language Courses

Courses in English as a Second Language are offered by the English Language and American Culture program. A maximum of 16 lower division units of English as a Second Language classes are allowed toward the minimum 190 units required for graduation.

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

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 ESLC courses, and are required to enroll in ENGL 111, 112, 113 in sequence each successive quarter until the three courses are completed, with a minimum grade of C (2.00).

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

For further information, refer to the "English Language and American Culture" portion in the Admission Information section and the English Language and American Culture section of this bulletin.

## University Studies Foundational Requirements

Foundational requirements, other than upper division argumentation and inquiry requirements, must be completed prior to a student submitting a senior contract. For more information, please refer to the University Studies portion of the undergraduate bulletin.

## Basic Skills Courses

Basic Skills 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 Basic Skills courses will be issued, computed in the grade point average, and will be used to help decide a student's suitability for continuance at the University. (The S/U option may not be chosen.)

La Sierra University expects minimum competencies in English and mathematics as entrance requirements. Students placing into Basic Skills course(s) must enroll in the appropriate Basic Skills course(s) each quarter (fall, winter, spring) until all required Basic Skills courses are completed (with the exception that students may defer enrollment in Basic Skills math for a quarter in any one academic year).

A Qualifying Hold is placed on entering freshmen and transferring students who have not demonstrated minimum competencies. **A qualifying hold is removed when:**

- The student scores at or above the University's minimum cut-off on the required diagnostic test(s). Students who score below the minimum cut-off on the University's diagnostic test(s) will be required to complete appropriate Basic Skills course(s).

- The student earns a C (2.00) or above in the La Sierra University Basic Skills course(s) required for entry into college-level math classes and/or earns a passing score on the La Sierra University Writing Placement Exam.
- The University receives official transcripts from an accredited university/college showing a grade of C (2.00) or above in courses La Sierra University deems equivalent to ENGL 111 College Writing I and a college-level math class.

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

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## Special Credit Situations

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### Credit by Equivalency Examination

A student may earn credit for certain courses offered by the University 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, that have been audited or that are designated as Basic Skills courses (numbered below 100). Credit may not be earned by equivalency examination for a course in which an unsatisfactory grade was received. An equivalency examination in a given subject may be taken only once.
2. A currently admitted student desiring credit by equivalency examination must petition the dean of the school offering the course and, if applicable, the dean of the student's school of residence for approval. If the petition is approved, a student must pay testing and recording fees as specified in the Financial Information section of this bulletin. (If the equivalency exam is not passed, the recording fee only is refunded.)
3. If a student successfully passes 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.
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 and self-paced courses must be completed before the beginning of the final quarter of residence (the term of graduation).
7. The amount of credit that may be earned by equivalency examination is limited to a maximum of 24 quarter units.

## CLEP Examinations and the Advanced Placement Program

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

### Transfer credit

Transfer credit is defined as credit earned at another postsecondary institution in the United States accredited with a regional or national association recognized by the Council on Higher Education Accreditation (CHEA); 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 Records Office 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. Refer to the Financial Information section of this Bulletin for more information.

1. Policies for transferrable credit are as follows:

*A. Degree-Seeking:* Students who have accumulated more than 185 credits must have declared a major. A maximum of 185 transfer credits will be accepted from courses applying to the major and general education requirements. Remaining credits to meet the 185-unit limit will be filled with free elective courses, starting with the most recent classes from the transcript. Exceptions to this policy will be considered by the Transfer Committee consisting of the Dean of the appropriate school or college, the Dean of General Education, and chaired by the Registrar.

*Non-Degree-Seeking:* La Sierra University will only accept transfer courses that apply toward the pre-professional program requirements.

2. Credit is accepted from a professional school only if the school is recognized by its regional or national accrediting organization and if the work is substantially equivalent or essentially relevant to courses offered at La Sierra University. (Half credit is granted from professional schools for professional classroom courses.)
3. Credit for students in the military is granted according to recommendations of the American Council on Education.
4. CLEP guidelines are as follows:
  - A. 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.
  - B. Examinations in which course credit may be given are determined by the Undergraduate Academic Council and maintained in the Testing Center and the Records Office.
5. 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 Records Office in consultation with the appropriate academic dean.
6. 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.
7. 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 Records Office in consultation with the appropriate academic dean and is dependent, in part, on the length of the course (half- or full-year course).
8. All international transcripts must be evaluated by a foreign educational credential agency. This can be done through La Sierra University after the official transcripts have been submitted or the student may contact the credential agency independently and have the results mailed to our institution. For further assistance and list of valid agencies, please contact the Records Office at (951) 785-2006 or e-mail at registrar@lasierra.edu. If the student decides to have the evaluation done through La Sierra University, a fee of \$220 is required for processing prior to evaluation. The transcripts then will be submitted to Education Credential Evaluators Inc (credential agency preferred by La Sierra University) for evaluation.

9. Transfer Basic Skills courses are not applicable toward a degree from La Sierra University.

## 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 Undergraduate Academic Council.
3. A waiver does not reduce the credit hour or residency requirements.
4. Waiver examinations are not given for courses assigned Basic Skills course numbers or for courses that have been attempted for credit or have been audited.
5. A waiver examination does not carry academic credit and may not be repeated.
6. The testing fee for a waiver examination is listed in the Financial Information section of the bulletin.

## Class Standing

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### 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 the approval of the course instructor, the dean of the school offering the course, and the dean of the student's school of enrollment. The student must then notify the Records Office to reserve those units for graduate credit.

## Scholastic Standing

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### 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:

Grade (Points)	Undergraduate Programs		Graduate Programs	
	Major, Cognate, and Foundational Courses	Other Courses	Academic Programs	Professional Programs
A (4.00)	Outstanding performance	Outstanding performance	Outstanding performance	Outstanding performance
A- (3.70)			Very good performance	Very good performance
B+ (3.30)	Very good performance	Very good performance	* Satisfactory performance	Satisfactory performance
B (3.00)				
B- (2.70)				
C+ (2.30)	* Satisfactory performance	Satisfactory performance	Unsatisfactory performance	* Marginal performance
C (2.00)				
C- (1.70)	Unsatisfactory performance	* Marginal performance		Unsatisfactory performance
D+ (1.30)				
D (1.00)				
F (0.00)	Failure			Failure

\* Minimum performance for which credit toward degree requirements is granted

XF	Failure, given by the academic integrity committee in case of a major academic integrity violation.
S	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 Basic Skills 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 the Records Office, the appropriate form, signed by the advisor, by 10 class days before the first day of the final examination week. Once filed, the grade is not subject to change. An "S" grade is not computed into the GPA.

U	Unsatisfactory performance, units not credited. Given only when performance for a course falls below a C (2.00) grade in the undergraduate courses or a B (3.00) grade in graduate courses, and the student has filed with the Records Office the appropriate form requesting an S/U grade, signed by the advisor, 10 class days before the first day of final examination week. Once filed, the grade is not subject to change. The "U" grade is not computed into the GPA.
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## Notations

### (AU) AUDIT

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

### (AUW) AUDIT WITHDRAWAL

Given when the 80 percent class attendance audit requirement was not observed.

### (I) INCOMPLETE

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

### **(IP) IN PROGRESS**

Given at the end of the first quarter for classes indicated as IP classes prior to registration. Classes eligible to be offered with the possibility of IP grading are determined by the dean of the school offering the course and this designation is indicated to the Records Office prior to class registration. IP courses have a maximum duration of four quarters (three quarters following the quarter in which the student first registers for the course). Classes that involve continuing research, extended dissertations, the implementation of certain features of education, fieldwork, and directed teaching illustrate the types of classes that merit IP grades. The student's final grade is entered at any time upon submission to the Records Office by the instructor of a completed Change of Grade Form. If a grade change is not issued within the designated time for the completion of the IP course, an In Progress Withdrawal (IPW) will be entered by the Records Office. 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 the appropriate form with the Records Office 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. The grade is awarded by default when a grade is not submitted within the designated time for the completion of the IP course.

### **(NS) NO GRADE SUBMITTED**

Given by the Office of the Registrar when a faculty member fails to submit course grades by the established deadline at the conclusion of an academic term. NS units are not calculated into the student's grade point average. When an NS is issued, the Office of the Registrar will inform the department chair and dean, and the department chair will take appropriate steps to determine with the instructor the actual grades earned by the student. In the event that the instructor is incapacitated and therefore unable to submit grades, the department chair will submit those grades to the Office of the Registrar as soon as possible, with a deadline of Thursday of Week 1 of the subsequent academic term.

### **(W) WITHDRAW**

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

# **General Degree Requirements**

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## **Evaluation and Application for Graduation**

All students anticipating graduation must file an Application for Graduation (Senior Contract) with the Records Office 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 Records Office website, [www.lasierra.edu/records](http://www.lasierra.edu/records). It is recommended that the student monitor his or her degree progress via the Degree Works online audit tool consistently each term and especially once attaining junior and senior class standings. A student, who in September of the senior year has more than 54 quarter units remaining uncompleted, should not expect to graduate the following June. Foundational requirements, other than upper division argumentation and inquiry requirements, must be completed prior to a student submitting a senior contract. For more information, please refer to the University Studies portion of this bulletin.

## **Graduation Requirements**

On the recommendation of the faculty of the school granting the students' degrees (the College of Arts and Sciences, the School of Business, or the Divinity School) La Sierra University awards bachelor's degrees at the end of the term 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 students received a grade lower than a C (2.00);
- D. The University Studies Program (general education) curriculum or Honors Program curriculum;
- E. Participation in their department and university assessment plan;
- F. The residency requirement of 44 of the last 56 units taken in residence at La Sierra University;
- G. In the case of transfer students, 16 units in the major program and 8 units in a minor program, if any, completed in residence at La Sierra University; and
- H. Possession of an approved Application for Graduation on file in the Records Office.

## Undergraduate Residency Requirement

Credit from another accredited institution of postsecondary education may be transferred to the University if it is received by the Records Office 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 Basic Skills courses). Transcripts containing credit to be applied toward degree requirements must be received by the Records Office no later than the end of the winter term for spring term graduation. For more information, refer to the "Transfer Credit" sub-section of the "Special Credit Situations" portion in this section of the bulletin.

Upon completion of off-campus coursework approved to be taken during the final term, an official transcript must reach the Records Office no later than 30 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 Records Office 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 a baccalaureate degree, 16 units in the major and 8 in the minor (if any), must be taken in residence at La Sierra University. This policy allows for 3 classes with labs or a maximum 12 of the last 56 units of coursework before graduation with a baccalaureate degree to be taken at another accredited institution or by correspondence if prior approval has been obtained with an Off-Campus Request form submitted to the Records Office.

## Graduation with Honors

Summa cum laude	3.90
Magna cum laude	3.80
Cum laude	3.50

Although the official graduation roster indicates the names of graduates who qualify for honors on the basis of their combined institutional and overall 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. In order to qualify for graduation with honors, a student's institutional *and* cumulative GPA must fall into one of the above categories.

## "University Honors" Designation

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

## Recognition of Candidates for Degrees

Recognition of Candidates for Degrees is a formal recognition event which may occur away from the home campus when a school has a significant number of candidates completing degree requirements in an off-campus or extended campus situation. Diplomas are not formally awarded at this event but will be forwarded to the student later. The names of the candidates are also included in the printed program of the next Commencement event. The Dean of the school or the Director of the off-campus program coordinates this ceremony.

## Diploma and Statement of Completion

Diplomas are available after the student's final quarter, after the receipt of all instructor grade reports, after final academic checks have been completed, and after all have been met 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 Records Office a statement of completion to be used until the diploma is available, if all financial and academic obligations have been met.

## Additional Graduation Information

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

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

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

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

The University reserves the right to limit participation in graduation or recognition ceremonies to students who have satisfactorily completed all the requirements for a degree. Due to logistical concerns, the University cannot be responsible for providing access to future ceremonies.

## Other Policies and Procedures

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### Acceptable Academic progress

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

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

Students who fail to make acceptable academic progress will have an opportunity to appeal to the Financial Academic Progress Committee. For more information about acceptable academic progress as well as the procedure for appeals, please refer to the Financial Information section of this Bulletin.

### Consequences of Failure to Make Acceptable Academic Progress

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

1. **Academic Warning:** A student whose cumulative and La Sierra University 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 La Sierra University grade point average falls below 2.00 or whose term quarter grade point average falls below 1.00, is placed on Academic Probation the next quarter. A student on Academic Probation is subject to a restricted course load, required academic resources, and to restrictions on participation in any extracurricular University activity such as mission trips, athletics, recruiting, etc., and requires the utilization of academic resources. The student is expected to work with university entities (Learning Center, advisors, counseling, etc.) who can supplement the educational experience in order to improve the student's academic performance. A student may not be on Academic Probation for more than one quarter, consecutively.
3. **Critical Academic Probation:** A student on Academic Probation who fails to raise his/her cumulative and La Sierra University grade point average to 2.00 or above, or who earns a quarter grade point average below 1.00 is placed on Critical Academic Probation with restrictions on course load, required academic resources, and on participation in any extracurricular University activity such as mission trips, athletics, recruiting, etc., and requires the utilization of academic resources. The student will have a contract with the dean stipulating a working relationship with university entities (Learning Center, advisors, counseling, etc.) who can supplement the educational experience in order to improve their academic performance. A new or transfer student designated as Provisional (One Quarter Basis) is considered to be on Critical Academic Probation.
4. **Academic Disqualification:** A student on Critical Academic Probation who does not raise his/her cumulative and La Sierra University 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 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 La Sierra 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 Basic Skills requirements in English and/or mathematics. A student who has fulfilled the expectations above may reapply for readmission through the Office of Admissions. Non-degree status at La Sierra University is not available during this time of disqualification. A student who is Academically Disqualified for a second time will not be readmitted to the university.

## Bulletin of Graduation

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

## Change of Grade

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

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

## Courses Taken Off-Campus

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

## Division of Continuing Studies

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

## Final Examinations

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

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

## Grade Point Average

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

## Grade Reports

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

## Honor Lists

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

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

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

## Multiple Degrees, Majors, and 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.

## Unauthorized Recording and Posting

The recording of class lectures, discussions, or activities, by tape, digital, or any other electronic means, without the written permission of the instructor, is expressly prohibited. In order to allow for freedom of discussion and the open exploration of ideas and concepts, faculty members and students need to be assured that their questions and comments will not be repeated outside of the learning environment.

Instructors may record and disseminate classroom activities and materials for legitimate pedagogical or assessment purposes. Online postings should be limited to university-approved or -sponsored venues, such as Blackboard. When possible, instructors should inform students in the course syllabus if the instructor intends to record classroom activities. In all cases, instructors should inform students in advance when they are to be recorded.

If, due to the need to miss one or more class sessions or due to a verified disability, a student believes that it is important to record a class session, written permission must be obtained from the professor prior to recording. Any such recordings must be for the sole use of the student who was given permission and must be destroyed at the end of the quarter, unless otherwise agreed to in writing by the instructor. The student may not post, distribute, or share the recording. Under no circumstances shall the content of student classroom recordings be used in the evaluation or sanction of instructors or students. Instructors may specifically prohibit recording of student personal information or situations of a sensitive nature, even when previous permission has been granted. Any alleged violations of this student recording policy may be referred to an appropriate disciplinary body.

Because classes are not open to the general public, posting of any recording of a class lecture, discussion, or activity is expressly forbidden by California law unless permission is granted by every individual who is attending the class.

Recording of non-public, non-classroom events may be authorized. These events include, but are not limited to, faculty meetings, department assemblies, and academic forums.

Individuals wishing to record, distribute, or post recordings of these events must request permission from the director, chair or dean of the sponsoring office, department, school, or college, or the Provost for University-wide events. Participants in these events for which a recording has been authorized should be notified of the intent to record.

Recordings of these events approved for distribution or posting may not identify participants or audience members, or depict them in an identifiable manner, without the permission of those individuals. These activities include but are not limited to: Promotional activities, Research activities, and Commercial endeavors. In unusual circumstances, announcements prohibiting the recording of non-public, non-classroom events may be made at the beginning of the event.

## 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 Records Office.

The academic departments reserve the right to determine if a repeat transfer course is equivalent to a University course. Federal regulations allow aid to pay for a student to retake a previously passed course one time only. For this purpose, passed means a minimum grade of 'D'.

## 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 non-degree status for each quarter's entry. A transcript of transfer credit is maintained and is intended for internal use only.



# Majors & Minors Offered

Major	Degree	Department/Program	Duration
Accounting	BS	Accounting, Economics & Finance	4 years
Archaeology	BA	HMS Richards Divinity School	4 years
Art ( <i>specify studio area of emphasis</i> )	BA	Art+Design	4 years
Biochemistry	BS	Chemistry & Biochemistry	4 years
Biology: Biological Science	BS	Biology	4 years
Biology: Biomedical Science	BS	Biology	4 years
Biomathematics	BS	Mathematics	4 years
Biophysics	BS	Physics	4 years
Business: Business and Society	BS	Management & Marketing	4 years
Business: Finance	BS	Accounting, Economics & Finance	4 years
Business: Health Care Management	BS	Management & Marketing	4 years
Business: Human Resource Management	BS	Management & Marketing	4 years
Business: Management	BS	Management & Marketing	4 years
Business: Marketing	BS	Management & Marketing	4 years
Business: Political Economy	BS	Accounting, Economics & Finance	4 years
Chemistry	BA	Chemistry & Biochemistry	4 years
Chemistry	BS	Chemistry & Biochemistry	4 years
Cognitive & Behavioral Neuroscience	BA	Neuroscience	4 years
Communication: Media Studies	BA	Communication	4 years
Communication: Public Relations	BA	Communication	4 years
Communication: Strategic Communication	BA	Communication	4 years
Computer Science	BS	Computer Science	4 years
Criminal Justice	BS	Criminal Justice	4 years
Customized Business Major	BS	Program in Customized Majors	4 years
English: Literature	BA	English	4 years
English: Creative Writing	BA	English	4 years
Environmental Science: Natural Science	BS	Biology	4 years
Environmental Science: Physical Science	BS	Biology	4 years
Exercise Science	BS	Health & Exercise Science	4 years
Film and Television Production: Editing Emphasis	BFA	Film & Television Arts	4 years
Film and Television Production: Individualized Emphasis	BFA	Film & Television Arts	4 years
Film and Television Production: Production Emphasis	BFA	Film & Television Arts	4 years
Film and Television Production: Script Writing Emphasis	BFA	Film & Television Arts	4 years
Film and Television Production: Sound Emphasis	BFA	Film & Television Arts	4 years

*Majors and Minors Offered*

Fine Art <i>(specify primary &amp; secondary studio emphases)</i>	BFA	Art+Design	4 years
Global Studies	BA	History, Politics & Sociology	4 years
Graphic Design	BFA	Art+Design	4 years
Health Science: Bio-Health Science	BS	Health & Exercise Science	4 years
Health Science: Globalization and International Health	BS	Health & Exercise Science	4 years
Health Science: Health Administration	BS	Health & Exercise Science	4 years
Health Science: Health Promotion and Education	BS	Health & Exercise Science	4 years
History	BA	History, Politics & Sociology	4 years
Individual Major	BA	Program in Philosophical Studies	4 years
Individual CAS Major	BA	Program in Individual Major	4 years
Individual CAS Major	BS	Program in Individual Major	4 years
Liberal Arts - ACCESS <i>(specify concentration)</i>	BA	Division of Continuing Studies	4 years
Liberal Studies	BA	Liberal Studies	4 years
Mathematics	BS	Mathematics	4 years
Music	BA	Music	4 years
Music: Music Education <i>(specify field of instruction)</i>	BMus	Music	5 years
Music: Music Performance <i>(specify field of instruction)</i>	BMus	Music	4 years
Neuroscience	BS	Neuroscience	4 years
Physical Science	BS	Chemistry & Biochemistry	4 years
Physics	BS	Physics	4 years
Psychology	BA	Psychology	4 years
Religious Studies	BA	HMS Richards Divinity School	4 years
Social Work	BSW	Social Work	4 years
Social Work - ACCESS	BSW	Division of Continuing Studies	4 years
Sociology	BA	History, Politics & Sociology	4 years
Spanish	BA	World Languages	4 years

Minor	Department/Program
Arabic	World Languages
Archaeology	HMS Richards Divinity School
Art	Art+Design
Biblical Languages	HMS Richards Divinity School
Biochemistry	Chemistry & Biochemistry
Biology	Biology
Biophysics	Physics
Chemistry	Chemistry & Biochemistry
Communication	Communication
Computer Science	Computer Science
Drama	English
English	English
Exercise Science	Health & Exercise Science
Film Studies	History, Politics & Sociology
Forensic Psychology	Psychology
French	World Languages
Gender Studies	History, Politics & Sociology
German	World Languages
Global Studies	History, Politics & Sociology
Health Psychology	Psychology
Health Science	Health & Exercise Science
History	History, Politics & Sociology
Italian	World Languages
Latin American Studies	History, Politics & Sociology
Legal Studies	History, Politics & Sociology
Management	Management & Marketing
Marketing	Management & Marketing
Mathematics	Mathematics
Music	Music
Music Technology	Music
Neuroscience	Neuroscience
Philosophy	Philosophical Studies
Physics	Physics
Politics	History, Politics & Sociology
Portuguese	World Languages
Psychology	Psychology
Religious Studies	HMS Richards Divinity School
Sociology	History, Politics & Sociology
Spanish	World Languages

# Classification of Courses

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## Numbering of Courses

The course number indicates the comparative level of difficulty and the type of credit carried as well as the class standing of the students for which the course is designed:

101-299	Lower division (Freshman/Sophomore)
300-499	Upper division (Junior/Senior) (Limited Application to MA, by special permission)
501-699	Graduate
700-799	Doctorate/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	Basic Skills
800-899	Special Certificate Programs
900-999	Continuing and noncredit education (Noncredit) (Prefix either begins with “LS” or ends in “CE”)

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

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

## Units of Credit

Credit is granted in terms of the quarter unit, which represents a minimum of 10 hours of university-level instruction during a quarter plus a reasonable period of time outside of instruction (the requirement is 100 minutes of preparation/homework for every 50 minutes of class) in preparation for planned learning experiences (such as the requisite study, preparation for instruction, study of course material and practices); or a minimum of 25-30 laboratory hours or its equivalent in pre- and/or post-laboratory studies. One hour of class time is defined as 50 minutes of actual class time not counting breaks. A break is expected for any class period longer than 100 minutes.

## Continuing Education Units

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

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

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

## Additional Information

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

## Prefixes and Areas of Instruction

The four-letter prefix preceding each course number is an abbreviation of the subject area in which the course is found. Following is a list of codes referred to in this bulletin, the subject area for which the code stands, the department or program in which the subject is taught, and the school in which the department or program is located. For convenient reference, the areas of instruction are listed alphabetically by code.

<b>Code</b>	<b>Subject</b>	<b>Department/Program</b>	<b>School</b>
ACCT	Accounting	Accounting, Economics, and Finance	ZSB
ANTH	Anthropology	History, Politics, & Sociology	CAS
ARAB	Arabic	World Languages	CAS
ARCH	Archaeology	HMS Richards Divinity School	DS
ARTA	Art Appreciation/History	Art+Design	CAS
ARTS	Studio Art	Art+Design	CAS
ARTX	Professional Studies in Art	Art+Design	CAS
BIOL	Biology	Biology	CAS
CFSC	Child and Family Science	Psychology (Additional Courses)	CAS
CHEM	Chemistry	Chemistry and Biochemistry	CAS
CHIN	Chinese	World Languages	CAS
COMM	Communication	Communication	CAS
CPTG	Computing	Computer Science	CAS
DENT	Pre-Dentistry	Pre-Graduate/Pre-Professional (Additional Courses)	CAS
DRAM	Drama	English	CAS
ECON	Economics	Accounting, Economics & Finance	ZSB
EDAD	Administration and Leadership	Administration and Leadership	SE
EDCI	Curriculum and Instruction	Curriculum and Instruction	SE
EDFO	Educational Foundations	Additional Courses	SE
EDPC	Educational Psychology & Counseling	School Psychology	SE
EDRS	Educational Research and Statistics	Additional Courses	SE
ELAC	English Language & American Culture	English Language & American Culture	CAS
ENGL	English	English	CAS
ENSC	Environmental Science	Biology	CAS
EXSC	Exercise Science	Health and Exercise Science	CAS
FNCE	Finance	Accounting, Economics, & Finance	ZSB
FLTV	Film and Television	Film and Television Arts	CAS
FREN	French	World Languages	CAS
GEOG	Geography	History, Politics, & Sociology	CAS
GEOL	Geology	Additional Courses	CAS
GRAD	Pre-Graduate/Pre-Professional	Pre-Graduate/Pre-Professional (Additional Courses)	CAS
GRMN	German	World Languages	CAS
HIST	History	History, Politics, & Sociology	CAS
HLSC	Health Education	Health and Exercise Science	CAS
HPSC	History, Politics, & Society	History, Politics, & Sociology	CAS
HUMN	Humanities	University Studies Program	
ITLN	Italian	World Languages	CAS
JAPN	Japanese	World Languages	CAS
KORE	Korean	World Languages	CAS
LEAD	Leadership	Leadership	SE
MATH	Mathematics	Mathematics	CAS
MDCN	Pre-Medicine	Pre-Graduate/Pre-Professional (Additional Courses)	CAS

*Classification of Courses*

MGMT	Management	Management and Marketing	ZSB
MKTG	Marketing	Management and Marketing	ZSB
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
NEUR	Neuroscience	Psychology	CAS
NSCI	Natural Science	University Studies Program	
PHIL	Philosophy	Philosophical Studies	CAS
PHYS	Physics	Physics	CAS
PLSC	Political Science	History, Politics, & Sociology	CAS
PORT	Portuguese	World Languages	CAS
PSYC	Psychology	Psychology	CAS
RELB	Religion, Biblical Studies	HMS Richards Divinity School	DS
RELE	Religion, Christian Ethics	HMS Richards Divinity School	DS
RELG	Religion, General	HMS Richards Divinity School	DS
RELH	Religion, Historical Studies	HMS Richards Divinity School	DS
RELL	Religion, Biblical Languages	HMS Richards Divinity School	DS
RELM	Religion, Mission Studies	HMS Richards Divinity School	DS
RELP	Religion, Professional Studies	HMS Richards Divinity School	DS
RELT	Religion, Theological Studies	HMS Richards Divinity School	DS
RLGN	Religion, University Studies Program	University Studies Program	
RSCH	Research	School of Education	SE
SECE	Continuing Education	School of Education	SE
SOCI	Sociology	History, Politics, & Sociology	CAS
SOWK	Social Work	Social Work	CAS
SPAN	Spanish	World Languages	CAS
SSCI	Social Science	University Studies Program	
UHNR	Honors	University Honors Program	
UNST	University Studies	University Studies Program	
WDLG	World Languages	World Languages	CAS

**Key**

**CAS** College of Arts and Sciences

**SE** School of Education

**ZSB** Zapara School of Business

**DS** HMS Richards Divinity School

# University Studies

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## **Kendra Haloviak Valentine, PhD**

Interim Dean, Division of General Education (2016)  
Professor of New Testament Studies (2001)  
PhD Graduate Theological Union 2002  
New Testament studies, biblical languages

## **Program Faculty**

### **S. Eric Anderson**

Professor of Management and Economics  
PhD University of North Texas, Denton 1992  
Health Care Management, strategic management, health care economics and finance, political economy, international trade

### **Erin Banks-Kirkham**

Director of College Writing  
Assistant Professor of English (2015)  
PhD Ball State University 2015  
Composition, theory and pedagogy, historical feminist rhetoric

### **Kent Bramlett**

Associate Professor of Archaeology and History of Antiquity (2010)  
PhD University of Toronto 2009  
Biblical languages, near eastern archaeology, history of antiquity

### **Melissa Brotton**

Associate Professor of English (2007)  
PhD University of North Dakota, Grand Forks 2004  
18th & 19th century British literature, Elizabeth Barrett Browning, Milton

### **Gary Chartier**

Associate Dean, School of Business  
Distinguished Professor of Law and Business Ethics (2001)  
LLD University of Cambridge 2015  
JD University of California at Los Angeles 2001  
PhD University of Cambridge 1991  
Law and legal theory, ethics, political theory

### **Ken Crane**

Chair, Department of History, Politics, and Society  
Associate Professor of Sociology and Anthropology (2008)  
PhD Michigan State University 2000  
MPA Monterey Institute of International Studies 1986  
Transnationalism, international migration, family and ethnic socialization

## **Lolita N. Campbell**

Lecturer of Curriculum and Instruction (2006)  
EdD Loma Linda University 1991  
Curriculum and instruction

## **Jeffrey N. Dupée**

Professor of History (1991)  
PhD Claremont Graduate University 2001  
JD Peninsula University 1988  
European history, British colonialism, modern china, legal studies

**Jere L. Fox**, 2011. Associate Professor of Law and Management, Zapara School of Business  
MA La Sierra University 2007  
JD Pepperdine University 1973

## **Lora Geriguis**

Associate Professor of English (2007)  
PhD University of California, Riverside 1997  
17th & 18th century British literature, colonialism, post-coloniality, literary criticism

## **Jill Walker-Gonzalez**

Assistant Professor of English (2014)  
PhD University of New Mexico 2015  
Early and 19th century American literature, Native American and Chicano/a literature, and religion and literature

## **Fritz Guy**

Research Professor of Philosophical Theology (1961, 1990)  
DD hc La Sierra University 2002  
PhD University of Chicago 1971  
Theology, philosophy of religion, ethics

## **Jennifer Helbley**

Associate Professor of Chemistry (2006)  
PhD University of Nevada, Reno 2006  
Materials chemistry

## **Deborah Higgins**

Director, Writing Center  
Associate Professor of English (2014)  
PhD Middle Tennessee State University, 2007  
Medieval and renaissance literature, C.S. Lewis and J.R.R. Tolkien

## **Andrew C. Howe**

Director, University Honors Program  
Professor of History (2005)  
PhD University of California, Riverside 2005  
American history and civilization, culture studies & film studies

**Enoch O. Hwang**

Chair, Department of Computer Science  
Professor of Computer Science (1988, 1999)  
PhD University of California, Riverside 1999  
Databases, networking, and hardware

**Maury D. Jackson**

Associate Professor of Pastoral Ministry (2009)  
DMin Claremont School of Theology  
Pastoral ministry, ethics, philosophy

**John R. Jones**

Associate Professor of New Testament Studies and World Religions (1990)  
PhD Vanderbilt University 1982  
Biblical languages and background, scriptural interpretation and theology, phenomenology of religions

**Eugene Joseph**

Associate Professor of Biology (1989)  
PhD Morehouse School of Medicine 2004  
Anatomical and biomedical sciences

**David Kendall**

Assistant Professor of Music  
PhD University of California, Riverside 2010  
Musicology, theory lab, low brass

**Wonil Kim**

Associate Professor of Old Testament Studies (1994)  
PhD Claremont Graduate University 1996  
Exegesis, theology, and hermeneutics of the Old Testament

**Katherine Koh**

Assistant Professor of History (2010)  
PhD University of California, Riverside 2016  
Early modern Europe, global history, history of religion

**Igor Kokhan**

Lecturer, Religious Studies  
PhD Candidate University of the West 2016  
Comparative religions, religious studies, Adventist theology, New Testament

**Suzanne Mallery**

Associate Professor of Psychology (2001)  
PhD Fuller Theological Seminary 1998  
Clinical psychology, pediatric psychology

**Leslie Martin**

Professor of Psychology  
PhD University of California, Riverside 1996  
Personality and social psychology, health psychology

**Sam McBride**

Chair, Department of English  
Professor of English (2007)  
PhD University of California, Riverside 1997  
Twentieth century literature and fine arts, literary criticism, the Inklings

**Shelly McCoy**

Assistant Professor of Psychology  
PhD University of California, Riverside 2013  
Developmental psychology, adolescent and emerging adulthood

**Krista Motschieder**

Assistant Professor of Chemistry (2002)  
PhD University of California, Los Angeles 2000  
Physical organic chemistry

**Tim Musso**

Assistant Professor of Art  
Brandstater Gallery Director  
MFA Cal State Long Beach, 2007  
Design, typography, printmaking, history of graphic design

**Friedbert Ninow**

Professor of Archaeology (2015)  
PhD Andrews University 2000  
Biblical Studies, archaeology

**Cindy J. Parkhurst**

Associate Professor of Criminal Justice (2011)  
MLIS San Jose State University 1994  
JD Willamette University 1988  
Information technology, copyright

**Susan D. Patt**

Director, Service Learning Program  
Associate Professor of Art (1979)  
MEd Miami University 1976  
Textiles and fibers, drawing, book arts, art appreciation

**John Perumal**

Professor of Biology (2002)  
PhD University of Western Ontario 1994  
Environmental science, botany, ecology

**Ariel Quintana**

Director of Choral Studies  
Associate Professor of Music  
DMA Music USC Thornton School of Music, 2008

**Elvin S. Rodríguez**

Chair, Department of Music  
Professor of Music (1998)  
EdD Teachers College of Columbia University 1991  
Piano, music technology



**Kimo Smith**

Associate Professor of Music (1990)  
DMA University of California, Los Angeles 1997  
Piano, organ, theory

**Carrie Specht**

Assistant Professor of Film and Television Arts  
MFA New York University, 1998  
Cinematography, classic cinema, film history, film  
production, independent filmmaking

**Marni M. Straine**

Assistant Professor of Social Work (2013)  
MSW Loma Linda University 2008  
Social work and child welfare

**Melissa Tafoya**

Associate Professor of Communication  
PhD Arizona State University 2007  
Family and interpersonal communication

**Charles Teel, Jr.**

Professor of Religion and Society (1967)  
PhD Boston University 1972  
Religion and society, Christian ethics

**Daphne Thomas**

Associate Professor of Social Work (2014)  
MSW Smith College 2001

**Robert K. Thomas**

Chair, Department of Health & Exercise Science  
Professor of Health & Exercise Science (2001)  
EdD Boston University 2007  
Exercise physiology, sociology of sport

**Terrill Thomas**

Chair, Department of Art+Design  
Assistant Professor of Art  
BFA Art Center College of Design 1992  
Interactive Design

**Lloyd Trueblood**

Chair, Department of Biology  
Associate Professor of Biology (2009)  
PhD University of Rhode Island 2010  
Biology, marine invertebrate physiology

**Rodney Vance**

Chair, Department of Film & Television  
Professor of Film & Television (2012)  
MFA The Catholic University of America 1988  
MA Religion, Andrews University 1981  
Script writing (WGA, TV Academy)

**Eric Vega**

Assistant Professor of Sociology (2013)  
PhD University of California, Riverside 2010  
Education, transnationalism, family

**James R. Wilson**

Associate Dean, College of arts and Sciences  
Professor of Biology (1991)  
PhD University of Cincinnati 1976  
Developmental biology

**Danette Zurek**

Assistant Professor of Accounting  
MBA Andrews University 1998  
Auditing, financial accounting

**Collaborating Faculty**

**David Brennan**

DMA University of California, Los Angeles 2004  
Saxophone, chamber music

**Donavan Childs**

Assistant Chaplain Campus Ministries

**Joel Haldeman**

BA Loma Linda University, Riverside 1977  
Athletics, administration

**Steven Hemenway**

Director of Finance  
La Sierra University Church

**Dewald Kritzinger**

Pastor for Young Adults & Media  
La Sierra University Church

**Samuel Leonor**

Campus Chaplain  
MDiv Andrews University 1998  
Introduction to Adventist beliefs

**Richard Rice**

PhD University of Chicago 1974  
Systematic and philosophical theology

**Jordi Ros**

MBA The Wharton School, University of Pennsylvania 1990  
MA Film Production and Media Studies, New School/Parsons  
School 1988  
Industry relations, producing, script writing (WGA)

**Randall Skoretz**

DMin Claremont Graduate University 1996  
Ethics and Christian education

**Oliver Sutter**

MFA Claremont Graduate University 1990

Painting, drawing, topics in art history

## Objective

La Sierra University offers its students a general education curriculum that provides them with a permanent foundation for learning through the development of basic human capacities. The University believes that education should go beyond human exposure to disciplines, the accumulation of facts, or even just curricular matters. Instead, education should also encompass such things as the ability to imagine and create, to think and reason analytically, to solve problems, to integrate and synthesize complex information, to use language clearly and persuasively, and to make responsible choices.

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

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

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

## Student Learning Outcomes of the University Studies Program

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

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

La Sierra's general education curriculum is rooted in the concept of liberal education as a formative and transformative process. Its goal is to foster an understanding of and appreciation for Seventh-day Adventist Christianity, a commitment to intellectual excellence, and service to the global community.

1. Students will demonstrate competencies essential for informed inquiry across disciplines.
2. Students will demonstrate competency in written and oral communication.
3. Students will recognize, analyze, synthesize, and evaluate information and ideas from multiple perspectives.
4. Students will demonstrate a commitment to civic engagement and service to their community and the world.
5. Students will demonstrate growth in personal integrity, moral judgment, and religious beliefs as they define their worldviews and academic goals.

*\*These Student Learning Outcomes are in harmony with La Sierra University SLOs , WASC Core Competencies, and patterned after the AAC&U's recommended SLOs for higher education in the 21st Century. <http://www.aacu.org/leap/vision.cfm>*

## Service-Learning

Service-Learning incorporates community-based volunteer service into academic instruction. It is driven by the learning objectives of the course and, at the same time, responds to the real needs of community organizations. In support of La Sierra University's mission, "To Seek, To Know, To Serve," all students are required to complete three Service-Learning designated courses as part of the university studies requirements (see below). Junior transfer students must complete two Service-Learning experiences; senior transfer students must complete one Service-Learning experience.

A maximum of one Service-Learning requirement may be waived by serving as a long-term student missionary (9 months) along with the required Portfolio, supporting documents and approval by the Portfolio Committee. Contact the Office of Service-Learning for more information regarding the Portfolio Waiver.

No more than two Service-Learning courses may be taken by students in one quarter.

Service-Learning courses can be found by searching in the General Ed pull-down menu of the Online Course Schedule and are identified by S1R (Service-Learning Required) or S1O (Service-Learning Optional). When a class offers Service-Learning as an option, students wishing to participate will register for S1R on the first day of that class. Additional information can be found on the Service-Learning website: <http://www.lasierra.edu/service>.

## Interdisciplinary Courses

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

## Transfer Students

1. Freshman: a first-year student who transfers at least 24 units may waive UNST 101 (First Year Seminar).
2. Sophomore: a transfer student who qualifies, at minimum, for sophomore standing (44 units) and has completed at least 12 units of qualifying humanities credits may waive the Theme II HUMN interdisciplinary course requirement.
3. Junior/Senior: a transfer student who qualifies, at minimum, for junior standing (88 Units) or Senior standing (136 units) and has completed at least 8 units of qualifying social science credits may waive the Theme I SSCI Interdisciplinary course requirement. Junior transfer students must complete two Service-Learning requirements; senior transfer students must complete one Service Learning requirement. Junior/Senior transfer students must also complete either RLG 304 and 4 units from Theme IIIC OR RLG 305, 4 units from IIIC and 4 units from IIIB.

## For Students Seeking a Second Degree from La Sierra University

La Sierra University graduates who want to return to La Sierra for a second major will have General Education requirements met by honoring the general education classes from their first-baccalaureate degree. To be consistent in the treatment of any incoming student and also to be true to La Sierra University's mission and goals, any student coming from any institution other than La Sierra for a post baccalaureate second degree will be required to take one service learning class, RLG, NSCI, and UNST 404, and one class from Theme IIIB. Students must meet all the requirements of the major in the second degree.

## Intersegmental General Education Transfer Curriculum Policy

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

## IGETC Curriculum

### Area 1: English Communication (6 semester units minimum)

- 1A English Composition
- 1B Critical Thinking-English Composition

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

- 3 semester units

### Area 3: Arts and Humanities (9 semester units minimum)

- 3A Arts (at least one course)
- 3B Humanities (at least one course)

### Area 4: Social and Behavioral Sciences (9 semester units minimum)

- At least 2 disciplines

### Area 5: Physical and Biological Sciences (7 semester units minimum)

- 5A Physical Science (at least one course)
- 5B Life Science (at least one course)
- Laboratory Activity with 5A or 5B course

### Area 6: Language Other Than English (Minimum 8-10 semester units)

- Minimum 2 consecutive semesters

Note: Physical fitness class must have Lifetime Fitness as a major component (minimum one semester)

## Overview: University Studies

- I. Freshman Seminar (1 unit for 2 quarters)
- II. Rhetoric (8-13 quarter units)
  - A. Three consecutive quarters (or two consecutive semesters) of College Writing (**ENGL 111, 112, 113**) or ENGL 124 for qualified students
  - B. Upper division rhetoric class(es) (minimum 4 quarter units)
- III. Mathematics/Quantitative Reasoning (4 quarter units)
  - A. One of the following college math courses (**MATH 115, MATH 121, MATH 155, CPTG 117**)
- IV. World Languages (4-12 quarter units)
  - A. Three consecutive quarters of college language through LANG 153 or appropriate score on language placement exam Arts and Humanities

- V. Health and Fitness (2 quarter units)
  - A. Lifetime Health and Fitness
- VI. Theme I - Social Sciences (8 quarter units)
- VII. Theme II - Arts and Humanities (12 quarter units)
- VIII. Theme III - Religious Beliefs and Practices (16 quarter units)
- IX. Theme IV - Natural Sciences (12 quarter units)
  - A. Life Science (4 quarter units)
  - B. Physical Science (4 quarter units)  
*Must include one lab class.*
- X. Three Service-Learning Courses (can be University Studies, courses in the major and/or minor, or elective courses with an SL designation).
- XI. Senior Seminar (4 quarter units)

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

## Foundational Studies (20-33 units)

The Foundational Studies curriculum provides the competencies, Basic Skills, and knowledge necessary for success within the student's discipline and as a broadly trained citizen of the world.

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

Foundational requirements, other than upper division (argumentation and inquiry requirements), must be completed before a student's senior contract can be approved.

- I. **UNST 100 or 101 First Year Seminar (2 units)**  
Designed for first-year students and transfer students with fewer than 24 university-level units, this seminar introduces the student to the University Studies program, as well as basic study and information skills necessary for success at La Sierra University.  
*Directed study, alternate courses, or course substitutions are not allowed for UNST 100/UNST 101.*

## STATEMENT OF GUIDELINES REGARDING UNST 100 AND 101

- First-year students who have not been full-time college students, transfer students with less than 24 units, and non-degree seeking (pre-professional) students are required to take the two-quarter sequence of UNST 100 or 101 within three quarters of La Sierra University residence, excluding summer.
- Half-time ESL students are required to take UNST 101. (UNST 101 does not count as one of the “two regular” classes that a half-time ESL student can take)
- Students who do not pass UNST 100B UNST 101A or UNST 101B must enroll in the trailer section the following quarter.
- First-year students or transfer students with less than 24 units who begin spring quarter must enroll in UNST 101AB spring quarter.
- Students with junior standing and above are not allowed to enroll in UNST 100 or 101 classes.

### II. Rhetorical Skills (4-13 units)

Rhetorical skills focus on writing, speaking, and critical-thinking abilities. The foundational skills emphasized in this section will be reinforced in each discipline with a discipline—specific, rhetoric-intensive course.

#### A. Freshman Rhetoric (4-9 units)

Students complete either option 1 or 2.

##### Option 1:

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

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

##### Option 2

Qualifying students may complete:

ENGL 124	Freshman Seminar in Writing (4)
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#### B. Upper Division Rhetoric

Students complete either option 1 or 2.

##### Option 1:

Upper division course(s) in the major focusing on advanced critical thinking, speaking and writing skills needed for success within the student’s discipline. A full list of courses that fulfill this option by major can be found on page 79.

### Option 2: Argumentation and Inquiry (4)

Junior level course focusing on critical thinking, speaking, and writing which is taught and administered by the department of English. Students may enroll in:

ENGL 304	Advanced Expository Writing (4)
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### III. Mathematics (4 units)

Foundational mathematics focuses on problem solving, symbolic manipulation, and abstraction. Students will learn to interpret problems symbolically, solve them using a variety of mathematical and computational methods, and draw appropriate conclusions from their solutions.

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

### IV. World Language (4-12 units)

Three consecutive quarters of the same college, non-English language through level 153 or achieve the appropriate score on the language placement exam. Students taking CLEP, BYU FLATS, or other language exam credits will receive 4 units of credit for a passing score. In some cases, an additional 4 units may be awarded for a score demonstrating fluency above the Intermediate level. Students may complete the required sequence of course work offered through the Department of World Languages, or, three quarters of Greek or the Hebrew sequence offered through the H.M.S. Richards Divinity School.

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

### V. Health and Fitness (2 units)

HLSC 120	Lifetime Fitness
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## University Studies

(48 units, 16 upper-division)

Through four thematic areas and a senior seminar, the University Studies curriculum provides broad disciplinary and interdisciplinary knowledge necessary for personal and communal success in a complex world.

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

### Upper Division Requirements – 16 units

In addition to theme courses RLGN, NSCI, UNST 404, students must take at least one additional upper division course within any of the breadth areas to meet this requirement.

### THEME I - SOCIAL SCIENCES (SSCI) - 8 UNITS

#### *Identity, Citizenship, and Globalization*

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. Students must take one of the following SSCI theme courses and 4 units from Social Science breadth courses.

#### Social Science (SSCI) Theme Courses (4 units)

SSCI 204	Growing up in America (SL)
SSCI 205	Identity & Society (SL)
SSCI 206	Childhood in Global Perspective
SSCI 207	Gender and Law in Contemporary Society
SSCI 208	Current Events, Citizenship, and Identity

*Directed study, alternate courses, or course substitutions are not allowed for SSCI courses.*

#### Social Science Breadth Courses (4 units)

COMM 244	Interpersonal Communication
COMM 344	Gender and Communication
COMM 465G	Intercultural Communication
ECON 254	Principles of Macroeconomics
ECON 255	Principles of Microeconomics
ECON 357	International Economics
ECON 366	Economic Growth & Development
ECON 392	Essentials of Game Theory
FNCE 354	Managerial Finance
FNCE 364	Financial Markets & Institutions
FNCE 487	International Finance
GEOG 276	Physical & Human Geography
HIST 273	Gender, Family, & Society
HIST 430D	Gender & Work
HIST 440C	Inter-American Relations
HIST 440F	War Crimes & International Policy
HLSC 214	Dimensions of Health
HLSC 317	Health, Society, & the Consumer
HLSC 476	Health & the Global Environment
HPSC 104	Global Interactions Since the Age of Columbus
HPSC 106	Race, Ethnicity, & Class in American History
MKTG 305	Marketing Principles
MKTG 365	Marketing Research
MKTG 487	International Marketing

PLSC 316	Comparative Government
PSYC 104	General Psychology
PSYC 234	Developmental Psychology
PSYC 251	Social Psychology
PSYC 314	Psychology of Gender
PSYC 344	Personality
PSYC 488E	Political Psychology
RELE 447	Religion & Society
RELE 455	Christian Understanding of Sexuality
RELE 457	Religion & Gender
RELG 235	Introduction to Religious Studies
RELT 464	Religious Development & Moral Learning
SOCI 104	General Sociology
SOCI 273	Gender, Family, & Society
SOCI 314	Sociology of Love and Marriage
SOWK 104	Introduction to Social Services
SOWK 405	Social Welfare Policy

### THEME II – ARTS & HUMANITIES (HUMN) – 12 UNITS

#### *Culture and Context*

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. (Students must take one of the following HUMN theme courses and two of the arts and humanities breadth courses for a total of 12 units.)

#### Arts and Humanities (HUMN) Theme Courses (4 units)

HUMN 104	Exploring American Culture Through Literature & Film
HUMN 105	Exploring American Culture Through Visual & Performing Arts
HUMN 106	Perspectives on Modern Culture
HUMN 107	The Pastoral in Music & Literature
HUMN 108	Forgiveness, Personality, & Culture
HUMN 109	Migrants, Refugees & Exiles: The Politics of Migration

*Directed study, alternate courses, or course substitutions are not allowed for HUMN courses.*

**Arts and Humanities Breadth Courses (8 units)**

ARCH 240	Stories of the Judges
ARCH 241	Mark's Story of Jesus
ARCH 432F	Mesopotamian Archaeology and History
ARCH 440	The Book of Judges
ARCH 441	Jesus & the Book of Mark
ARCH/ANTH 216	Great Discoveries in Archaeology
ARTA 205	The Language of Art
ARTA 309	Art History: Baroque to Modern
ARTA 310	Modern Art History
ARTA 408A	Contemporary Art Issues
ARTA 408B	History of Graphic Design
COMM 170	Experience Communication
COMM 226	Mass Media in Society
COMM 465G	Intercultural Communication
DRAM 160	Drama Appreciation
DRAM 246E	Introduction to Acting
DRAM 496	History & Theory of Drama
ENGL 150	Experience Literature
ENGL 206	Introduction to Literature
ENGL 231	Survey of British Literature I
ENGL 232	Survey of British Literature II
ENGL 233	Survey of American Literature
ENGL 246G	Literary Forms & Ideas: Hispanic American Literature
ENGL 364E	Topics in English: Detective Fiction
ENGL 414	World Literature
ENGL 415B	Modern Children's Literature: Post-1940
ENGL 416	Young Adult Literature
ENGL 425	Major American Authors or Movements ( <i>courses may vary</i> )
ENGL 425R	Southwest Literature
ENGL 445	Biblical Literature
ENGL 458	Shakespeare
EXSC 416	Movement in Cultural Perspective
FLTV 108	Storytelling for fun and Profit
FLTV 118	History of Moving Pictures
FLTV 125	How to Watch a Movie Like a Pro
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 & American History
HIST/SOCI 431A	Border Conflicts in the Popular Imagination
HIST 432F	British Imperial Experience in Africa and Asia
HIST/ARCH 432E	The Mediterranean World of Antiquity
HIST 432R	Social and Critical Movements in Film
HPSC 274	American Government
MUHL 205	Music Appreciation
MUHL 206	Popular Musics of the World
MUHL 338	World Music
MUHL 339	Contemporary Popular Styles
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	History of Christianity I: Formation
RELH 446	History of Christianity II: Reformation
RELH 447	History of Christianity III: Transformation
RELH 483	History of Seventh-day Adventism (also HIST 430N)
RELT 436	Philosophy of Religion
SOWK 205	Heritage of American Social Work
SPAN 348	Spanish-American Literature 1492-1888
SPAN 426	Spanish Civilization
SPAN 428	Spanish-American Civilization
SPAN 469	Themes: Contemporary Latin-American Literature: XXth Century
WDLG 425C	Chinese Civilization
WDLG 425ME	Civilizations of the Middle East

**THEME III - RELIGIOUS BELIEFS AND PRACTICE (RLGN) - 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. The university encourages students to study religion in all four areas of Theme III.

**A. Spiritual Experience and Expressions (0-4 units)**

RELG 235	Introduction to Religious Studies
RELG 237	World Religions
RELG 267	Religious Faith and Life
RELT 464	Religious Development & 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 Global Perspective

**C. Scripture (4 units)**

RELB 104	Jesus and the Gospels
RELB 206	Sacred Texts: The Old Testament Scriptures
RELB 207	Sacred Texts: The New Testament Scriptures
RELB 309	Readings in Scripture
RELB 424	Old Testament Prophets
RELB 445	Old Testament Archaeology
RELB 446	New Testament Archaeology

**D. Religion and Society (0-4 units)**

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

Every student must take RLGN 304 or RLGN 305 plus 12 additional units, 4 of which must be Theme IIIB and 4 of which must be Theme IIIC. Religious studies majors and/or students completing the pre-seminary program who fulfill all sections of Theme III with required courses from the major/program will have met the requirements for Theme III by completing an RLGN class, and 8 additional units of approved University Studies courses in any of the theme areas.

**THEME IV – NATURAL SCIENCES (NSCI) - 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. Students will take 4 units of the NSCI interdisciplinary theme courses, 4 units of Life Science, and 4 units of Physical Science. One of these courses must include a lab.

**Natural Science (NSCI) Theme Courses (4 units)**

NSCI 404	Humans & the Environment
NSCI 405	Scientific Thinking & Religious Belief
NSCI 406	Nature & Human Values
NSCI 407	Religion & Rationality
NSCI 408	Science, Ethics, & Ethical Extensionism

*Directed study, alternate courses, or course substitutions are not allowed for NSCI courses.*

**Natural Science Breadth Courses (8 units) and one lab**

**Life Science (4 units)**

BIOL 111, 111L	General Biology I, with laboratory
BIOL 112, 112L	General Biology II, with laboratory
BIOL 113, 113L	General Biology III, with laboratory
BIOL 107	Human Biology
BIOL 131	Human Anatomy & Physiology I
BIOL 132	Human Anatomy & Physiology II
BIOL 414	General Ecology
BIOL 415	Environmental Science

BIOL 327	Survey of Biological Principles
BIOL 486	Marine Biology
CHEM 106, 106L	Introductory Chemistry II, with laboratory
CHEM 491	Biochemistry I
HLSC 125	Basic Nutrition

**Physical Science (4 units)**

CHEM 105, 105L	Introductory Chemistry I, with laboratory
CHEM 111, 111L	General Chemistry I, with laboratory
CHEM 112, 112L	General Chemistry II, with laboratory
CHEM 113, 113L	General Chemistry III, with laboratory
GEOL 314	Earth Science (includes laboratory)
GEOL 316	Earth & Space Science (includes laboratory)
PHYS 117	Introduction to Physics
PHYS 231, 231L	General Physics I, with laboratory
PHYS 232, 232L	General Physics II, with laboratory
PHYS 233, 233L	General Physics III, with laboratory
PHYS 304	Astronomy (includes laboratory)

**SENIOR SEMINAR - 4 units**

The senior seminar culminating the University Studies Program. Analyzing religious, moral, and social issues within the student’s major program of studies, students will reflect on their own faith as they apply theoretical principles to specific problems of contemporary life. Students will integrate their values with their academic experiences and their professional aspirations by drawing on their service and knowledge. Students will examine their commitments to service as socially responsible members of their various communities.

UNST 404	Senior Seminar: Religion, Values, & Social Responsibility
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*Directed study, alternate courses, or course substitutions are not allowed for UNST 404.*

*Students wishing to take a UNST 404 class outside of their department must petition the Dean of the Division of General Education for permission and will need written support from their department chair. Failure to follow this procedure may result in the UNST 404 course not meeting the University Studies requirement.*



## Upper Division Rhetoric Courses

(Courses are listed in the following columns, beginning with Art and ending with World Languages.)

### Art

*Choice of:*

ARTA 408A Contemporary Art Issues (4) **OR**  
 ARTA 408B History of Graphic Design (4)

### Biology

*Must complete all of the following:*

BIOL 301L Cell & Molecular Biology Projects Laboratory (1)  
 BIOL 302L Genetics Laboratory (1)  
 BIOL 303L Developmental Biology Laboratory (1)  
 BIOL 405 Biology Seminar (2)

### Biomathematics

*Choice of:*

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

### Biophysics & Physics

*Must complete all of the following:*

PHYS 326 Human Body Mechanics (4)  
 PHYS 385 Physics Seminar (1)  
 PHYS 389 Rhetorical Experiences in Physics (0)  
 PHYS 415 Advanced Physics Lab (2)

### Business

MGMT 375 Managerial Communication (4)

### Chemistry & Biochemistry

*Must complete:*

CHEM 321 Molecular Science Research Literature Review (2)  
 CHEM 421 Writing for Molecular Science Research (1)  
 CHEM 422 Molecular Science Research Presentation (1)

### Communication

*Choice of:*

COMM 365 Organizational Communication (4) **OR**  
 COMM 390 Communication Research Design (4) **OR**  
 COMM 488 Communication Theory II (4)

### Computer Science

*Choice of:*

CPTG 334 Systems Analysis (4) **OR**  
 CPTG 455 Software Engineering (4)

### Criminal Justice

CJUS 354 Interpersonal Communication for  
 Criminal Justice Professionals (4)

### English

ENGL 304 Advanced Expository Writing (4)

### Health & Exercise Science

EXSC 416 Movement in Cultural Perspective (4)

### History, Politics, & Society

*Must complete both of the following:*

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

### Mathematics

*Must complete all of the following:*

MATH 415 Sets & Number Systems (4)  
 MATH 431 Analysis I (4)  
 MATH 432 Analysis II (4)

### Music

MURE 489 Music & Worship (4)

### Psychology & Neuroscience

PSYC 323 Methods & Statistics III: Conducting Research (4)

### Religion

*Must complete both of the following:*

RELE 457 Religion & Gender (4)  
 RELT 436 Philosophy of Religion (4)

### Social Work

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

### World Languages

*Choice of:*

SPAN 347 Peninsular Spanish Literature  
 Xth Century - 1898 (4) **OR**  
 SPAN 348 Spanish-American Literature 1492-1888 (4) **OR**  
 SPAN 426 Spanish Civilization **OR**  
 SPAN 428 Spanish-American Civilization (4) **OR**  
 SPAN 469 Themes: Contemporary Latin  
 American Literature: XXth Century (4)

## COURSES

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

### 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. All provisionally-accepted first-year students and provisionally-accepted transfer students with 24 units or less are required to take UNST 100.

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

**HUMN 104 Exploring American Culture Through Literature & Film (4):** With a focus on American literature and film, this course seeks to make La Sierra University students educated participants in the creation and development 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 111 or 124 (can be concurrently enrolled)*

**HUMN 105 Exploring American Culture Through the Visual & Performing Arts (4):** With a focus on American visual and performing arts, this course seeks to make La Sierra University 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 111 or 124 (can be concurrently enrolled)*

**HUMN 106 Perspective on Modern Culture (4):** This course seeks to make La Sierra University students educated participants in the creation and development of culture through an awareness of the forces that shape and influence modern culture. To achieve this fundamental objective, the course introduces students to basic skills of critical analysis as applied to cultural 'texts' and asks some of the people in modern society who are actively involved in the creation and shaping of culture to dialog and provide insight into this fascinating and creative process. Students then learn to apply these skills and respond to the guest speakers and lecturers in active discussion and dialogue with the goal of synthesizing a personal voice or interpretation of the products of culture in today's world.  
*Prerequisite: ENGL 111 or 124 (can be concurrently enrolled)*

**HUMN 107 The Pastoral in Music & Literature (4):** This course is designed to cover pastoral themes in music and literature over the past three hundred years with an emphasis on the current environmental movement and its precedents. The pastoral will be redefined as we examine its various meanings across time and in both rural and urban spaces. Proto-Romantic, Romantic, and Post-Romantic musical and literary works will be examined from historical and contemporary perspectives with an emphasis on how our current culture has inherited and challenged meanings of the pastoral from earlier periods.  
*Prerequisite: ENGL 111 or 124 (can be concurrently enrolled)*

**HUMN 108 Forgiveness, Personality, and Culture (4):** This course will consist of lectures, student research, field trips, discussions, class presentations, and regular writing assignments around the topic of forgiveness at the personal, national, and international levels. The topics to be addressed will include, 1) definitions of what forgiveness is and is not; 2) when forgiveness is appropriate or inappropriate, 3) human personality and the possibility of forgiveness, 4) cultural "personality" and the possibility of forgiveness, 5) how to forgive under various difficult circumstances, 6) the effects of forgiveness on physical and mental health, 7) the possibility of forgiveness between groups, 8) the possibility of forgiveness of crimes against humanity, 9) definitions of peacemaking, 10) where forgiveness fits into peacemaking, 11) examples of personal, national, and international attempts at forgiveness and peacemaking, and 12) Christian, biblical principles and examples of forgiveness. The approach to this study of forgiveness prioritizes a Christian perspective while considering perspectives from other faith traditions.

**HUMN 109 Migrants, Refugees & Exiles: The Politics of Migration (4):** This course explores the politics of migration in reference to locations of departure and arrival. It focuses on political and economic models of opinion and processes for establishing immigration policy. It analyses the effect on human rights towards migrants, exiles, and refugees.

**SSCI 204 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, focuses on factors that optimize the development of children. At the end of the class, students should not only be knowledgeable about the issues surrounding childhood in this country but have reflected on their responsibility as citizens and future parents.

*Prerequisite: ENGL 113 or 124*

**SSCI 205 Identity & 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.

*Prerequisite: ENGL 113 or 124*

**SSCI 206 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 113 or ENGL 124*

**SSCI 207 Gender & Law in Contemporary Society (4):** This course is a general study of how issues of gender and law interact in determining how societies construct and enforce expectations concerning relations between the sexes. It will cover historic gender-driven court cases as well as contemporary American law and how it engages issues of gender-related behaviors and rights. This course will also look at some global concerns about legal discrimination against women. It will also include an investigation of the aspects of human perception and memory related to gender factors and the effects of socio-cultural traditions on eyewitness interpretation and testimony.

*Prerequisite: ENGL 113 or ENGL 124*

**SSCI 208 Current Events, Citizenship & Identity (4):** Several current events and issues are explored from an interdisciplinary approach. Social groups (e.g., racial, class, or gender groups) are examined through several levels of analysis (from individual through cultural attitudes and ideologies) and disciplines (e.g., psychology, economics, education, politics, religion). Current events will include both American and global issues, and by the end of the class students should be knowledgeable about a number of issues and analytical approaches to those issues, as well as reflect on their responsibility as local and global citizens.

*Prerequisite: ENGL 113 or 124*

## 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 an examination of the major figures and historical turning points. The course traces the development of Adventist beliefs and their relationship to those of other Christian denominations. The course also considers various aspects of the Adventist lifestyle; surveys the principal Adventist enterprises, such as health care, education, media, and missions; and, looks at Adventist spirituality and the problems it encounters in a predominantly secular environment.

*Prerequisite: ENGL 113 or 124*

*Restriction: Students must have junior or senior 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 communal value systems and the influence of these systems on individual and communal judgments and choices. Not open to students with credit in RELT 237.

*Prerequisites: ENGL 113 or 124*

*Restriction: Students must have junior or senior standing*

**RLGN 307 Faith & Worship in the Inland Empire (4):** Exploration of faith communities in the Inland Empire, with emphasis on immigrant groups and their religious adaptations to local needs and contexts. This exploration will be traced especially through worship styles and experiences, educational programs for youth, interactions with other faith groups, and provisions for ministering across generational and linguistic gaps.

*Restriction: Must be a student in the Division of Continuing Studies*

**NSCI 404 Humans & the Environment (4):** An interdisciplinary survey of issues impacting the environment. The course will consider environmental ethics and/or moral leadership in issues such as ecology, environmental resources, resource management, health and the environment, pollution, etc. and how ethics and/or leadership impacts the idea of creation as the grounding of Christian environmental concerns. A major goal is to help students understand the importance of their role as responsible citizens in the context of environmental ethics.

*Prerequisites: ENGL 113 or 124, CPTG 117, MATH 115, 121, or 155*  
*Restriction: Students must have junior or senior standing*

**NSCI 405 Scientific Thinking & Religious Belief (4):** This course is an introductory study of the nature of scientific thinking, its various kinds of interactions with religious belief, and its impact on contemporary issues. A major goal is to lead both science and non-science students to understand both the importance and limitations of science.

*Prerequisites: ENGL 113 or 124, CPTG 117, MATH 115, 121, or 155*  
*Restriction: Students must have junior or senior standing*

**NSCI 406 Nature & 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 science and non-science students to understand both the importance and limitations of science.

*Prerequisites: ENGL 113 or 124, CPTG 117, MATH 115, 121, or 155*  
*Restriction: Students must have junior or senior standing*

**NSCI 407 Religion & Rationality (4):** An introductory study of the relationship between rational reflection and religious conviction. This course will focus particularly, but not exclusively, on links between the methods appropriate to natural scientific analysis and those useful for the assessment of religious claims. It will also examine the substantive implications of the findings of the natural sciences for religious belief and of religious beliefs for judgments in the natural sciences. A major goal is to help students understand the importance and limitations of the natural sciences.

*Prerequisites: ENGL 113 or 124, CPTG 117, MATH 115, 121, or 155*  
*Restriction: Students must have junior or senior standing*

**NSCI 408 Science, Ethics, & Ethical Extensionism (4):** Ethical extensionism encourages the expansion of ethical theories beyond the environmental and animal boundaries within which they have historically been applied. This course integrates scientific principles, philosophical theories and religious doctrines in an effort to better understand personal and societal decision-making and to foster actions that are consistent with personal values.

*Prerequisites: ENGL 113 or 124, CPTG 117, MATH 115, 121, or 155*  
*Restriction: Students must have junior or senior standing*

**UNST 404 Senior Seminar: Religion, Values, & Social Responsibility (4):** The senior seminar culminating the University Studies program analyzes religious, moral, and social issues within the student's major program of studies from a Christian perspective. Students will have the opportunity to critique this perspective and reflect on their own faith as they apply theoretical principles to specific problems of contemporary life. Students will integrate their values with their academic experiences and their professional aspirations by drawing on their service and knowledge. Students will examine their commitments to service as socially responsible members of their various communities.

*Prerequisite: ENGL 113 or 124*

*Restriction: Students must have junior or senior standing.*  
*Departments may restrict this class to seniors only.*

# University Honors

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## **Kendra Haloviak-Valentine, PhD**

Interim Dean, Division of General Education  
Professor of New Testament Studies (2001)  
PhD Graduate Theological Union 2002  
New Testament studies, biblical languages

## **Andrew Howe**

Director, Honors Program  
Professor of History (2005)  
PhD University of California-Riverside 2005  
American history and civilization, culture studies & film studies

## **Program Faculty**

### **Dean Anderson**

Assistant Professor of Music (2013)  
DMA University of California, Los Angeles 2015  
Orchestral conducting, violin, viola, chamber music

### **Erin Banks-Kirkham**

Director of Composition  
Assistant Professor of English (2015)  
PhD Ball State University 2015  
Composition, theory and pedagogy, historical feminist rhetoric

### **Jere Fox**

Associate Professor of Law and Management  
Zapara School of Business (2011)  
JD Pepperdine University 1973

### **Ginger Ketting-Weller**

Dean of the School of Education  
PhD Claremont Graduate University 1997

### **Lisa Kohlmeier**

Associate Professor of History (2005)  
PhD Claremont Graduate University 2009  
American history, women's intellectual & cultural history, gender studies

## **Igor Kokhan**

Lecturer in Religious Studies (2014)  
H.M.S. Richards Divinity School  
MA La Sierra University 2009  
MA University of the West 2009  
MA La Sierra University 2004

## **Krista Motschieder Brand**

Assistant Professor of Chemistry (2002)  
PhD University of California, Los Angeles 2000  
Physical organic chemistry

## **John Perumal**

Professor of Biology (2002)  
PhD University of Western Ontario 1994  
Environmental Science, botany, ecology

## **John Razzouk**

Program Management, Zapara School of Business;  
Sam Walton Fellow, Enactus  
MBA La Sierra University 2011  
Inbound marketing, project management, organizational behavior, group dynamics

## **Lloyd A. Trueblood**

Chair, Department of Biology  
Associate Professor of Biology (2010)  
PhD University of Rhode Island 2010  
Marine invertebrate physiology, environment physiology

## **Eric Vega**

Assistant Professor of Sociology (2013)  
PhD University of California, Riverside 2010  
Education, transnationalism, family

## **Objective**

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

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

- **Seeking:** Students are encouraged to contribute to the definition of their own education as they develop excellence in scholarship in a manner and with a subject that is uniquely their own. This is foundational to the lifelong process of seeking truth through intellectual inquiry, analytical rigor, religious understanding, and moral courage.
- **Knowing:** Students are encouraged to know God and the world and are challenged to understand a wide variety of perspectives across space and time, and to explore the ways these perspectives interrelate.
- **Serving:** Students are encouraged to engage in their communities (civic, professional, religious, cultural, and global) to transform and build them with integrity, courage, openness, and compassion.

## Honors Program Goals and Outcomes

Students will be:

1. **Competent in General Academic Skills:** Students will have excellent computational, analytical, and rhetorical skills.
  - A. Students can apply quantitative skills to the resolution of social and scientific issues, and understand their relevance.
  - B. Students can prepare and deliver oral presentations and write papers that exhibit clarity of purpose, analysis, and relevance.
2. **Broadly Knowledgeable:** Students will understand the liberal arts.
  - A. Students will comprehend the key issues, debates, and current events in the areas of religion, science, the arts, politics, society, and philosophy.
3. **Deeply Knowledgeable:** Students will be involved in extending knowledge in at least one discipline, working collaboratively with project sponsors.
  - A. Students will show initiative and self-direction in scholarship through research or creative activity.
4. **Appreciative of Diversity:** Students will identify and evaluate the perspectives of different groups across space and time.

- A. Students can analyze and evaluate a problem or issue from each of the following viewpoints: religious, scientific, artistic, political, economic, societal, and philosophical, and can understand and evaluate relationships between worldviews and various group identities (for example, gender, race, or religion).
5. **Integrated in Their Viewpoints:** Students will seek to integrate different perspectives; value openness to paradigm shifts; engage in serious moral reflection; and demonstrate that they understand the relevance of La Sierra’s Seventh-day Adventist Christian vision to other perspectives.
    - A. Students will integrate and synthesize their own worldviews with others’ worldviews, identifying and appraising their own in light of other disciplinary, socioeconomic, philosophical, and religious perspectives, and evaluating the strengths and weaknesses of other worldviews in relation to their own worldviews.
  6. **Impactful Citizens:** Students will be productively engaged and involved in their campus and other communities in a manner reflective of the University’s Seventh-day Adventist Christian values.
    - A. Students will apply their skills and knowledge developed in the Program through being significantly involved in their civic, religious, cultural, and global communities, on campus and off.
  7. **Self-Aware as Lifelong Learners:** Students will view learning and spiritual formation as lifelong processes involving continual growth.
    - A. Graduating students will value the deepening transformations of their own worldviews throughout their college careers, and beyond.

## Special Features of the Honors Program

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

## Grades

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

An honors scholar must have a cumulative grade point average of 3.50 for all courses 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 3.5.

## Admission into the Honors Program

For the most current information, please contact the University Honors Program Office at (951) 785-2310 or visit <http://www.lasierra.edu/honors>.

## Portfolio

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

## General Education Requirements

The following list of program requirements fulfills general education requirements (as an alternative to the University Studies curriculum) for students admitted into the University Honors Program. For further up-to-date information, see <http://www.lasierra.edu/honors>.

## Program Requirements

Required: 70-95 units

- Honors Core Courses: (41 units)

UHNR 101	Beginning to Seek
UHNR 114, 114L	The Scientific Process
UHNR 115, 115L	The Arts
UHNR 201	Seminar in Rhetoric
UHNR 224	Religious Understanding
UHNR 231	Global Cultures in Context: Theories and Perspectives
UHNR 232	Global Cultures in Context: The Experience
UHNR 314	Changing Communities
UHNR 324	Science and the Future
UHNR 404	Senior Seminar: Religion, Values, and Social Responsibility
UHNR 414	Religion and the Future
UHNR 424	Seeking, Knowing, Serving

- Community Involvement: (4 units)

UHNR 354	Honors Community Involvement
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- Original Scholarship: (5-13 units)

UHNR 364	Honors Scholarship Colloquium
UHNR 464	Honors Scholarship Project

Competencies: (20-37 units)

*Choice of either:*

ENGL 111, 112, 113 College Writing

**OR**

ENGL 124 Freshman Seminar in Writing

*Plus, choice of one of the following:*

MATH 121 College Algebra

MATH 122 Trigonometry & Analytical Geometry

MATH 131 Calculus I

MATH 155 Introductory Statistics

*Or other math or logic class as determined by department*

*Plus:*

Modern or Ancient Language through Intermediate I level (e.g. SPAN 201)

*Plus:*

HLSC 120 Lifetime Fitness

## COURSES

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

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

### LOWER DIVISION

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

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

**UHNR 115/115L The Arts (4):** An analysis of the structural elements of various visual and performing arts, and a study of the form, content and context as it relates to aesthetic response. Selected primary texts or classics of Western and Eastern literature, art, music, or other forms of aesthetic expression are examined.

**UHNR 201 Seminar in Rhetoric (2):** Advanced study of prose and narrative forms and techniques, and oral communication of ideas to others. Includes intensive practice in writing and revising prose and oral presentations and the preparation and delivery of public speeches. Student portfolios are used in the practice of revision.

*Prerequisite: ENGL 113, or ENGL 124 with a grade of B or better*

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

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

*Prerequisite: Language through level 152 (can be concurrently enrolled), UHNR 115*

**UHNR 232 Global Cultures in Context: The Experience (4):** Exploring an international location, focusing on its cultures, communities, and global context. Includes an international experience.

*Prerequisite: UHNR 231*

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

### UPPER DIVISION

**UHNR 314 Changing Communities (4):** 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). This course should be taken concurrently with UHNR 354.

*Prerequisite: Concurrent enrollment in UHNR 354*

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

*Prerequisites: One quarter of a calculus or statistics course & UHNR 114 & 114L*

**UHNR 354 Honors Community Involvement (4):** A project that engages the student in a community as he or she seeks to transform and build that community. Culminates in a written summary and analysis of the ways the community involvement has changed the student and the community, and an oral presentation. May be repeated for additional credit up to 4 units total; 4 units required to fulfill graduation requirement. This course should be taken for at least one unit per quarter over three concurrent quarters.

*Prerequisite: UHNR 314 (can be concurrently enrolled)*



**UHNR 364 Honors Scholarship Colloquium (1):** The preparation and presentation of a proposal for the Honors Scholarship Project (UHNR 464).

*Prerequisite: Junior standing*

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

*Prerequisites: UHNR 354 (can be concurrently enrolled) & UHNR 364*

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

*Prerequisite: UHNR 224*

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

*Prerequisites: Senior standing & UHNR 354 (can be concurrently enrolled)*

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

*Prerequisites: Senior standing, cumulative GPA of 3.5, and UHNR 364*

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

# Division of Continuing Studies

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## Program Staff

Jill Rasmussen, MSW, LCSW, Director

Carrie Engevik, BA, Academic Advisor

## Objective

The Division of Continuing Studies (DCS) seeks a broad base of students from many faiths, and it values student diversity as a strength. DCS offers evening classes to adult students who wish to complete their bachelor's degrees. The Division of Continuing Studies encourages 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 the undergraduate degree Evening Adult Degree Program, EADP, specifically designed to meet the academic needs of students 22 years of age and older. It provides courses required to complete undergraduate degrees (BA and BSW) which combine career-related and general education courses. The BA degree may include credit for prior experiential learning.

## EADP Admission Information

Division of Continuing Studies EADP students must:

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

EADP 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 EADP program director and appropriate administrators. Students will be notified in writing of the decision.

## Financial Information

The Division of Continuing Studies promotes its liberal arts and social work programs independently of other degree programs on campus. Prospective students should check online at [www.lasierra.edu](http://www.lasierra.edu) for applicable tuition charges. Financial assistance (grants, loans) is available. Refer to the "Federal Programs," "California State Programs," and "Other Programs" portions of the Financial Information section of this Bulletin for more information.

## Fees

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

## General Education Requirements

Track III general education requirements are specifically designed for adult students. These requirements encourage intellectual breadth and depth, appreciation of fine arts, responsible social relationships, understanding of religious studies, and service-learning. Two service-learning courses are required for sophomore transfer students, and one service learning course is required for junior and senior transfer students on admittance to the program. The EADP program is designed to be flexible and complement the transfer of earned college-level credit.

The specific general education curricula required for the Bachelor of Arts in liberal arts, and the Bachelor of Social Work are available at the office of the Division of Continuing Studies

## Programs of Academic Study

The EADP program offers two baccalaureate degrees: a BA degree in liberal arts, and a BSW degree in social work. Graduates of the EADP program participate in the University's June commencement ceremonies and are awarded traditional La Sierra University diplomas; academic degrees are awarded through the University's College of Arts and Sciences.

- **Bachelor of Arts in Liberal Arts**

The curriculum for the Bachelor of Arts degree (BA) 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 may also provide 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 BA degree is granted through the College of Arts and Sciences.

- **Bachelor of Social Work**

The curriculum for the Bachelor of Social Work (BSW) 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 BSW curriculum is fully accredited by the Council on Social Work Education, and the degree is awarded through the College of Arts and Sciences.

## MAJORS

### Bachelor of Arts

#### LIBERAL ARTS

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

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

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

Required: 68 units (32 upper division) including:

- English and Communication - 16 units (8 upper division) to be chosen from:
  - Communication Skills
  - English Composition
  - Literature
- Humanities - 16 units (8 upper division) to be chosen from:
  - Fine Arts (history or appreciation of architecture, art, drama, theatre)
  - History and Culture
  - Music (history or appreciation)
  - Philosophy
  - Religious Studies (except RELP Church & Ministry)
  - World Languages
- Math, Natural and Physical Science - 12 units (8 upper division) to be chosen from:
  - Biology
  - Chemistry
  - Computer Science
  - Environmental Science
  - Geology
  - Mathematics/Statistics
  - Physical Anthropology
  - Physical Geography
  - Physics
- Social Science - 12 units (8 upper division) to be chosen from:
  - Anthropology (except Physical)
  - Child Development (Early Childhood Education)
  - Economics
  - Geography (except Physical)
  - Political Science
  - Psychology
  - Sociology
- Area of Concentration - 12 units chosen from:
  - One of four areas listed above 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 courses are required for the Social Work major:

Required: at least 91 units, with 79-80 units in Social Work (58-59 upper division), including:

- The courses listed below (79 units)
- Required Cognates (12 units)

SOWK 204	Colloquium (1, 1)
SOWK 205	Social Policy I (4)
SOWK 214	Generalist Practice I (4)
SOWK 215	Generalist Practice II (4)
SOWK 252	Social Work Research I (3)
SOWK 286	Topics in Social Work (2, 2)
SOWK 311	Human Behavior & the Social Environment I (4)
SOWK 312	Human Behavior & the Social Environment II (4)
SOWK 314	Social Work Methods: Individuals (4)
SOWK 315	Social Work Methods: Groups (4)
SOWK 316	Social Work Methods: Communities & Organizations (4)
SOWK 317	Social Work Methods: Children & Families (4)
SOWK 318	Generalist Practice III (4)
SOWK 349	Social Work Research II (4)
SOWK 388	Field Practicum Orientation (1)
SOWK 405	Social Policy II (4)
SOWK 451	Field Seminar I (2)
SOWK 452	Field Seminar II (2)
SOWK 453	Field Seminar III (2)
SOWK 461	Field Practicum I (4)
SOWK 462	Field Practicum II (4)
SOWK 463	Field Practicum III (4)
SOWK 495	Social Work Senior Capstone (3-4)

Required Cognates: 12 units, as follows:

BIOL 107	Human Biology (or equivalent) (4)
MATH 155	Introductory Statistics (4)
PSYC 104	General Psychology (or equivalent) (4)

## Experiential Learning Credit

La Sierra University recognizes that learning is a lifelong process that occurs in many environments both inside and outside of classrooms. A quality education can and

does result from a variety of activities. Consequently, the experiential learning program has been established to award academic credit for knowledge and skills acquired through life experience. Students may earn a maximum of 45 quarter units of academic credit beyond the traditional classroom environment through equivalency examinations and/or portfolio development as follows: (Refer to the “Transfer Credit” portion of the Academic Policies and Procedures section of this Bulletin for more information).

## Portfolio Development

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

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

## Equivalency Examinations

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

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

## Armed Forces Schooling

Credit for students at an Armed Forces School is granted according to the recommendations of the American Council on Education.

# College of Arts and Sciences

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April Summitt, PhD, Dean

Lora Geriguis, PhD, Associate Dean

## Mission

As a community of Christian scholars, the College of Arts and Sciences provides an environment for learning and personal growth that challenges and enables students to develop their intellectual skills, to examine their values, and to mature in character and in Christian commitment. The College embraces the liberal arts tradition, which emphasizes the individual search for truth and value. The College expresses the values of the liberal arts within La Sierra University, while simultaneously embracing the University's larger mission. Thus, the College serves the church while empowering it to serve the community. From its graduates arises a creative cadre of church workers; its faculty constitutes a resource of talent and information to church and society; and its students and faculty form a community for the expression and development of Christian values that ultimately aid in human healing.

## Primary Objective

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

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

## Expression of the Mission

Our commitment to excellence in scholarship motivates us to provide opportunities for persons of varied backgrounds and abilities to develop their maximum potential. To this end, the College provides an Honors Program, with restrictive entrance requirements; programs designed to aid in the development of particular skills necessary to success in college work; and an adult-degree program. All students balance a depth of study in a chosen major with a broadly based general studies program, as outlined in the University Studies section of this bulletin. College graduates expect to be able to enter professions adequately prepared by the criteria of the licensing board or accrediting association of their discipline or to be prepared to enter the graduate or professional school of their choice. Within the scope of its offerings, the College designs curricula to meet these needs with distinction.

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

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

The College expects its citizens to live in harmony with the Seventh-day Adventist lifestyle and support its perspective on education.

Excellence in scholarship and excellence in teaching are joint commitments. It is the objective of the College to employ faculty with the highest qualifications and a commitment to quality instruction and to supply these faculty with an environment that challenges them to grow professionally.

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

## Organization & Administration

### Dean:

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

### Officers:

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

### Committees:

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

## Departments and Programs in the College

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

Art + Design

Biology

Chemistry and Biochemistry

Communication

Computer Science

Criminal Justice

English

Film and Television

Health and Exercise Science

History, Politics, and Sociology

Individual Major

Liberal Studies

Mathematics

Music

Neuroscience

Physics

Philosophical Studies

Psychology

Social Work

World Languages

## Baccalaureate Degrees

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

The College of Arts and Sciences offers 13 Bachelors of Arts degrees, 3 Bachelor of Fine Arts degrees, 2 Bachelor of Music degrees, 14 Bachelors of Science degrees, and a Bachelor of Social Work degree.

BA	Art	BS	Biology
BA	Chemistry	BS	Biochemistry
BA	Communication	BS	Biomathematics
BA	Cognitive & Behavioral Neuroscience	BS	Biophysics
BA	English	BS	Chemistry
BA	Global Studies	BS	Computer Science
BA	History	BS	Criminal Justice
BA	Individual Major	BS	Environmental Science
BA	Liberal Studies	BS	Exercise Science
BA	Music	BS	Health Science
BA	Psychology	BS	Mathematics
BA	Sociology	BS	Neuroscience
BA	Spanish	BS	Physical Science
		BS	Physics

BFA	Fine Art
BFA	Graphic Design
BFA	Film & Television Production
BMus	Music Education
BMus	Performance
BSW	Social Work

## Pre-Professional Programs

The college offers coursework to prepare the student for admission to a variety of professional career programs. The programs for which La Sierra University provides such preparation include:

### Bachelor's Degree Programs:

Pre-Law  
 Pre-Dentistry  
 Pre-Medicine  
 Pre-Occupational Therapy  
 Pre-Optometry  
 Pre-Pathologists' Assistant  
 Pre-Pharmacy  
 Pre-Physical Therapy  
 Pre-Physician Assistant  
 Pre-Veterinary Medicine  
*(The above programs take 4 years to complete)*

### Transfer Preparation Programs:

Pre-Engineering  
 Pre-Clinical Laboratory Science  
 Pre-Communication Sciences & Disorders  
 Pre-Dental Hygiene  
 Pre-Health Information Management  
 Pre-Medical Radiography (*3 quarters*)  
 Pre-Nuclear Medicine  
 Pre-Nursing  
 Pre-Nutrition & Dietetics  
 Pre-Orthotics & Prosthetics  
 Pre-Physical Therapy Assistant (*4 quarters*)  
 Pre-Respiratory Care  
*(Unless otherwise indicated, programs listed above take 6 quarters to complete.)*

Students interested in any of the above professional career programs should, prior to professional program matriculation, communicate with the schools to which they ultimately plan to attend and consult its bulletin for information concerning specific courses to be completed at La Sierra University. For suggested lists of courses, consult pre-professional curriculum sheets available through the Office of Advising & Career Success ([www.lasierra.edu/oacs](http://www.lasierra.edu/oacs)) and Pre-Health Professions ([www.lasierra.edu/pre-health-professions](http://www.lasierra.edu/pre-health-professions)).

# Program in Adventist Colleges Abroad

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## Adventist Colleges Abroad

Adventist Colleges Abroad (ACA) is a consortium of Seventh-day Adventist colleges and universities in North America, which grew out of the Year-Abroad program begun by then La Sierra College in 1961. It provides qualified students opportunities for study overseas while completing the requirements of their major programs at their home colleges. The program allows students to immerse themselves in the culture and life of the host country and to become conversant in the language. In addition, students participate in on-site guided field trips of geographic, historic or economic significance. As a result of their experiences abroad, many students have been inspired to return to these countries in positions of service. This program is open to all students, regardless of their major.

## General Program Information

The Adventist Colleges Abroad program seeks to provide both the student majoring in language and the general college student the privilege of studying abroad. Students enter this program for three quarters (nine months) beginning in September. To be eligible, the student must be admitted to La Sierra University. Although enrolled overseas, students are registered at this University; are considered in residence; and are eligible for scholarships, loans, and grants offered by the University. Credit earned is recorded each quarter by the Records Office.

## Program Prerequisites

This program is open to all majors. Students whose programs can be arranged to allow for one or more elective years within the four-year curriculum have been able to fit in the year abroad by carefully planning the years preceding and following the overseas experience.

Prerequisites for admission to a year of study abroad through ACA are:

1. Admission as a regular student at La Sierra University for the year abroad.
2. Competence in the language (minimum: one year of college or two years of secondary study, except for summer programs).
3. A GPA of 3.00 in the language and 2.50 overall.
4. A good citizenship record.
5. Application to the Records Office using the special ACA form.

6. Ability to meet the financial requirements. Costs, including transportation, are comparable to Adventist colleges and universities in the United States.
7. Attendance at an ACA Orientation meeting, held at La Sierra University.

## Application Process

ACA programs are in high demand. Applications from the 12 ACA member institutions are processed on a first-come-first-served basis. Applications are available from the Campus Director of ACA and from the Records Office. Admission to both summer and academic-year programs begins the January prior to program enrollment.

Summer applications should be submitted to the Records Office no later than May 31; academic-year applications are due 30 days before the end of the spring term.

## Additional Information

ACA academic-year programs are particularly beneficial to sophomores and juniors, especially those who plan to major or minor in the language or specialized area of study; freshmen with a competence in the language are also permitted to apply.

*For further details concerning this program, consult the La Sierra University Campus Director of ACA as well as the Records Office.*

## 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)

### **Brazil:**

Centro Universitário Adventista de São Paulo (Portuguese)

### **England:**

Newbold College, Binfield, Bracknell, Berkshire (English Literature 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)

## 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:**

Centro Universitário Adventista de São Paulo (Portuguese)

**France:**

Centre Universitaire et Pedagogique du Salève, Collonges-sous-Salève (French)

**Israel:**

Adventist Study Center, Jerusalem (Introductory Hebrew)

**Italy:**

Istituto Avventista Villa Aurora, Florence (Italian)

**Japan:**

Saniku Gakuin College (Japanese)

**Mexico:**

Universidad Adventista de Montemorelos (Spanish)

**Spain:**

Colegio Adventista de Sagunto, Sagunto (Spanish)

**Thailand:**

Asia-Pacific International University, Mission College  
(Mandarin Chinese)

**Ukraine:**

Ukrainian Institute of Arts and Sciences, Kiev (Russian)

## COURSES

*All courses are taught by faculty at the respective schools, on site. Unit numbers represent quarter hours, unless indicated otherwise for a specific school.*

## 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 & Written Expression (3)
FREN 131	Spelling & Grammar (4)
FREN 151	Beginning Listening Comprehension (4)
FREN 191	Intensive Beginning French (11)
FREN 201	Intermediate French (3)
FREN 221	Intermediate Composition (3)
FREN 231	Spelling & Grammar (4)
FREN 251	Intermediate Listening Comprehension & Speaking(4)
FREN 261	Written Comprehension (2)
FREN 269	Independent Reading (1)
FREN 273	French Fine Arts & Monuments (1)
FREN 291	Intensive Intermediate French (9)

### UPPER DIVISION

FREN 321	Advanced Composition (3)
FREN 341	Advanced Grammar (6)
FREN 351	Advanced Listening Comprehension & Speaking (3)
FREN 361	Text Analysis (2)
FREN 369	Independent Reading (1)
FREN 373	French Fine Arts & Monuments (1)
FREN 374	European Institutions (2)
FREN 375	International Institutions (2)
FREN 376	French Civilization (2)
FREN 378, 478	Language Through Drama (2, 2)
FREN 397	Internship (1-3)
FREN 412	Document Synthesis & Report Techniques (2)
FREN 413	Document Synthesis Technique/Literary Commentary (2)
FREN 421	French Composition (3)
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 449	The French-Speaking World & its Cinema (2)
FREN 451, 452	Listening & Rewording Techniques (2, 2)
FREN 457, 458	France & its History (2, 2)
FREN 459, 460	French Institutions (2, 2)
FREN 461	Advanced Texts Analysis (3)
FREN 476, 477	Changes in French Society (2, 2)
FREN 487, 488	French Literature (2, 2)
FREN 493	Advanced Oral Competence (4)

## SUMMER COURSES

FREN 102	Beginning French (3)
FREN 122	Written Comprehension & Expression (2)
FREN 132	Spelling & Grammar (1)
FREN 152	Beginning Oral Expression (3)
FREN 192	Intensive Beginning French (6)
FREN 202	Intermediate French (2)
FREN 222	Intermediate Composition (2)
FREN 232	Spelling & Grammar (2)
FREN 252	Intermediate Oral Expression (2)
FREN 262	Reading Comprehension (1)
FREN 292	Intensive Intermediate French (5)
FREN 322	Advanced Composition (2)
FREN 332	Orthography (1)
FREN 342	Advanced Grammar (2)
FREN 352	Advanced Oral Expression (2)
FREN 362	Literary Studies (2)
FREN 422	Literary Analysis, Summary Techniques (2)
FREN 462	Advanced Literary Studies (2)

## Friedensau Adventist University on site in Friedensau, Germany

*The units connected to the following courses indicate semester hours.*

### LOWER DIVISION

GRMN 102, 103	Elementary German (4, 4)
GRMN 122, 123	Phonetics (2, 2)
GRMN 128, 129	Beginning Oral Expression (4, 4)
GRMN 146, 147	Multimedia Language Lab (1, 1)
GRMN 172, 173	Cultural Studies (2, 2)
GRMN 206, 207	Intermediate German (4, 4)
GRMN 216, 217	Intermediate Oral Expression (4, 4)
GRMN 228, 229	Intermediate Phonetics (1, 1)
GRMN 246, 247	Multimedia Language Lab (1, 1)
GRMN 257, 258	Survey of German Literature (2, 2)
GRMN 276, 277	Cultural Studies II (2, 2)
GRMN 296, 297	Independent Reading (1, 1)
HIST 285	German History (2)

### UPPER DIVISION

ART 310	Ceramics: Drawing/Handicraft (1)
GRMN 316, 317	Advanced Comprehensive German (6, 6)
GRMN 342, 343	Advanced Grammar (2, 2)
GRMN 355, 356	Survey of German Literature (2, 2)
GRMN 376, 377	Cultural Studies (2, 2)
HIST 381, 382	German History (2, 2)

## Seminar Schloss Bogenhofen on site in Braunau am Inn, Austria

### LOWER DIVISION

BUAD/GRMN 231, 222, 233	Intermediate Business German (1, 1, 1)
FREN 101, 102, 103	Beginning French (2, 2, 2)
FREN 201, 202, 203	Intermediate French (2, 2, 2)
GRMN 101, 102, 103	Beginning German (6, 6, 6)
GRMN 105, 106	Business German (3, 3)
GRMN 110	German in Films (2)
GRMN 111, 112, 113	Beginning Grammar (3, 3, 3)
GRMN 121, 122, 123	Beginning Phonetics (1, 1, 1)
GRMN 130	Austrian Culture & History (2)
GRMN 180	Beginning Conversation (1)
	Beginning Vocabulary (1, 1, 1)
GRMN 211, 212, 213	Intermediate Written Expression (2, 2, 2)
GRMN 215, 216, 217	Intermediate Oral 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 Listening Comprehension (2, 2, 2)
GRMN 241, 242, 243	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)
HMCE 105	Vegetarian Cooking & Nutrition (1.5)

### UPPER DIVISION

GRMN 306, 307, 308	Advanced Oral Expression I (2, 2, 2)
GRMN 311, 312, 313	Advanced Written Expression I (2, 2, 2)
GRMN 320	German Literature in Films (2)
GRMN 325, 326, 327	Advanced Reading Comprehension I (2, 2, 2)
GRMN 335, 336, 337	Advanced Listening Comprehension I (2, 2, 2)
GRMN 341, 342, 343	Advanced Grammar I (2, 2, 2)
GRMN 354, 355, 356	Survey of Literature for Advanced German Literature (2, 2, 2)
GRMN 367, 368, 369	European Civilization (2, 2, 2)
GRMN 381, 382, 383	Advanced Vocabulary (1, 1, 1)
GRMN 397	Internship (1-3)
GRMN 401, 402, 403	Advanced Business German (2, 2, 2)
GRMN 406, 407, 408	Advanced Oral Expression II (2, 2, 2)
GRMN 411, 412, 413	Advanced Written Expression II (2, 2, 2)
GRMN 425, 426, 427	Advanced Reading Comprehension II (2, 2, 2)
GRMN 435, 436, 437	Advanced German Listening Comprehension II (2, 2, 2)
GRMN 441, 442, 443	Advanced Grammar II (2, 2, 2)
GRMN 495	Independent Study (1-4)

## SUMMER COURSES

GRMN 101, 102, 103	Beginning German (2, 2, 2)
GRMN 151, 152, 153	Beginning Oral Expression (1, 1, 1)
GRMN 191, 192, 193	Intensive German Review (3, 3, 3)
GRMN 201, 202, 203	Intermediate German (2, 2, 2)
GRMN 251, 252, 253	Intermediate Oral Expression (1, 1, 1)
GRMN 291, 292, 293	Intensive German Review II (3, 3, 3)
GRMN 301, 302, 303	Advanced German (2, 2, 2)
GRMN 351, 352, 353	Advanced Oral Expression (1, 1, 1)
GRMN 411, 412, 413	Advanced Written Expression (1, 1, 1)
GRMN 441, 442, 443	Advanced Grammar (1, 1, 1)
GRMN 454, 455, 456	Advanced German Literature for Advanced German (2, 2, 2)
GRMN 467, 468, 469	Independent Study (1, 1, 1)

## Istituto Avventista Villa Aurora on site in Florence, Italy

### LOWER DIVISION

HMCE 102, 103	Mediterranean Cooking (1, 1)
ITLN 111	Phonetics (1)
ITLN 151, 152, 153	Beginning Grammar (5, 5, 5)
ITLN 162	Beginning Composition (2)
ITLN 172, 272	Italian Fine Arts & Monuments (1, 1)
ITLN 181, 182, 183	Beginning Conversation (3, 3, 3)
ITLN 212	Italian Culture (2)
ITLN 251, 252, 253	Intermediate Grammar (5, 5, 5)
ITLN 262	Intermediate Composition (2)
ITLN 281, 282, 283	Intermediate Conversation (2, 2, 2)

### UPPER DIVISION

ART 322, 333	Fashion Design (2, 2)
ART/ITLN 397	Internship (1-3)
ITLN 303	Italian History (2)
ITLN 310	Geography of Italy (1)
ITLN 313	Advanced Italian Culture (2)
ITLN 333	Italian Literature (2)
ITLN 335, 336	History of Italian Art (2, 2)
ITLN 351, 352, 353	Advanced Grammar (3, 3, 3)
ITLN 360	Italy & Its Culture in British & American Literature (2)
ITLN 361	Advanced Composition (2)
ITLN 370, 470	History of the Italian Cinema (2, 2)
ITLN 372	Italian Fine Arts & Movements (1)
ITLN 375	History of Italian Music (2)
ITLN 378	Language Through Drama (2)
ITLN 381, 382, 383	Advanced Conversation (2, 2, 2)
ITLN 399	Directed Study (1-2)
ITLN 422, 423	Translation & 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)

## Centro Universitário Adventista de São Paulo on Site in São Paulo, Brazil

*The units connected to the following courses indicate semester hours (SH).*

### LOWER DIVISION

PORT 131, 132	Phonetics (2, 2 SH)
PORT 151, 152	Beginning Portuguese Grammar (3, 3 SH)
PORT 161, 162	Beginning Portuguese Composition (3, 3 SH)
MUPF 171, 172	Music & Choir (1, 1 SH)
PORT 171, 172	Beginning Portuguese Conversation (3, 3 SH)
PORT 251, 252	Intermediate Portuguese Grammar (3, 3 SH)
PORT 261, 262	Intermediate Portuguese Composition (3, 3 SH)
PORT 271, 272	Intermediate Portuguese Conversation (3, 3 SH)

### UPPER DIVISION

PORT 301	Folklore of Brazil (3)
<i>This course is a continuation of PORT 300</i>	
PORT 331	Brazilian Literature (3)
<i>This course is a continuation of PORT 300</i>	

## Colegio Adventista de Sagunto on site in Sagunto, Spain

### LOWER DIVISION

SPAN 201, 202, 203	Spanish Folklore (2, 2, 2)
SPAN 228	Spanish & European Cinema (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, 26	Intermediate Spanish Composition (3, 3, 3)
SPAN 271, 272, 273	Intermediate Spanish Conversation (4, 4, 4)
MUPF/SPAN/ART 285, 286, 287	Art of Spanish Music (2, 2, 2)

## UPPER DIVISION

ART 331, 332, 333	History of European Art (2, 2, 2)
GEOG 321, 322	Geography of Spain & Europe (2, 2)
SPAN 312, 313	Spain & its Culture (2, 2)
SPAN 315, 316, 317	History of Spain & Europe (2, 2, 2)
SPAN 321, 322	Business Spanish (2, 2)
SPAN 331, 332, 333	History of Spanish Literature (2, 2, 2)
SPAN 341, 342, 343	Preparation for the Spanish Diploma DELEDBE (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 375	Spanish for Health Professionals (2)
SPAN 382, 383	Current events in Spain II (2,2)
SPAN 421, 422, 423	Translation & Interpretation I, II (2, 2, 2)
SPAN 441, 442, 443	Preparation for the Spanish Diploma DELEDBE (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)

## 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 311	Spain & Its Culture (2)
SPAN 350	Advanced Spanish Grammar I (3)
SPAN 360	Advanced Spanish Composition I (2)
SPAN 370	Advanced Spanish Conversation I (2)

## Universidad Adventista del Plata on site in Villa Libertador San Martín, Argentina

## LOWER DIVISION

SPAN 205	Geography of Latin America (2)
SPAN 232	Phonetics (2)
SPAN 240	Orthography (2)
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)
SPAN 293	Language through Drama (1)

## UPPER DIVISION

SPAN 301, 302, 303	Folklore of Argentina (2, 2, 2)
SPAN 306	Geography of Latin America (2)
SPAN 326, 327	Translation Interpretation (2, 2)
SPAN 332, 333	Latin American Literature (2, 2)
SPAN/HIST 345, 346	History of Argentina (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 381, 382	Current Events in South America (1, 1)
SPAN 422, 423	Translation & 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	Directed Study (1-4)

## Newbold College on site in Binfield, Bracknell, Berkshire, England

## UPPER DIVISION

ENGL 330	Literature in Context (3 SH)
ENGL 430	Literature in Context II (3 SH)

# Additional Courses

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April Summitt, PhD, Dean

Lora Geriguis, PhD, Associate Dean

## COURSES

### 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 and personal issues related to dental school, 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*

**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 and personal issues related to dental school, and other relevant topics.

**SPPA 284 Introduction to Speech-Language Pathology & Audiology (3):** Introduction to major types of disorders including terminology, etiology, and diagnosis/treatment. This is a survey course for pre-Speech-Language Pathology and Audiology majors, prospective teachers, and others who may interact with individuals having speech-language or hearing disorders.

#### UPPER DIVISION

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

### Geology

#### UPPER DIVISION

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

**GEOL 316 Earth & Space Science (4):** A practical introduction to the earth and the universe. Specific focus is on the solar system and the universe, the structure and composition of the earth, the earth's atmosphere, and the earth's water. Sunday labs and off campus field exercises required.

# Department of Art+Design

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## Department Faculty

### **Terrill Thomas, Chair**

Assistant Professor of Art (2001)  
BFA Art Center College of Design 1992  
MFA Vermont College of Fine Art 2014  
Motion graphics, photography, web design, life drawing

### **Timothy Musso**

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

### **Susan D. Patt**

Associate Professor of Art (1979)  
MEd Miami University 1976  
Textiles and fibers, drawing, book arts, art appreciation

## Collaborating Faculty

### **Rick Caughman**

BFA Art Center College of Design 1982  
Painting, illustration, graphic design

### **Claudette Goux**

MA University of California, Riverside 2005  
Art history

### **Joshua Hagler**

BFA University of Arizona 2002  
Painting

### **Brittney Moji**

MFA University of California Los Angeles 2016  
Ceramics, 3-D media

### **Maja Ruznic**

MFA California College of Arts 2009  
Painting

### **Scott Shakespeare**

BFA La Sierra University 2008  
Ceramics

## Degrees Offered

Bachelor of Arts degree in:

- Art

Bachelor of Fine Arts degree in:

- Studio Art, with emphases in:  
Fine Art  
Graphic Design

Minor in:

- Art

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

## Preparation for Careers in Art+Design

The BA in Art degree is designed to provide majors with a broad introduction to a variety of areas. The major may be pursued on its own, but it is also an excellent supplement for a career in medicine, dentistry, law, education, or communication. The BFA degree is a professional degree with two areas of emphasis, Fine Art and Graphic Design. This rigorous program is designed to prepare students for acceptance into graduate school, art therapy programs and careers in graphic design, including web development, photography and animation. Our program is intentionally designed with flexibility to allow a high level of customization based around the needs and professional goals of the student.

## Preparation for Teaching

Students interested in learning more about the preparation required for teaching at the elementary and secondary levels should refer to the School of Education's Department of Curriculum and Instruction section in this bulletin.

## Mission

The Art+Design faculty are continually filled with wonder as we engage in creative work alongside our students and explore the vibrant culture of the Los Angeles area and its unique surrounding wilderness, mountain and coastal areas. We thrive on seeing new ideas and skills bloom within our students, and seek to create an environment that fosters this development and awareness.

We see a world where the visual language of art and design are used to create experiences and share stories. As students of the visual language of the past and contemporary culture, artists and designers are best able to help society understand the complex issues and challenges facing us.

We value individual drive, sustainability, excellence of concept and craft, collaboration, and social engagement. We seek to create a culture that nurtures these values and encourages spiritual growth through mindful engagement with one's creative practice.

We are driven to deliver a curriculum that is responsive to the needs of our students through generous studio and gallery spaces, experiences that promote sustainable thinking, community engagement and active participation in the professional worlds of art and design.

## Learning Outcomes

The Department of Art+Design has the following core learning outcomes:

1. Students will demonstrate skills in a range of techniques and media.
2. Students will communicate concepts through effective use of design and color.
3. Students will demonstrate knowledge and understanding of visual culture in relation to historical movements and works.
4. Students will practice effective oral and written communication skills.
5. Students will produce professionally presented work.
  - A. The BA portfolio includes a range of successful work.
  - B. The BFA Graphic Design portfolio includes a variety of print and online media.
  - C. The BFA Fine Art portfolio includes a cohesive body of work.

## MAJORS

Core Curriculum (40 units): Required of all students majoring in the Department of Art+Design:

ARTA 205	The Language of Art
ARTA 309	Art History: Baroque through Modern
ARTS 115	Design Principles
ARTS 116	Color for Artists & Designers
ARTS 117	Creative Visual Thinking
ARTS 194	Photoshop & Illustrator Image Creation
ARTS 234	Painting
ARTS 254	Printmaking
ARTS 255	Photography
ARTS 224	Drawing I

## Bachelor of Arts

### BA ART

Required: at least 71 units in art, including:

- Core Curriculum (40 units)
- 8 units in studio area of emphasis
- 6 units of studio electives
- The courses listed below (17 units)

ARTA 310	Art History: Modern Art
ARTX 486B	Senior Exhibit

### Choose either:

ARTA 408A	Contemporary Art Issues
<b>OR</b>	
ARTA 408B	History of Graphic Design

### Choose either:

ARTS 324A	Drawing II
<b>OR</b>	
ARTS 324B	Drawing II

### Choose one of the following:

ARTS 274	Ceramics
ARTS 314	Three Dimensional Design
ARTS 394A	3D Modeling

## Bachelor of Fine Arts

All BFA students start with a foundation in traditional and digital media and build on this through studio classes on a wide range of topics.

## BFA FINE ART

BFA Fine Art candidates must choose an area of emphasis, selected from Painting, Ceramics, Printmaking, Book Arts, Photography or Textiles. Seniors develop a cohesive body of work during Senior Project for exhibition in the Brandstater Gallery.

Required: at least 103 units in art, including:

- Core Curriculum (40 units)
- 12 upper division units of studio emphasis
- 16 units of studio electives
- The courses listed below (35 units)

ARTA 310 Art History: Modern Art  
ARTS 314 Three Dimensional Design  
ARTS 324A Drawing II  
ARTS 324B Drawing II  
ARTX 486A Professional Practices  
ARTX 486B Senior Exhibit  
ARTX 495 Senior Project (6 units)

### Choose either:

ARTA 408A Contemporary Art Issues  
**OR**  
ARTA 408B History of Graphic Design

### Choose either:

ARTS 274 Ceramics (4 units)  
**OR**  
ARTS 284 Sculpture (4 units)

## BFA GRAPHIC DESIGN

BFA Graphic Design majors explore typography, interface design, design for print and web. Electives can include motion graphics, flash animation, 3D modeling and video. Internships are required of all Graphic Design majors.

Required: at least 103 units in art, including:

- Core Curriculum (40 units)
- 8 units of studio electives
- The courses listed below (55 units)

ARTS 244 Typography  
ARTS 248 Graphic Design I  
ARTS 266 Book Arts  
ARTS 324A Drawing II  
ARTS 324B Drawing II  
ARTS 345A Graphic Design II: Packaging

ARTS 345B Graphic Design III: Publication Design  
ARTS 394C Interface Design  
ARTS 395A Web Design: Communication Principles  
ARTX 486A Professional Practices  
ARTX 486B Senior Exhibit

### Choose either:

ARTS 314 Three Dimensional Design  
**OR**  
ARTS 394A 3D Modeling

### Choose either:

ARTA 408A Contemporary Art Issues  
**OR**  
ARTA 408B History of Graphic Design

### Choose one of the following:

ARTX 495 Senior Project (0-6 units)  
**AND/OR**  
ARTX 497 Internship (0-6 units)

## MINOR

### ART

Required: at least 30 units (4 upper division) in art, including:

- The courses listed below (16 units)
- Remaining 14 units selected in consultation with department advisor.

### Choose one of the following:

ARTA 205 The Language of Art  
**OR**  
ARTA 309 Art History: Baroque through Modern  
**OR**  
ARTA 310 Art History: Modern Art

ARTS 115 Design Principles  
ARTS 116 Color for Artists & Designers  
ARTS 224 Drawing I (4 units)



## COURSES

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

### Art Appreciation & History

#### LOWER DIVISION

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

*Prerequisite: ENGL 111 or 124*

#### UPPER DIVISION

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

**ARTA 310 Art History: Modern Art (4):** Chronological study of the art of Europe and America 1850-1970's.

**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.

*Prerequisites: ARTA 205 & 309*

**ARTA 408B History of Graphic Design (4):** Thematic exploration of how graphic design effects everyday life and how visual messages (good or bad) shape our culture and seep into our collective conscious. Emphasis on systematic progressions, techniques, design innovations, social, political, and technological influences.

*Prerequisite: ARTS 244*

### Book Arts

#### LOWER DIVISION

**ARTS 266 Book Arts (4):** Stretching the conceptual and aesthetic boundaries of the book as a structure for creative expression and visual communication. Students develop basic book skills through the production of one-of-a-kind books.

#### UPPER DIVISION

**ARTS 366A Book Editions (2-4):** The creation of book editions culminating with the production of a minimum of one edition of ten books. Emphasis on mastery of skill, concept development and personal style.

*Prerequisite: ARTS 266*

**ARTS 366B Moveable Books (2-4):** Exploration of a variety of moveable book structures such as accordion, maze, tunnel and/or carousel books. Emphasis on mastery of skill, concept development and personal style.

*Prerequisite: ARTS 266*

**ARTS 366C Sculptural Books (2-4):** A focus on the book as a three-dimensional art object including altered and re-purposed books. Emphasis on mastery of skill, concept development and personal style.

*Prerequisite: ARTS 266*

**ARTS 366D Artist's Books (2-4):** The visual, textual, sculptural, traditional or experimental form of Artist's Books with a primary focus on connecting ideas and structure, binding style and text and/or image. Emphasis on mastery of skill, concept development and personal style.

*Prerequisite: ARTS 266*

**ARTS 366E Special Project in Books (2-4):** Student in consultation with professor, creates a special project within Book Arts.

*Prerequisite: ARTS 266*

### Ceramics

#### LOWER DIVISION

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

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

#### UPPER DIVISION

**ARTS 374 Ceramics Workshop (2-4):** Various aesthetic and technical topics explored, such as surface decoration, form, clay and glaze calculation, kiln building. Topics change from quarter to quarter.

*Prerequisite: ARTS 274*

## Design

### LOWER DIVISION

**ARTS 115 Design Principles (4):** An introduction and examination of the elements and principles of design, including line, shape, value, texture, and space. In a critique-based learning environment, students work on studio projects utilizing basic art making materials.

**ARTS 116 Color for Artists & Designers (4):** An introduction to color as an element of design and how it can be used successfully in visual communication. In a critique-based learning environment, students work on studio projects to understand the interaction of color and how it affects us aesthetically, emotionally, physiologically and scientifically.

*Prerequisite: ARTS 115*

**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.

*Prerequisite: ARTS 115*

### UPPER DIVISION

**ARTS 314 Three Dimensional Design (4):** Conceptually effective application and appreciation of the elements and principles of design. Emphasis placed on line, form, color, and texture on a three-dimensional form.

*Prerequisites: ARTS 115, 116 & 117*

## Drawing

### LOWER DIVISION

**ARTS 224 Drawing I (4):** An introduction to drawing through exercises that develop confidence in the ability to see and draw representationally and expressively. Emphasis on line, shape (both positive and negative), and value utilizing traditional drawing media.

### UPPER DIVISION

**ARTS 324A Drawing II (2-4):** Building on a foundation in drawing skills through observation with a two-part focus: both light and shade (value) and linear perspective. Emphasis on strong composition through expressive and descriptive qualities of line, value, space, and texture.

*Prerequisite: ARTS 224*

**ARTS 324B Drawing III (2-4):** Introduction to study of the human form as historically traditional subject matter, as well as an important component in self-expression. Covers the human structure, skeleton, muscles, gesture, proportion, foreshortening, and composition.

*Prerequisite: ARTS 224*

*Restriction: For Art+Design majors with junior or senior standing only*

**ARTS 324C Special Project in Drawing (2-4):** Student in consultation with professor, creates a special topic in drawing. May be repeated for additional credit.

*Prerequisite: ARTS 224*

## Fibers and Fabrics

### LOWER DIVISION

**ARTS 264 Images on Fabric (4):** The exploration of a wide range of both traditional and contemporary surface design techniques including dye and pigment application, screen printing, and surface embellishments. Emphasis on strong composition by applying the elements and principles of design to image, pattern, and surface texture.

**ARTS 265 Weaving (4):** Introduction to the processes of hand and loom weaving. Through the weaving of samplers and a range of projects, students gain experience designing and producing cloth for a variety of uses.

### UPPER DIVISION

**ARTS 364A Textile Dyeing (2-4):** Continued exploration of design concepts and dye processes with fiber-reactive dyes using resist processes, batik, discharge and/or direct dye. Emphasis on mastery of skill and development of personal style.

*Prerequisite: ARTS 264*

**ARTS 364B Fabric Painting & Printing (2-4):** Continued exploration of design concepts and processes for application of pattern or imagery on fabric using direct pigment, stamping and/or screen printing. Emphasis on mastery of skill and development of personal style.

*Prerequisite: ARTS 264*

**ARTS 364C Art Quilts (2-4):** Exploration of the quilt as a contemporary art form using traditional or contemporary techniques of piecing, quilting and surface embellishment with commercial and/or original fabrics. Emphasis on mastery of skill and development of personal style.

*Prerequisite: ARTS 264*

**ARTS 364D Fabric Sculptural Forms (2-4):** Creation of three-dimensional forms using dye and pigment on original fabrics. Emphasis on mastery of skill and personal style.

*Prerequisite: ARTS 264*

**ARTS 364E Special Project in Fabrics (2-4):** Student in consultation with the professor, creates a special project in fabrics. May be repeated for additional credit.

**ARTS 365A Weaving Workshop: Loom Weaving (2-4):** Continued exploration of design concepts and processes of loom-controlled weaving including rigid heddle and multi-harness pattern weaving. Emphasis on mastery of skill and development of personal style.

*Prerequisite: ARTS 265*

**ARTS 365B Weaving Workshop: Off-Loom Weaving (2-4):** Continued exploration of design concepts and processes in off-loom weaving for the production of functional and non-functional weaving. Emphasis on mastery of skill and development of personal style.

*Prerequisite: ARTS 265*

**ARTS 365C Weaving Workshop: Tapestry (2-4):** Continued exploration of design concepts and processes in tapestry weaving. Emphasis on mastery of skill and development of personal style.

*Prerequisite: ARTS 265*

**ARTS 365D Weaving Workshop: Warp/Weft Painting (2-4):** Continued exploration of design concepts and processes involved in manipulation of woven fabric through dyeing such as ikat and warp/weft painting. Emphasis on mastery of skill and development of personal style.

*Prerequisite: ARTS 265*

**ARTS 365E Special Project in Weaving (2-4):** Student in consultation with the professor, creates a special project in weaving.

*Prerequisite: ARTS 265*

## Graphic Design and Illustration

### LOWER DIVISION

**ARTS 194 Photoshop & Illustrator Image Creation (4):** Introduction to the foundational skills needed to create believable photo compositions through Photoshop editing, and the digital drawing skills needed for using Illustrator for logo creation, text manipulation, and poster design. Topics include photo compositing, image editing, and preparation of images for professional print publication and web graphics.

**ARTS 244 Typography (4):** An introduction to the beauty and function of letterforms and their interaction with other graphic elements. Studio-based projects range from calligraphy and letterpress to page layout and the development of functional digital fonts.

*Prerequisites: ARTS 115, 116, & 194*

**ARTS 248 Graphic Design I (4):** An introduction to the field of graphic design and the professional options it offers. Emphasis on development of creative concepts incorporating the principles of design, color, design with letterforms, and the use of digital media, especially Adobe InDesign, to prepare effective design communication pieces.

*Prerequisites: ARTS 115, 116 & 194*

### UPPER DIVISION

**ARTS 345A Graphic Design II: Packaging Design (4):** A broad overview of essential packaging design basics with continued exploration of print design. Students can expect to develop portfolio projects including process books.

*Prerequisites: ARTS 194, 244 & 248*

**ARTS 345B Graphic Design III: Publication Design (4):** Production of a magazine idea through concept development, logo design, branding, print production and print. Course projects are based on current real world print production. Students can expect to develop portfolio projects including process books.

*Prerequisites: ARTS 194, 244 & 248*

**ARTS 346A Illustration I (2-4):** Illustration techniques utilized in editorial and commercial work.

**ARTS 346B Illustration II (2-4):** Communication of an idea or story through traditional and digital media.

*Prerequisite: ARTS 224*

**ARTS 394A 3D Modeling (2-4):** An introductory course to working in 3-Dimensional space and time using Maya. Projects cover nurb and polygon modeling, texturing, lighting, camera, and special effects. Final project consists of creating an animated 3-Dimensional city.

*Prerequisite: ARTS 194*

**ARTS 394B 3D Character Design (2-4):** An advanced 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 Interface Design (4):** A project based approach to learning user interface design principles across a range of media and experiences, including interactive animation, mobile prototyping and website concept development. Software platforms include Flash and Sketch 3.

*Prerequisite: ARTS 194*

**ARTS 394D Video (4):** Introduction to video editing and visual storytelling with an emphasis on concept development and understanding visual language, time, and space. Projects consist of short shooting exercises such as documenting a person, place, or event.

**ARTS 394G Motion Graphics(4):** A Study of motion graphics processes and methods including concept development, storyboard development, animation, and storytelling through timing and images.

**ARTS 395A Web Design Communication Principles (4):** An introduction to professional web design tools using modern CSS and HTML to create search engine friendly websites. Projects include setting up one's own web domain, installing and customizing blogs, and embedding Flash and Video into one's websites.

*Prerequisite: ARTS 194*

**ARTS 395B Web Design Advanced Concepts (4):** A study of professional web design practices including estimating projects, interacting with clients, and project workflow. Projects focus on developing the user interface, customized CSS styles, Flash navigation, and installing customized scripts.

*Prerequisites: ARTS 115, 116, 194 & 248*

**ARTS 395C Web Design Special Project (4):** Student in consultation with professor, creates a special topic in web design.

*Prerequisite: ARTS 248*

## Painting

### LOWER DIVISION

**ARTS 234 Painting (4):** An introduction to painting materials through historical examples and technical demonstrations. Emphasis placed on observation-based representation, color, composition and painting techniques.

*Prerequisite: ARTS 224*

### UPPER DIVISION

**ARTS 334A Painting Workshop: Acrylic (2-4):** Continued exploration with the acrylic media. Emphasis on mastery of skills and development of personal style.

*Prerequisite: ARTS 234*

**ARTS 334B Painting Workshop: Oil (2-4):** Continued exploration of painting using oil media. Emphasis on mastery of skills and development of personal style.

*Prerequisite: ARTS 234*

**ARTS 334C Painting Workshop: Watercolor (2-4):** Continued exploration of painting with watercolor utilizing both classic and contemporary approaches. Emphasis on mastery of skills and development of personal style.

*Prerequisite: ARTS 234*

**ARTS 334D Workshop in Painting: Mixed Media (2-4):** An exploration of mixed media including collage, monotype and digital painting, as well as scenic and stage painting. Projects may include installations and 3-dimensional explorations. Emphasis on mastery of skills and development of personal style.

*Prerequisite: ARTS 234*

## Photography

### LOWER DIVISION

**ARTS 255 Photography (4):** Introduction to digital photography, phone editing and manipulation, and fine printing techniques.

### UPPER DIVISION

**ARTS 355A Portrait Photography (2-4):** The principles and practices of effective portrait photography through a study of light, posing techniques, setting up the environment and digital retouching.

*Prerequisite: ARTS 255*

**ARTS 355B Flash Photography (2-4):** The principles and techniques of using external strobes to create dynamic images through modifying and shaping the light. Speedlight required.

*Prerequisite: ARTS 255*

**ARTS 355C Documentary Photography (2-4):** Photography of a particular subject, usually depicting a certain perspective of the photographer.

*Prerequisite: ARTS 255*

**ARTS 355D Black & White Photography (2-4):** Traditional black and white photographic media and fine printing techniques, with an emphasis on creative exploration, interpretation, and technical proficiency. Historic backgrounds and instruction in the use of cameras, light, meters, and darkroom procedures, chemicals, and equipment.  
*Prerequisite: ARTS 255*

## Printmaking

### LOWER DIVISION

**ARTS 254 Printmaking (4):** An introduction to major printmaking processes. A primary goal is the development of technical capabilities which allow the student to produce images that represent personal concepts, vision, and creativity.  
*Prerequisite: ARTS 224*

### UPPER DIVISION

**ARTS 354A Printmaking Workshop: Large Scale (2-4):** Continued exploration of printmaking techniques and concepts with an emphasis on producing large scale prints.  
*Prerequisite: ARTS 254*

**ARTS 354B Printmaking Workshop: Mixed-Media (2-4):** Continued exploration of traditional printmaking techniques and concepts with an emphasis on combining different processes and materials.  
*Prerequisite: ARTS 254*

**ARTS 354C Printmaking Workshop: Tradigital (2-4):** Continued exploration of printmaking techniques and concepts with an emphasis on combining traditional and digital processes.  
*Prerequisite: ARTS 254*

**ARTS 354D Printmaking Workshop: Experimental (2-4):** Continued exploration of concepts in both traditional and digital printmaking techniques with emphasis placed on experimentation.  
*Prerequisite: ARTS 254*

## Sculpture

### LOWER DIVISION

**ARTS 284 Sculpture (4):** Studio practices including clay modeling, stone and woodcarving, assemblage and use of the waste-mold.

### UPPER DIVISION

**ARTS 384 Sculpture Workshop (2-4):** Advanced studies in sculpture.  
*Prerequisite: ARTS 284*

## Professional Studies

### LOWER DIVISION

**ARTX 298 Workshop in Art (1-4):** Variety of studio media. May be repeated for up to 12 units of credit with new content.

**ARTX 299 Directed Study (1-4):** Independent project in fine art, graphic design, or art history.  
*Restriction: For Art+Design majors only*

### UPPER DIVISION

**ARTX 486A Professional Practices (2-4):** This course addresses career goals and introduces students to a variety of art and design business practices. Topics covered include portfolio preparation, resumes, contracts, graduate school applications, exhibition submissions and gallery representation.  
*Restriction: For Art+Design majors with junior or senior standing only*

**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.  
*Restriction: For graduating senior Art+Design majors only*

**ARTX 495 Senior Project (1-8):** A cohesive body of work that relates to the student's area of emphasis. Written statement and exhibition of work required.  
*Prerequisite: Project proposal must be approved by Art+Design faculty during quarter prior to enrollment*  
*Restriction: For Art+Design majors with senior standing only*

**ARTX 497 Internship (2-8):** On-the-job training experience in the professional environment as it relates to the student's major.  
*Prerequisites: Submission of "Notice of Intention Form"*  
*Restriction: Approval by Art+Design faculty required during quarter prior to enrollment*

**ARTX 498 Workshop in Art (1-4):** Continued exploration with a variety of studio media. May be repeated for additional credit with new content.  
*Prerequisite: ARTX 298*

**ARTX 499 Directed Study (1-4):** Advanced independent project in fine art, graphic design, or art history.

*Restriction: For Art+Design majors only*

**UNST 404A Senior Seminar: Religion, Values & Social Responsibility (4):** The study of religious, moral and social issues within art and design culminating in the production of art and/or design work that expresses the student's beliefs and philosophy of life.

*Restriction: For Art+Design majors with junior or senior standing only*

# Department of Biology

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## Department Faculty

### **Lloyd A. Trueblood , Chair**

Associate Professor of Biology (2010)  
PhD University of Rhode Island 2010  
Marine invertebrate physiology, environmental physiology

### **L. Lee Grismer, Director of Research**

Professor of Biology (1994)  
PhD Loma Linda University 1994  
Herpetology, systematics, biogeography, vertebrate natural history

### **Natasha S. Dean**

Lecturer II (2003)  
PhD Loma Linda University 2004  
Microbiology

### **Arturo Diaz**

Assistant Professor of Biology (2014)  
PhD University of Wisconsin 2009  
Microbiology, virology, molecular biology

### **Eugene E. Joseph**

Associate Professor of Biology (1989)  
PhD Morehouse School of Medicine 2004  
Human anatomy

### **Arun Muthiah**

Lecturer of Biology (2016)  
PhD Loma Linda University 2013  
Biology

### **John Perumal**

Professor of Biology (2002)  
PhD University of Western Ontario 1994  
Environmental science, botany, ecology

### **Nathan Sutter**

Professor of Biology (2013)  
PhD University of Washington 2001  
Genetics

## Degrees Offered

Bachelor of Science degrees in:

- Biology, with a required emphasis in:
  - Biological science
  - Biomedical science
- Environmental Science, with a required emphasis in:
  - Natural science
  - Physical science

Minor in:

- Biology

## Preparation for Teaching

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

## Mission Statement

The Biology department prepares our students "to Seek, to Know, and to Serve." We offer breadth and depth in the biological, biomedical and environmental sciences, with opportunities for learning and research in the classroom, field and laboratory. We are committed to providing a safe and open environment for our students to expand and integrate their faith with their educational journey.

## 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 and evaluation of scientific information, and to prepare for careers in biology, medicine and environmental sciences.

## Learning Outcomes

1. The student will demonstrate knowledge of **Cell Biology**: including biochemistry and cell energetics along with cellular structure, organization, and function.
2. The student will demonstrate knowledge of **Molecular Biology** and **Genetics**, with regard to molecular genetics and heredity.
3. The student will demonstrate knowledge of **Organismal Biology** including organismal diversity; animal organ systems (their comparative structure, function, and organization in invertebrates and vertebrates); animal reproduction, growth and development; plant organ systems (their comparative structure, function and organization in non-seed and seed plants); and plant reproduction, development, and growth.
4. The student will demonstrate knowledge of **Population Biology**, **Evolution**, and **Ecology** including population genetics; natural selection; evolutionary processes; speciation; population, community, and ecosystems ecology; biogeography; and human impact on the environment.
5. The student will demonstrate **Analytical Skills** invoking science as a way of knowing; hypothesis testing; experimental design; data interpretation; inductive reasoning; and the effective communication of scientific results.
6. The student will examine the intersection of **Faith and Science** through Adventist Christian and broader religious views on Faith and Science while experiencing service-oriented occupational responsibilities.

## Undergraduate Research

The faculty of the department of biology is committed to providing students with research opportunities intended to result in poster presentations at scientific meetings and/or publications in peer-reviewed journals. The faculty offers mentoring and collaboration to qualified, highly motivated students who seek research opportunities in faculty laboratories. Interested students are encouraged to discuss research opportunities with individual faculty members. Limited support in the form of grants and assistantships may be available.

## Field Study of Biology

The biology department offers field study courses through its Field School. The purpose of these courses is to provide students with the opportunity to gather raw data in the field, analyze those data, and present the results of those analyses in the form of a peer-reviewed publication. The field course generally runs two to three weeks beginning at the end of June and takes place in various regions throughout the Americas and Southeast Asia. Students will be assisting the professor(s) in his/her field work and will be expected to hike through jungles and/or SCUBA dive along tropical reefs collecting specimens and/or gathering natural history data; prepare specimens for museum collections; extract tissue samples for DNA analyses; and keep their data in a properly organized field notebook. Recent trips have been to the Bay Islands of Honduras, islands off the coast of Peninsular Malaysia, and Baja California.

## Courses Taught at Rosario Beach Marine Laboratory\*

La Sierra University is part of a consortium of colleges and universities that offer courses at Walla Walla University's Rosario Beach Marine Laboratory (RBML), located in Anacortes, Washington. Courses offered at RBML take place during an eight week intensive summer session. Students must apply to take courses, and once accepted are able to register and pay tuition at their home institution. The majority of course offerings are marine and field work oriented, however, each summer different courses are offered. Below is a sample of courses typically available. The most current course list, and application can be found at [rosario.wallawalla.edu](http://rosario.wallawalla.edu)

BIOL 111R	General Biology I (5) (includes lab)
BIOL 112R	General Biology II (5) (includes lab)
BIOL 113R	General Biology III (5) (includes lab)
BIOL 400R	Paleobiology (5)
BIOL 406R	Marine Biology (5)
BIOL 408R	Biology of Marine Invertebrates (5)
BIOL 426R	Marine Phycology (5)
BIOL 454R	Marine Invertebrates (5)
BIOL 460R	Marine Ecology (5)
BIOL 465R	Ornithology (5)
BIOL 477R	Natural History of Vertebrates (5)
BIOL 485R	Systematic Botany (5)
BIOL 486R	Topics in Biology (1-5)
BIOL 446R	Human Anatomy (5)



## MAJORS

### Bachelor of Science

#### BIOLOGY

Required: at least 109 units, with 63 in biology and 46 units in related fields, including:

- The biology courses listed below (39 units)
- Required Cognates (46)
- An area of emphasis (24 units; see below)
- 1 unit may be applied to the major from CHEM 491 and 492
- 2 units may be applied from CHEM 493  
*No more than 4 units of BIOL 495 can be counted toward upper-division elective credit in Biological and Biomedical Science majors*

In addition, majors must take UNST 404B during their final year, as part of their University Studies requirements.

BIOL 111, 111L	General Biology I, laboratory
BIOL 112, 112L/114L	General Biology II, laboratory
BIOL 113, 113L/115L	General Biology III, laboratory
BIOL 276/115L	Research Processes in Biology
BIOL 301, 301L	Cell & Molecular Biology, laboratory
BIOL 302, 302L	Genetics, laboratory
BIOL 303, 303L	Developmental Biology, laboratory
BIOL 350	Colloquium
BIOL 376	Biostatistics
BIOL 405	Biology Seminar

Required Cognates (44 units):

CHEM 111, 111L	General Chemistry I, laboratory
CHEM 112, 112L	General Chemistry II, laboratory
CHEM 113, 113L	General Chemistry III, laboratory
CHEM 281, 281L	Organic Chemistry I, laboratory
CHEM 282, 282L	Organic Chemistry II, laboratory
MATH 131	Calculus I
PHYS 231, 231L	General Physics I, laboratory
PHYS 232, 232L	General Physics II, laboratory
PHYS 233, 233L	General Physics III, laboratory

Biology majors choose one of the following areas of emphasis:

#### Biological Science (24 units):

##### Choose either:

BIOL 414	General Ecology
	<b>OR</b>
BIOL 415	Environmental Science

##### Choose one of the following:

BIOL 408	Biology of Marine Invertebrates
	<b>OR</b>
BIOL 467	Herpetology
	<b>OR</b>
BIOL 477	Vertebrate Natural History

##### Plus choose 16 units from:

BIOL 385	Medicinal Plants
BIOL 410	Science at the Cutting Edge
BIOL 434	Histology
BIOL 436	Immunology
BIOL 439	Neurobiology
BIOL 446	Human Gross Anatomy
BIOL 448	Neuroanatomy
BIOL 461	Virology
BIOL 463	Medical Parasitology
BIOL 466	Systems Physiology
BIOL 469	Animal Behavior
BIOL 474	General Microbiology
BIOL 485	Systematic Botany
BIOL 486	Marine Biology
BIOL 487	Field Study in Biology
BIOL 490	Bioinformatics

Any upper division course taught at Rosario Beach Marine Station.

#### Biomedical Science (24 units):

##### Choose either:

BIOL 414	General Ecology
	<b>OR</b>
BIOL 415	Environmental Science

##### Plus choose 20 units from:

BIOL 385	Medicinal Plants
BIOL 410	Science at the Cutting Edge
BIOL 434	Histology
BIOL 436	Immunology
BIOL 439	Neurobiology
BIOL 448	Neuroanatomy
BIOL 446	Human Gross Anatomy
BIOL 461	Virology
BIOL 463	Medical Parasitology
BIOL 466	Systems Physiology
BIOL 474	General Microbiology
BIOL 490	Bioinformatics

## Bachelor of Science

### ENVIRONMENTAL SCIENCE

Required: at least 107 units of biology, chemistry, environmental science, and related fields, including:

- The courses listed below (60 units)
- Required Cognates (12 units)
- An area of emphasis in Environmental Science (35 units, see below)
- 1 unit may be applied to the major from CHEM 491 and 492
- 2 units may be applied from CHEM 493

In addition, majors must take UNST 404B during their final year as part of their University Studies requirements.

BIOL 111, 111L	General Biology I, laboratory
BIOL 112, 112L/114L	General Biology II, laboratory
BIOL 113, 113L/115L	General Biology III, laboratory
CHEM 111, 111L	General Chemistry I, laboratory
CHEM 112, 112L	General Chemistry II, laboratory
CHEM 113, 113L	General Chemistry III, laboratory
CHEM 281, 281L	Organic Chemistry I, laboratory
CHEM 282, 282L	Organic Chemistry II, laboratory
ENSC 350	Colloquium
ENSC 405	Environmental Science Seminar
ENSC 415	Environmental Science
ENSC 420	Environmental Toxicology
ENSC 476	Environmental Microbiology
ENSC 495	Environmental Research/Internship

Required Cognates:

ECON 254/255	Macroeconomics/Microeconomics
PLSC 432S	Law & Society

Environmental Science majors choose one of the following areas of emphasis:

### Natural Science (35 units):

#### Choose either:

BIOL 385	Medicinal Plants
<b>OR</b>	
BIOL 485	Systematic Botany

BIOL 276	Research Processes in Biology
BIOL 376	Biostatistics
BIOL 408	Biology of Marine Invertebrates
BIOL 414	General Ecology
BIOL 477	Vertebrate Natural History
BIOL 486	Marine Biology
ENSC	ANY Additional 8 Units of ENSC Courses

### Physical Science (35 units):

CHEM 224	Analytical Chemistry
MATH 131	Calculus I
MATH 132	Calculus II
PHYS 231, 231L	General Physics I, Laboratory
PHYS 232, 232L	General Physics II, Laboratory
PHYS 233, 233L	General Physics III, Laboratory
ENSC	ANY Additional 8 Units of ENSC courses

#### Biomathematics:

Offered with the Department of Mathematics  
(See requirements listed under that department.)

#### Biophysics:

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

#### Neuroscience:

Offered with the Department of Psychology  
(See requirements listed under Neuroscience.)

## MINOR

### BIOLOGY

Required: 30 units in biology, including:

- The courses listed below (15 units)
- Fifteen remaining units to be selected from 300 or 400 level biology courses

BIOL 111, 111L	General Biology I, laboratory
BIOL 112, 112L/114L	General Biology II, laboratory
BIOL 113, 113L/115L	General Biology III, laboratory

## COURSES

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

### LOWER DIVISION

**BIOL 107 Human Biology (4):** The human being as an integrated organism; the course explores systems of the body and the basis of healthful living. Four class hours per week. Not open to students who have taken any other course in anatomy and physiology, or to students majoring in Biology.

**BIOL 111 General Biology I (4):** Introduction to life and its processes. Includes basic biological chemistry, the biology of the cell (including membranes, respiration, communication, and division), genes and inheritance, genomes, DNA, and the genetic basis of development. Students must earn a C or better to move to BIOL 112 and BIOL 112L. Four class hours per week.

*Prerequisite: Qualified for placement into MATH 121*

*Corequisite: BIOL 111A*

**BIOL 111L General Biology I Laboratory (1):** One three-hour laboratory per week, presenting experimental aspects of the topics presented in BIOL 111. Recommended to be taken concurrently with BIOL 111. Students must earn a C or better to move to BIOL 112 and BIOL 112L.

**BIOL 111A General Biology Seminar (0):** The General Biology Seminar introduces students to the university's role to promote and propagate knowledge especially in ways to understand issues of science and Scripture. After finishing this seminar students will know the ways that science studies the natural world, ways to understand, interpret, and study Scripture and ways that Seventh-day Adventists and other religious faiths interpret the Genesis creation stories. Required of all Biology Majors planning on taking BIOL 112

**BIOL 112 General Biology II (4):** Science-based evidence for the origin of biological diversity, speciation, phylogeny, and systematics. Descriptions of vertebrate and invertebrate diversity. Includes the principles of animal form, function, nutrition, circulation, immunity, excretion, hormones, reproduction, development, and neuronal systems. Students must earn a C or better to move to BIOL 113 and BIOL 113L. Four class hours per week.

*Prerequisites: BIOL 111, 111L & BIOL 111A*

**BIOL 112L General Biology II Laboratory (1):** One three-hour laboratory per week, presenting experimental aspects of the topics presented in BIOL 112. Recommended to be taken concurrently with BIOL 112. Students must earn a C or better to move to BIOL 113 and BIOL 113L.

*Prerequisites: BIOL 111 & 111L*

**BIOL 113 General Biology III (4):** An introduction to plants and microbes, including photosynthesis, evolution, transport, nutrition, reproduction, and environmental responses. Additionally the course includes basic ecological principles and processes. Four class hours per week.

*Prerequisites: BIOL 112 & 112L*

**BIOL 113L General Biology III Laboratory (1):** One three-hour laboratory per week, presenting experimental aspects of the topics presented in BIOL 113. Recommended to be taken concurrently with BIOL 113.

*Prerequisites: BIOL 112 & 112L*

**BIOL 114L General Biology II SEA-Phages Laboratory (3):** This specialized research-focused version of General Biology Lab II is an alternative to the traditional BIOL 112L lab. Students must apply to participate in this course. Bacteriophage Discovery will be used to introduce biology as an experimental science. Students will learn current laboratory techniques through the discovery, isolation, and characterization of their own novel bacteria virus. Students will be introduced to concepts in microbiology, evolution, and molecular biology through hands-on experiments driven by results obtained during class. This course is the first half of a two-part course. Two 3-hour laboratory sessions per week. To be taken concurrently with BIOL 112. There is a lab fee associated with this course. Prerequisites: BIOL 111, 111L & BIOL 111A and permission of instructor. Students who enroll in BIOL 114L should plan on taking BIOL 115L in the subsequent quarter. Students who complete both BIOL 114L and 115L with a passing grade will not be required to take BIOL 276 Research Methods

*Prerequisites: BIOL 111, 111L & 111A or consent of the instructor*

**BIOL 115L General Biology III SEA-Phages Laboratory (3):**

This specialized research-focused version of General Biology III is an alternative to the traditional BIOL 113L lab. Students must apply to participate in this course. Bacteriophage Genomics will be used to introduce biology as an experimental science. Students will learn computational biological techniques through annotation and characterization of novel viral genomes isolated during the first quarter of this course. Students will be introduced to concepts in bioinformatics, microbiology, evolution, and molecular biology through hands-on experiments driven by results obtained during class. This course is the second half of a two-part course. To be taken concurrently with BIOL 113. There is a lab fee associated with this course. Prerequisites: BIOL 114L and permission of instructor. Students who complete both BIOL 114L and 115L with a passing grade will not be required to take BIOL 276 Research Methods

*Prerequisite: BIOL 114L*

**BIOL 131 Human Anatomy & Physiology I (5):**

A systematic approach to the integrated study of human anatomy and physiology. Designed primarily for students in associate and baccalaureate degree programs in allied health sciences and nursing. Topics covered are organization of the body, cells, tissues, integumentary system, skeletal system, muscular system, and nervous system. Three classes, one hour each, and two three-hour laboratories per week. Does not apply toward a major in biology.

**BIOL 132 Human Anatomy & Physiology II (5):**

A systematic approach to the integrated study of human anatomy and physiology. Designed primarily for students in associate and baccalaureate degree programs in allied health and nursing. Topics covered are special senses, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system. Four class hours and one three-hour laboratory per week. Does not apply toward a major in biology.

*Prerequisite: BIOL 131*

**BIOL 185 Basic Medical Microbiology (5):**

Surveys human pathogens and diseases and provides a medicine-based overview of related concepts, such as bacterial metabolism and reproduction, drugs, drug resistance, and basic immunology. Designed primarily for students expecting to enter the allied health sciences (nursing, dental hygiene, physical therapy, etc.) Four class hours and three laboratory hours per week. Does not apply toward a major in biology.

**BIOL 276 Research Processes in Biology (3):** This course is specifically designed for biology majors to provide further training in the principles of scientific inquiry and experimental design with an emphasis on mathematical computations in biology and the scientific method. Students will be expected to design an independently-constructed, hypothesis-driven research project. This required course is three units and meets for two one-hour lectures and one three-hour laboratory per week. Students who complete both BIOL 114L and 115L will have this course requirement waved from their program of study.

*Prerequisites: BIOL 113 & 113L*

**BIOL 295 Undergraduate Research I (1-4):**

Original investigation pursued under the direction of a faculty member. The student may take up to four units maximum. It is highly recommended that freshmen and sophomores enroll with a minimum overall GPA of 3.0

**BIOL 299 Directed Study (1-4):**

Lower division independent project, not involving original research, taught on an arranged basis. Up to four units maximum may be taken.

*Restriction: Consent of the department chair & arrangement with an instructor*

## UPPER DIVISION

**BIOL 301 Cell & Molecular Biology (4):** The basic concepts of current molecular and cell biology, including cellular regulation, function, and control; processing of information; and cell organelle function and processes. Introduction to the techniques used in modern cell and molecular biology, and their application to answer questions about the cell. Four class hours per week.

*Prerequisites: BIOL 113, 113L or 115L & CHEM 281*

**BIOL 301L Cell & Molecular Biology Projects Laboratory**

**(1):** Investigation-based laboratories designed for student research experience. Projects focus on methods of modern cell biology and draw from techniques learned in Research Processes in Biology (BIOL 276). Two to four weeks devoted to demonstration laboratories and the remaining laboratory time dedicated to the development and execution of the discipline-related project. To be taken concurrently with BIOL 301. Meets for a three-hour time period once per week.

*Prerequisite: BIOL 276*

**BIOL 302 Genetics (4):** Principles of Genetics; understanding and analyzing heritable variation in genomes and populations. Four class hours per week.

*Prerequisites: BIOL 301 & 301L*

**BIOL 302L Genetics Laboratory (1):** Investigation-based computational laboratory with focus on genetic and genomic analyses. No prior computer experience is necessary. Students will develop their skills on small datasets, then conduct a research project using provided sequence or genotyping datasets. To be taken concurrently with BIOL 302.

*Prerequisites: BIOL 301 & 301L*

**BIOL 303 Developmental Biology (4):** Molecular and genetic mechanisms of gametogenesis, fertilization, morphogenesis, differentiation, and regeneration. Processes of development caused by cell and molecular interactions, under the control of gene expression. Four class hours per week.

*Prerequisites: BIOL 302 & 302L*

**BIOL 303L Developmental Biology Laboratory (1):** Early processes in development will be examined using model organisms *in vivo*, *in vitro* and/or through high quality images. Experimental manipulations and use of modern techniques will be emphasized. Notebooks will be maintained and additional literature will be distributed for occasional labs. To be taken concurrently with BIOL 303. Meets for a three-hour time period once per week.

*Prerequisites: BIOL 302 & 302L*

**BIOL 312 Genetics for Computer Science (4):** Principles of Genetics; understanding and analyzing heritable variation in genomes and populations, with an emphasis on computer analysis of genetic and population data. Four class hours per week. To be taken concurrently with BIOL 312L.

*Prerequisite: BIOL 111*

*Restriction: For Computer Science majors with junior or senior standing only*

**BIOL 312L Genetics for Computer Science Laboratory (1):** Investigation-based computational laboratory with focus on genetic and genomic analyses. Students will develop their skills on small datasets, then conduct a research project using provided sequence or genotyping datasets. To be taken concurrently with BIOL 312.

*Restriction: For Computer Science majors with junior or senior standing only*

**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. Three class hours per week. Includes one, three-hour laboratory session per week.

**BIOL 350 Colloquium (0):** Upper division departmental course involving invited speakers who present the results of their current research. A grade of IP is assigned until the student has attended 12 colloquia, over six consecutive quarters.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 376 Biostatistics (4):** Statistical analysis of biological systems, including both parametric and non-parametric methods. Four class hours per week.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 385 Medicinal Plants (4):** This course will focus on a series of plants used in modern medicines and/or diets to treat disease and improve health. Both historical and modern applications of the plants as medicines will be explored through class presentations and discussions, looking to the future of medicines from plants to treat various common disorders or diseases. Several taxonomic methods will also be briefly introduced and students will work on a Medicinal Plant collection project. Three, 3-hour laboratory periods will be held during the quarter.

*Prerequisites: BIOL 113 & 113L, or 115L, or the consent of instructor*

**BIOL 389 Topics in Biology (4):** Courses on various current topics in biological science, specifically designed for non-majors. The student may repeat different sections of the course for additional credit. Typically taught as an evening class. Does not apply toward a major in biology. Four class hours per week.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 405 Biology Seminar (2):** Recent developments and current topics in selected areas of modern biology. Students may be asked to give multiple presentations on a subject pertinent to the topics discussed. May be repeated for a total of 4 units. Two class hours per week.

*Prerequisites: BIOL 113, 113L & BIOL 276, or BIOL 115L*

**BIOL 408 Biology of Marine Invertebrates (4):** An introduction to the biology of marine invertebrate groups. Treatment organized phylogenetically and covers a broad spectrum of current knowledge about the biology of individual representatives of marine invertebrate organisms. Three class hours and one three-hour laboratory per week, with extended field trips as substitution for some labs. Offered occasionally.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 410 Science at the Cutting Edge (2):** The flow of scientific information from the research laboratory to textbooks and the popular media. The presentation of current research and its integration into the body of knowledge. Requires attendance at a minimum of one national scientific meeting within the Southern California area. Limited class size. Two class hours per week.

*Prerequisites: BIOL 113 & 113L or 115L*

*Restriction: May not be taken concurrently with UHNR 324*

**BIOL 414 General Ecology (4):** Basic concepts concerning the relationships of organisms to their environment. Emphasis on physiological responses of individuals; structure and dynamics of populations; interactions between species; and the structure, dynamics, and functions of communities and ecosystems. Includes one, three-hour laboratory session per week. May substitute for BIOL 415. Three class hours per week.

*Prerequisites: BIOL 113 & 113L or 115L*

**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. Three class hours per week.

*Prerequisites: BIOL 113 & 113L, or consent of the instructor*

**BIOL 434 Histology (4):** Descriptive and functional analysis of normal human tissues and organs. Three class hours and one three-hour laboratory per week.

*Prerequisites: BIOL 113 & 113L or 115L, BIOL 301 or consent of the instructor*

**BIOL 436 Immunology (4):** This course introduces students to the diverse roles of the vertebrate immune system with special attention paid to events that occur at the level of cellular communication and signaling. The immune responses to disease are studied and the components of the immune response are explored in light of available experimental evidence. Four class hours per week.

*Prerequisite: BIOL 301*

**BIOL 439 Neurobiology (4):** An advanced course on the functions of the mammalian nervous system. Neuronal substrates of behavior including perception, motivation, emotion, memory, consciousness, and abnormal thought and behavior are explored. Genetic correlates of behavior are also considered.

*Prerequisite: BIOL 466*

**BIOL 446 Human Gross Anatomy (5):** An intensive, basic course in clinically oriented human anatomy, including laboratory study of the human cadaver. Three class hours and two three-hour laboratories per week. This is a Service-Learning course.

*Prerequisites: BIOL 113 & 113L or 115L*

*Restriction: Consent of the instructor*

**BIOL 448 Neuroanatomy (5):** Exploration of the neuroanatomy of the human nervous system. Course focuses on the structure, function, and relationships of the central and peripheral sub-categories of the nervous system; neurological development; and disorders and diseases of the nervous system. Includes one 3-hour laboratory session per week. Cross-listed as NEUR 448.

*Prerequisites: BIOL 111, 111L, PSYC 104 & BIOL 303 & 303L, or BIOL 466*

**BIOL 461 Virology (4):** The goal of Virology is to introduce students to the biology and biochemistry of viruses and viral infection. This course will address the fundamentals of virus properties, virus multiplication, disease mechanisms, and how viruses pose new threats to human and animal health through emergence and evolution. This course is intended to cover important concepts and themes in virology but students will also discuss carefully selected examples of viruses that impact our world and everyday life. Four class hours per week.

*Prerequisite: BIOL 301*

**BIOL 463 Medical Parasitology (4):** This course will introduce students to concepts in parasitology. Topics covered will include parasite diversity, life cycles, host defense mechanisms, parasite evasion, host pathology, parasite ecology, evolution, epidemiology and control. Themes and concepts explored in the course can be applicable to other infectious agents. This course is intended for students aiming to land in any medical, paramedical or science career. Four class hours per week.

*Prerequisites: BIOL 303*

**BIOL 466 Systems Physiology (4):** This course demonstrates how the major organ systems function, internal regulation is maintained, and special adaptations for varying external environments across a broad range of taxa. Major topics include respiration, circulation, metabolic regulation, thermoregulation and tolerance, membrane transport and osmoregulation, nervous system function and integration, and hormonal regulation. Three class hours and one three-hour laboratory per week.

*Prerequisites: BIOL 113, 113L or 115L & BIOL 376*

**BIOL 467 Herpetology (4):** Identification, evolution, distribution, and life history of amphibians and reptiles from around the world. Three class hours per week and one three-hour laboratory, or the equivalent, per week.

*Prerequisites: BIOL 113 & 113L or 115L*

**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 the animal, one that is subject to rigorous analysis and experimentation based on objective data. Four class hours per week.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 474 General 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, as well as environmental and applied microbiology. Three class hours and one three-hour laboratory per week.

*Prerequisite: BIOL 301*

**BIOL 477 Vertebrate Natural History (4):** An evolutionary approach to the morphology, physiology, behavior, and ecology of major vertebrate groups. Treats the question of how members of different vertebrate groups live their lives, and critiques scientific hypotheses on how these different life strategies evolved. The course is designed to engage students in the scientific thought process required to go from the observed to the theoretical. Weekend field trips will be taken to different regions of Southern California. Three class hours per week and one three-hour laboratory, or the equivalent, per week.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 485 Systematic Botany (4):** Classification of vascular plants with focus on flowering plants. Emphasis is made on identification of species with the aid of botanical keys; involves the recognition of plant families; and notes the habitats where various species occur. Other taxonomic methods are introduced. Three class hours and one three-hour laboratory, or the equivalent, per week.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 486 Marine Biology (4):** This course is designed for students interested in the biology of marine life. The course will tour the marine environment from a community perspective and will examine the biology of organisms found in a variety of marine habitats. Diversity of species and adaptations to habitats from the sea surface to the depths of the ocean will be explored in detail. Three class hours with weekly three-hour laboratories throughout the quarter.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 487 Field Studies in Biology (1-5):** These are field courses offered at the discretion of the department. Recent examples have included BIOL 487C Natural History of Baja California (4 units), and BIOL 487E Tropical Field Biology/Tioman (5 units). Normally offered during the summer. Involves a considerable amount of travel and fieldwork. Different sections may be approved for additional credit.

*Prerequisites: BIOL 113 & 113L or 115L*

**BIOL 490 Bioinformatics (4):** This course provides the student with the methods, tools and mindset needed to manage and analyze large datasets of biological sequences. Student projects provide a practical introduction to the subject. Scripting is taught but no prior computer programming experience is needed.

*Prerequisite: BIOL 302 or consent of the instructor*

**BIOL 491 Bioinformatics for Computer Science (4):** This course provides the student with the methods, tools and mindset needed to manage and analyze large datasets of biological sequences. Special emphasis will be placed on high level scripting languages, data analysis and graphing in R and queries of databases using SQL. Student projects provide a practical introduction to the subject.

*Prerequisites: BIOL 312 & 312L*

*Restriction: For Computer Science majors with junior or senior standing only*

**BIOL 495 Undergraduate Research II (1-4):** Original investigation pursued under the direction of a faculty member. Students may register for BIOL 495 multiple quarters. Up to a total of 4 units of BIOL 495 can apply as electives toward either the Biomedical or Biological emphases. Subsequent units can be used to satisfy the general electives requirement. *No more than 4 credits can count toward upper-division elective credit in Biology and Biomedical science majors.*

*Prerequisites: BIOL 113 & 113L or 115L*

*Restriction: Must have junior or senior standing*

*Additional Requirements: Formal agreement with supervising instructor & minimum overall GPA of 3.0*

**BIOL 499 Directed Study (1-4):** Upper division independent project, not involving original research, and taught on an arranged basis. The student may take up to four units maximum.

*Prerequisites: BIOL 113 & 113L or 115L*

*Additional Requirements: Consent of the department chair & arrangement with the supervising instructor*

**ENSC 350 Colloquium (0):** Upper division departmental course involving invited speakers who present the results of their current research. A grade of IP is assigned until the student has attended 12 colloquia, over six consecutive quarters.

*Prerequisites: BIOL 113 & 113L or 115L*

**ENSC 405 Biology Seminar (2):** Recent developments and current topics in areas of environmental science will be discussed. Students may be asked to make presentations on a subject pertinent to the topics discussed. May be repeated for a total of 4 units. Two class hours per week.

*Prerequisites: BIOL 113, 113L & BIOL 276, or 115L*

**ENSC 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 field or laboratory period per week. Three class hours per week.

*Prerequisites: BIOL 113 & 113L or 115L*

**ENSC 420 Environmental Toxicology (4):** This course will provide a survey of major environmental pollutants, their sources, and interactions with atmospheric, terrestrial and aquatic environments. Pollutants will also be discussed regarding exposure of people, animals or other biota. Some of the physical and chemical changes induced in the environment by pollutants, and its transport will also be discussed.

*Prerequisites: BIOL 113 & 113L or 115L*

**ENSC 476 Environmental Microbiology (4):** This course will provide an overview of microorganisms in the environment including their occurrence, abundance, and distribution. The study will include elements of public health, process microbiology, wastewater treatment, roles of microbiology on chemical cycles, and the ecological elements of energy nutrient relations, species diversity, and food webs.

*Prerequisites: BIOL 113 & 113L or 115L*

**ENSC 495 Environmental Research/Internship (4):** Original Investigation pursued under the direction of a faculty member in the department, or practical experience in an area of environmental science, generally in an off-campus setting arranged under the direction of a faculty in the department. A minimum of a hundred and twenty hours of experience are required for 4 hours of credit.

*Prerequisite: ENSC 415*

**UNST 404B Religious, Moral, & Social Aspects of Biology (4):** The department's capstone course, dealing with current philosophical issues in biology. Four class hours per week.



# Department of Chemistry & Biochemistry

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## Department Faculty

### **Marvin A. Payne, Chair**

Associate Professor of Chemistry (1997)  
PhD University of North Texas 1993  
Biochemistry, enzyme mechanisms

### **Marco M. Allard**

Assistant Professor of Chemistry (2014)  
PhD Wayne State University 2010  
Physical inorganic chemistry

### **Michael Gutierrez**

Assistant Professor of Chemistry (2014)  
PhD University of California Riverside 2013  
Organic chemistry

### **Jennifer Helbley**

Associate Professor of Chemistry (2006)  
PhD University of Nevada, Reno 2006  
Materials chemistry

### **Krista Motschiedler**

Lecturer II, Chemistry (2002)  
PhD University of California, Los Angeles 2000  
Physical organic chemistry

## Collaborating Faculty

### **G. Roger Tatum**

Professor of Chemistry (1979), Retired  
PhD University of Maryland 1979  
Instrumental and inorganic chemistry

### **Sarah Herrmann**

Collaborating Faculty, Chemistry (2014)  
PhD University of California Davis 1997  
Organic chemistry

### **Jesica Jones**

Collaborating Faculty, Chemistry (2015)  
PhD Loma Linda University, 2015  
Pharmacology

## Degrees Offered

Bachelor of Arts degree in:

- Chemistry

Bachelor of Science degrees in:

- Biochemistry
- Chemistry
- Physical Science

Minors in:

- Chemistry
- Biochemistry

## Preparation for Teaching

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

## Objectives

Developing a sense of intellectual curiosity concerning chemical theory and an appreciation of the practical role of chemistry in life constitute the general objectives of the department. Additional objectives include preparing students to enter graduate programs in chemistry or biochemistry, professional programs in the health sciences, and careers in the chemical industry. In addition to majors in chemistry and biochemistry, the department offers a major in physical science designed for those planning to teach science at the secondary level.

## Chemistry Learning Outcomes

1. Predict solutions to and solve complex problems in equilibrium, kinetics, and thermodynamics.
2. Demonstrate an understanding of the structure of atoms, the quantum mechanical nature of matter, and the interaction of electromagnetic radiation with matter.
3. Demonstrate an understanding of the energetic requirements and driving forces of reactions, spontaneity, mechanisms, electron flow, and reaction dynamics.

- Evaluate the polarity, solubility, reactivity, stereochemistry, and intermolecular forces of molecules and macromolecules based on chemical structure.
- Formulate and execute a scientific research plan including appropriate use of instrumentation. Effectively communicate the results consistent with accepted scientific standards.
- Use molecular orbital theory to model organic and inorganic molecular behavior. (B.S. only)

## Biochemistry Learning Outcomes

- Predict solutions to and solve complex problems in equilibrium, kinetics, and thermodynamics.
- Demonstrate an understanding of the structure of atoms, the quantum mechanical nature of matter, and the interaction of electromagnetic radiation with matter.
- Demonstrate an understanding of the energetic requirements and driving forces of reactions, spontaneity, mechanisms, electron flow, and reaction dynamics.
- Evaluate the polarity, solubility, reactivity, stereochemistry, and intermolecular forces of molecules and macromolecules based on chemical structure.
- Formulate and execute a scientific research plan including appropriate use of instrumentation. Effectively communicate the results consistent with accepted scientific standards.
- Describe and apply knowledge of metabolic pathways, compartmentalization, and regulation.
- Connect energetic requirements to specific biochemical systems.
- Recognize the role of information storage and flow in cell structure and function.

## Senior Assessment

All department majors must participate in the department's assessment program. This may include taking a comprehensive chemistry assessment test during the winter or spring term of the senior year (on the specified date announced) and/or tests in UNST 404D.

## MAJORS

Core Curriculum (47 units): Required of all students majoring in the Department of Chemistry & Biochemistry

CHEM 111, 111L	General Chemistry I, Laboratory
CHEM 112, 112L	General Chemistry II, Laboratory
CHEM 113, 113L	General Chemistry III, Laboratory
CHEM 224	Analytical Chemistry
CHEM 281, 281L	Organic Chemistry I, Laboratory
CHEM 282, 282L	Organic Chemistry II, Laboratory
CHEM 351	Physical Chemistry: Thermodynamics
CHEM 352	Physical Chemistry: Dynamics
CHEM 321	Molecular Science Research Literature Review
CHEM 322	Molecular Science Research Laboratory
CHEM 421	Writing for Molecular Science Research
CHEM 422	Molecular Science Research Presentation

### Plus, choose one of the following:

CHEM 424, 424L	Instrumental Analysis I, Laboratory
	<b>OR</b>
CHEM 425, 425L	Instrumental Analysis II, Laboratory
	<b>OR</b>
CHEM 426, 426L	Instrumental Analysis III, Laboratory

Required Core Cognates (23 units):

MATH 131	Calculus I
MATH 132	Calculus II
PHYS 231, 231L	General Physics I, Laboratory
PHYS 232, 232L	General Physics II, Laboratory
PHYS 233, 233L	General Physics III, Laboratory

## Bachelor of Arts

### CHEMISTRY

Required: at least 83 units total, with 60 units in chemistry, and 23 units in related fields including:

- Core Curriculum (47 units)
- Core Cognates (23 units)
- The courses listed below (8 units)
- Remaining 5 units to be selected in consultation with advisor

CHEM 353	Physical Chemistry: Quantum Mechanics
CHEM 380, 380L	Advanced Organic Chemistry, Laboratory

## Bachelor of Science

### BIOCHEMISTRY

Required at least 108 units, with 70 units in chemistry and 38 units in related fields, including:

- Core Curriculum (47 units)
- Core Cognates (23 units)
- The courses listed below (12 units)
- Additional Required Cognates listed below (15 units)
- 11 additional units to be selected in consultation with an advisor from courses applicable to a biochemistry major

#### Plus:

CHEM 491, 491L Biochemistry I, Laboratory  
 CHEM 492, 492L Biochemistry II, Laboratory  
 CHEM 493, 493L Biochemistry III, Laboratory

Additional Required Cognates (15 units):

BIOL 111, 111L General Biology I, Laboratory  
 BIOL 112, 112L General Biology II, Laboratory  
 BIOL 113, 113L General Biology III, Laboratory

### CHEMISTRY

Required: at least 97 units, with 70 units in chemistry and 27 units in related fields, including:

- Core Curriculum (47 units)
- Core Cognates (23 units)
- The courses listed below (12 units)
- Additional Required Cognate listed below (4 units)
- 11 additional units to be selected in consultation with advisor from courses applicable to a chemistry major

CHEM 316 Advanced Inorganic Chemistry  
 CHEM 353 Physical Chemistry: Quantum Mechanics  
 CHEM 380, 380L Advanced Organic Chemistry, Laboratory

Additional Required Cognate (4 units):

MATH 133 Calculus III

### PHYSICAL SCIENCE

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

Required: at least 104 units, with 77 units in chemistry and physics and 27 units in related fields, including:

- Core Curriculum (47 units)
- Core Cognates (23 units)
- The courses listed below (12 units)
- Additional Required Cognates listed below (15 units)
- 3 additional units in chemistry and/or physics to be selected in consultation with advisor

CHEM 316 Advanced Inorganic Chemistry  
 GEOL 314 Earth Science  
 PHYS 304 Astronomy

Required Cognates (15 units):

BIOL 111, 111L General Biology I, laboratory  
 BIOL 112, 112L General Biology II, laboratory  
 BIOL 113, 113L General Biology III, laboratory

## MINORS

### CHEMISTRY

Required: 35 units in chemistry, including:

- The courses listed below (29 units)
- Remaining 6 units to be selected from those upper division courses applicable to a chemistry major

CHEM 111, 111L General Chemistry I, Laboratory  
 CHEM 112, 112L General Chemistry II, Laboratory  
 CHEM 113, 113L General Chemistry III, Laboratory  
 CHEM 281, 281L Organic Chemistry I, Laboratory  
 CHEM 282, 282L Organic Chemistry II, Laboratory  
 CHEM 380, 380L Advanced Organic Chemistry, Laboratory

### BIOCHEMISTRY

Required: 35 units in chemistry, including:

- The courses listed below (31 units)
- Remaining 4 units must be selected from upper division courses applicable to a biochemistry or chemistry major

CHEM 111, 111L General Chemistry I, Laboratory  
 CHEM 112, 112L General Chemistry II, Laboratory  
 CHEM 113, 113L General Chemistry III, Laboratory  
 CHEM 281, 281L Organic Chemistry I, Laboratory  
 CHEM 282, 282L Organic Chemistry II, Laboratory  
 CHEM 380, 380L Advanced Organic Chemistry, Laboratory  
 CHEM 492 Biochemistry II

## COURSES

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

### LOWER DIVISION

CHEM 110 in number do not apply toward a major or minor in chemistry, biochemistry, or physical science.

**CHEM 105 Introductory Chemistry I (4):** Introduction to the fundamental principles important to inorganic chemistry including matter, atomic structure, bonds, chemical reactions, solutions, reaction rates, equilibrium and acid-base chemistry. Introduction to the fundamental chemistry of carbon compounds including chirality, nomenclature, properties and reactions of hydrocarbons, alcohols, phenols, thiols, and ethers. Four hours of lecture per week.

*Prerequisite:* MATH 007 or MATH 013

*Corequisite:* CHEM 105L

**CHEM 105L Introductory Chemistry I Laboratory (1):** Laboratory experiments introduce measurements, calculations, reactions of inorganic and organic compounds, states of matter, reaction rates, equilibrium solutions, pH, and buffers. Thirty hours of laboratory total.

*Corequisite:* CHEM 105

**CHEM 106 Introductory Chemistry II (4):** Further introduction to the fundamental chemistry of carbon compounds including aldehydes, amines, carboxylic acids, ketones, polymers, and minor functional groups. Introduction to the chemistry of living organisms including carbohydrates, lipids, proteins, nucleic acids, metabolic pathways, and enzymes. Four hours of lecture per week.

*Prerequisite:* CHEM 105, 102, or 281

*Corequisite:* CHEM 106L

**CHEM 106L Introductory Chemistry II Laboratory (1):** Laboratory experiments introduce analysis, properties, and reactions of organic and biological molecules and systems. Thirty hours of laboratory total.

*Prerequisite:* CHEM 105

*Corequisite:* CHEM 106

**CHEM 110 Preparatory Chemistry (4):** A survey of chemical principles that form the basis for successful completion of General Chemistry. Includes study of the properties of matter, measurement and conversion of units, density, the Periodic Table of the Elements, naming, drawing of inorganic compounds, types of chemical reactions, balancing chemical equations, solubility of inorganic compounds, the mole concept and stoichiometry of reactions. Four hours of lecture per week.

*Prerequisite:* MATH 007 or MATH 013 (can be taken concurrently)

**CHEM 111 General Chemistry I (4):** Introduction to the particulate nature of matter, structure of atoms and molecules, and quantum mechanics. Concepts of problem solving, mole, inorganic nomenclature, electron configurations, periodic properties, and bonding theory. Four hours of lecture per week.

*Prerequisites:* CHEM 110 or passing score on Placement Test & MATH 007 or MATH 013 or appropriate score on math placement examination

*Corequisite:* CHEM 111L

**CHEM 111L General Chemistry Laboratory I (1):** Hands-on laboratory work in the principles and techniques of inorganic quantitative and qualitative analysis. Experiments are coordinated with the lecture material of CHEM 111. Computer data acquisition, graphing, problem solving, and quantitative calculations are emphasized. Three hours of laboratory per week.

*Corequisite:* CHEM 111

**CHEM 112 General Chemistry II (4):** Concepts and understanding of chemical reactions, thermochemistry, intermolecular forces, gas laws, and phase changes. Calculations for reactions, yield, thermochemistry, solutions, and phase changes. Four hours of lecture per week.

*Prerequisites:* CHEM 111 & 111L

*Corequisite:* CHEM 112L

**CHEM 112L General Chemistry Laboratory II (1):** Hands-on laboratory work in the principles and techniques of inorganic quantitative and qualitative analysis. Experiments are coordinated with the lecture material of CHEM 112. Reactions, gases, and solutions are emphasized. Three hours of laboratory per week.

*Prerequisites:* CHEM 111 & 111L

*Corequisite:* CHEM 112

**CHEM 113 General Chemistry III (4):** Concepts and calculation involving kinetics, equilibrium, titration, acid-base theory, free energy, thermodynamics, electrochemistry, and radioactivity. Four hours of lecture per week.

*Prerequisites:* CHEM 111, 111L, 112, 112L & MATH 121

*Corequisite:* CHEM 113L

**CHEM 113L General Chemistry Laboratory III (1):** Hands-on laboratory work in the principles and techniques of inorganic quantitative and qualitative analysis. Experiments are coordinated with the lecture material of CHEM 113. Equilibrium, titration, and electrochemistry are emphasized. Three hours of laboratory per week.

*Prerequisites:* CHEM 111, 111L, 112 & 112L

*Corequisite:* CHEM 113

**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 hours of lecture and six hours of laboratory per week.

*Prerequisites: CHEM 111, 111L, 112, 112L, 113 & 113L*

**CHEM 281 Organic Chemistry I (4):** Principles, properties, and reactions of carbon-based molecules. Nomenclature, structure, and reactions involving alkanes, alkenes, alkynes, and alkyl halides. Introduction to stereochemistry, acid-base reactions, radical reactions, substitution and elimination reactions, radical reactions, mechanisms and retrosynthesis. Introduction to spectroscopic methods of compound identification, including IR, <sup>13</sup>C and <sup>1</sup>H NMR, and MS. Four hours of lecture per week.

*Prerequisites: CHEM 111, 111L, 112, 112L, 113 & 113L*

*Corequisite: CHEM 281L*

**CHEM 281L Organic Chemistry Laboratory I (1):** Introduction to organic laboratory glassware, techniques, the properties of organic molecules and synthesis. Techniques covered include separation and purification (crystallization, extraction, precipitation, distillation, chromatography, filtration, GC) and characterization (melting and boiling point, sublimation, solubility). Thirty hours of laboratory total.

*Corequisite: CHEM 281*

**CHEM 282 Organic Chemistry II (4):** Nomenclature, structure and reactions involving alcohols and ethers, ketones and aldehydes, carboxylic acids and derivatives, conjugated compounds, aromatics, and amines. Introduction of enolate reactions, organometallic reactions. Continuation of mechanisms and retrosynthesis. Four hours of lecture per week.

*Prerequisite: CHEM 281 or 272*

*Corequisite: CHEM 282L*

**CHEM 282L Organic Chemistry Laboratory II (1):** Continuation of organic laboratory techniques including synthesis, isolation, purification, and characterization. Introduction to spectroscopic techniques including NMR, IR and GC-MS.

*Prerequisite: CHEM 281L*

*Corequisite: CHEM 282*

**CHEM 298 Directed Research (1-2):** Completion of a laboratory research project under the direction of an on-campus faculty member or approved off-campus research supervisor. Minimum three laboratory hours per week per unit of credit.

*Restriction: 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.

*Restriction: Consent of the instructor & department chair*

## UPPER DIVISION

**CHEM 316 Advanced Inorganic Chemistry (4):** In-depth study of inorganic chemistry concepts needed for students in both chemistry and biochemistry. The objectives include describing and applying concepts of Group Theory, understanding and applying reactivity trends to Molecular Orbital Theory arguments, understanding and explaining bonding as applied to inorganic complexes, and gaining a general understanding of Frontier Orbitals and their application in various aspects of chemistry. Four hours of lecture per week.

*Prerequisite: CHEM 113*

**CHEM 321 Molecular Science Research Literature Review (2):** Gathering, reading, discussing, analyzing, and planning for research in chemistry or biochemistry in order to create a research plan. Includes introduction to literature searching and types of literature in chemistry & biochemistry. Focus is on peer reviewed publications relating to ongoing research being done by a Chemistry & Biochemistry faculty. Two hours of lecture per week. Quarter offered varies by instructor.

*Prerequisites: CHEM 281 & consent of the instructor*

**CHEM 322 Molecular Science Research Lab (2):** Laboratory research in chemistry or biochemistry in an area relating to ongoing research being done by Chemists and Biochemists. Emphasizes the execution of a research plan and collection of data from original research. Includes proper use of a laboratory notebook, evaluation of and practicing laboratory safety, and execution of laboratory work with minimal instructions. Six hours of laboratory per week. Student should continue with same instructor from CHEM 321. Quarter offered varies by instructor.

*Prerequisites: CHEM 224, CHEM 282L, CHEM 321 & consent of the instructor*

**CHEM 351 Physical Chemistry: Thermodynamics (4):** Principles of thermodynamics applied to chemistry. Entropy and energy concepts used to predict direction and extent of reactions. Includes computer applications. Laboratory emphasizes computer use in data acquisition, manipulation, and reporting relating to thermodynamic experiments. Three hours of lecture and three hours of laboratory per week.

*Prerequisites: CHEM 224, MATH 132 & PHYS 233*

**CHEM 352 Physical Chemistry: Dynamics (4):** 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. Laboratory emphasizes use of optical instruments for determination of kinetic, equilibrium, and physical constants of chemical systems. Three hours of lecture and three hours of laboratory per week.

*Prerequisite: CHEM 351*

**CHEM 353 Physical Chemistry: Quantum Mechanics (4):** Principles of quantum mechanics applied to the H-like atom, harmonic oscillator, rigid rotator, orbitals, and spectra. Includes computer applications. Laboratory emphasizes the use of computers to calculate properties and interactions of matter. Three hours of lecture and three hours of laboratory per week.

*Prerequisite: CHEM 352*

**CHEM 380 Advanced Organic Chemistry (3):** Advanced topics in organic chemistry, including organic polymer chemistry, biomolecules and organometallic C-C bond forming coupling reactions. Particular focus on advanced mechanisms, multi-step synthesis and retrosynthetic analysis. Three hours of lecture per week.

*Prerequisite: CHEM 282*

*Corequisite: CHEM 380L*

**CHEM 380L Advanced Organic Chemistry Laboratory I (1):** Continuation of organic laboratory techniques including synthesis, isolation, purification, characterization, and spectroscopic techniques. Introduction to multi-step organic synthesis.

*Corequisite: CHEM 380*

**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 hours of lecture per week. May be repeated with new content for additional credit.

*Prerequisite: CHEM 316*

**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 hours of lecture per week.

*Prerequisite: CHEM 281*

**CHEM 421 Writing for Molecular Science Research (1):** Creation of a written report summary, oral presentation, and poster relating to the original laboratory research work done in CHEM 321. Emphasis on producing materials consistent with scientific communication standards. One hour of lecture per week. Offered winter quarter each year.

*Prerequisite: CHEM 322*

**CHEM 422 Molecular Science Research Presentation (1):** Oral delivery of presentation prepared in CHEM 421 to other students. Submission of poster to Research Emphasis Week. One hour of class per week. Offered spring quarter each year.

*Prerequisite: CHEM 421*

**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 hours of lecture 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. Three hours of laboratory per week.

*Corequisite: CHEM 424*

**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. Three hours of lecture per week.

*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. Three hours of laboratory per week.

*Corequisite: CHEM 425*

**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. Three hours of lecture per week.

*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. Three hours of laboratory per week.

*Corequisite: CHEM 426*

**CHEM 470 Introduction to Medicinal Chemistry (4):** Introduction to drugs with an emphasis on action, structure, discovery, activity, and synthesis. Includes looking at several case studies of drugs currently in use. Four hours of lecture per week.

*Prerequisite: CHEM 492*

**CHEM 475 Topics in Organic Chemistry (4):** Varied content from quarter to quarter related to theory and application of organic chemistry with specific areas listed in the class schedule. Four class periods per week. May be repeated with new content for additional credit. Four hours of lecture per week.

*Prerequisite: CHEM 282*

**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. One hour of lecture per week per credit.

*Prerequisite: CHEM 492*

**CHEM 491 Biochemistry I (3):** Basic concepts of biomolecules, including: buffers, amino acids, protein structure and dynamics, sugars and polysaccharides, lipids and membranes, enzymes and enzyme kinetics. Three hours of lecture per week.

*Prerequisite: CHEM 282*

**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. Three hours of laboratory per week.

*Prerequisite: CHEM 224*

*Corequisite: CHEM 491*

**CHEM 492 Biochemistry II (3):** Molecular structure and function of biomolecules, including: carbohydrate metabolism and glycolysis; citric acid cycle; gluconeogenesis; glyoxylate pathway; pentose phosphate pathway; cytochrome system and oxidative phosphorylation; photosynthesis; and lipid, amino acid, and nucleotide metabolism. Three hours of lecture per week.

*Prerequisite: CHEM 491*

**CHEM 492L Biochemistry II Laboratory (1):** Techniques of modern experimental biochemistry including: isolation, purification and characterization of enzymes by techniques including affinity chromatography, electrophoresis, HPLC, photosynthesis, subcellular fractionation and enzymatic analysis. Three hours of laboratory per week.

*Prerequisite: CHEM 491L*

*Corequisite: CHEM 492*

**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. Three hours of lecture per week.

*Prerequisite: CHEM 492*

**CHEM 493L Biochemistry III Laboratory (1):** Techniques of modern experimental biochemistry including: extraction and characterization of DNA from bacterial cells; micro- and semi-preparative-scale isolation and purification of plasmids; action of restriction enzymes on nucleic acids; binding of polyamines to DNA, followed by ethidium fluorescence assay; and isolation of rRNA and mRNA. Three hours of laboratory per week.

*Prerequisites: CHEM 491L & 492L*

*Corequisite: CHEM 493*

**CHEM 498 Directed Research (0.5-4):** Completion of an advanced laboratory research project under the direction of an on-campus faculty member or approved off-campus research supervisor. Minimum three laboratory hours per week, per unit of credit. A maximum of four units may be applied toward the major.

*Restriction: Requires consent of the instructor & department chair*

**CHEM 499 Directed Study (1-4):** Independent advanced study of a chemically-related topic selected jointly by the student and a supervising chemistry faculty member.

*Restriction: Requires consent of the department chair*

**UNST 404D Senior Seminar: Religion, Values & Social Responsibility in Chemistry (4):** Senior Seminar: Religion, Values and Social Responsibility in Chemistry is the senior seminar culminating the University Studies program. Analyzing religious, moral and social issues within the student's major program of study, students will reflect on their own faith as they apply theoretical principles to specific problems of contemporary life. Students will integrate their values with their academic experiences and their professional aspirations by drawing on their service and knowledge. Students will examine their commitments to service as socially responsible members of their various communities. Four hours of lecture per week.

*Restriction: For Chemistry majors with senior standing only*

# Department of Communication

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## Department Faculty

### **Melissa Ann Tafoya, Chair**

Associate Professor of Communication (2013)  
PhD Arizona State University 2007  
Family and interpersonal communication

### **Natalia Lopez-Thismon**

Assistant Professor of Communication (2016)  
MA California State University, San Bernardino 2012  
Public relations and new media communication

## Degrees Offered

Bachelor of Arts degree in:

- Communication, with emphases in:
  - Media Studies
  - Public Relations
  - Strategic Communication

Minor in:

- Communication

## Preparation for Teaching

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

## Mission Statement

The faculty of the Department of 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 all forms of communication as avenues to truth, social commentary, service, and self-understanding; c) to offer a well-balanced program that examines social and personal responsibilities within experiential, theoretical, and cultural frameworks.

Media Studies examines the processes of mass media through visual and digital media. It includes video production, media criticism, media writing, journalism, media law, history of cinema, movements in film and audience analysis.

Public Relations involves the study of how organizations utilize responsible behavior and two-way communication in order to influence opinions and behavior of key publics (employees, consumers, government, community, media) as well as to respond and adapt to the concerns of those publics. The student becomes a professional communicator whose charge is to credibly promote the organization.

Strategic Communication is the study of how organizations and individuals use communication to negotiate their role in society. This emphasis includes the applied and theoretical sides of communication. The subject matter examines Interpersonal, Mass, Organizational and Speech Communication.

Each emphasis gives students a broad-based program that allows them access to graduate studies and the fields of sales, human resource management, marketing, advertising, public affairs, politics, and more.

## Student Learning Outcomes

The Communication Department has seven learning outcomes for all emphases in the majors. Students graduating should be able to:

1. Describe the Communication discipline and its central questions.
2. Employ communication theories, perspectives, principles, and concepts.
3. Create messages appropriate to the audience, purpose, and context.
4. Engage in communication inquiry and critically analyze messages.



5. Demonstrate communication knowledge and skills to create, enhance and maintain credibility and trust.
6. Influence public discourse.
7. Effectively gather and analyze data to provide productive communication outcomes.

## Directed Study Policy

General Provisions: Directed study is strongly discouraged. Exceptions will be made only for unusual cases (i.e., transfer students needing requirements, or department majors having taken all required courses) and will be considered, provided that the directed study does not duplicate earlier course work. Students may not take a directed study of a course that 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 the Records Office. Submit the form first to the proposed instructor and then to the advisor, who will in turn present it to the department faculty. The form must be accompanied by a proposal explaining the need for directed study and outlining an intended study plan. The deadline for submitting the request is before the end of the 10th week of the preceding quarter.

## Internships

Internships or independent research projects are required for qualified Communication majors. All internships and research projects must be approved by the department faculty and will be graded on a satisfactory/unsatisfactory basis.

## Senior Exit Interview

Immediately prior to graduating, all seniors will be interviewed by the department chair. The results of the interview will be used by the department to assess its own effectiveness.

## Senior Portfolio

Students completing a major in Communication will prepare a portfolio of work that represents their La Sierra journeys. As part of their portfolio, they will analyze their work in an academic paper, paying particular attention to the department's learning outcomes. Specific requirements of the portfolio will be detailed in COMM 485. Students will give a presentation over their portfolio to a committee of faculty members. The faculty will evaluate the portfolio as an assessment of students' achievements. The portfolios will also be used by the department to assess its own effectiveness.

## MAJORS

### Bachelor of Arts

#### COMMUNICATION

Core Curriculum: (44 units) Required for all communication majors.

COMM 104	Fundamentals of Speech
COMM 238	Introduction to Writing for Print Media
COMM 244	Interpersonal Communication
COMM 285	Communication Colloquium (1 unit)
COMM 288	Communication Theory I
COMM 328	Persuasion & Rhetoric
COMM 344	Gender & Communication
COMM 365	Organizational Communication
COMM 390	Communication Research Design
COMM 485	Communication Colloquium (1 unit)

#### Choice of:

- |           |                       |
|-----------|-----------------------|
| COMM 215  | Public Relations      |
| <b>OR</b> |                       |
| COMM 226  | Mass Media in Society |

#### Choice of:

- |           |                                      |
|-----------|--------------------------------------|
| COMM 338  | Advanced Writing for the Print Media |
| <b>OR</b> |                                      |
| COMM 339  | Writing for the Digital Media        |

#### Choice of:

- |           |                                  |
|-----------|----------------------------------|
| COMM 494  | Internship (2 units)             |
| <b>OR</b> |                                  |
| COMM 495  | Undergraduate Research (2 units) |

The student chooses one of the following areas of emphasis:

#### Media Studies:

Required: at least 72 units, including 35 units of upper division communication courses:

- Core Curriculum (44 units)
- The courses listed below (28 units)

COMM 339	Writing for the Digital Media (if not taken in the core curriculum)
COMM 465H	Media Law
FLTV 104	Editing Fundamentals
FLTV 108	Storytelling for Fun & Profit
FLTV 110	Short Scriptwriting
FLTV 112	Moviemaking Without a Net

**Choice of:**

COMM 338 Advanced writing for Print Media  
**OR**  
COMM 358 Design & Writing For Public Relations

Students are encouraged to choose 4 units from the following, as elective credit:

COMM 264C Edutainment  
DRAM 246E Introduction to Acting  
DRAM 267C Improvisation  
FLTV 118 History of Moving Pictures

**Public Relations:**

Required: at least 72 units, including 39 units of upper division communication courses:

- Core Curriculum (44 units)
- The courses listed below (28 units)

COMM 237 Principles of Advertising  
COMM 315 Public Relations Marketing & Development  
COMM 358 Design & Writing for PR Publications  
COMM 465L Advanced Advertising  
COMM 465Q Public Relations Case Studies  
ARTS 255 Photography

**Choice of:**

COMM 215 Public Relations  
**OR**  
COMM 226 Mass Media in Society

Students are encouraged to choose from the following, as elective credit:

COMM 465H Media Law  
MGMT 304 The Practice of Management  
MGMT 475 Leadership & Organizational Effectiveness  
MKTG 305 Marketing Principles  
MKTG 374 Consumer Behavior

**Strategic Communication:**

Required: at least 68 units, including 39-43 units of upper division communication courses:

- Core Curriculum (44 units)
- The courses listed below (24 units)

COMM 264C Edutainment  
COMM 324 Small Group Communication  
COMM 354 Advanced Public Speaking  
COMM 465G Intercultural Communication  
COMM 488 Communication Theory II

**Choice of:**

COMM 465C Nonverbal Communication  
**OR**  
COMM 444 Family Communication

**MINOR**

**COMMUNICATION**

Required: 36 units (16 upper division), as follows:

- The courses listed below (16 units)
- Remaining 16 upper division units to be selected in consultation with advisor

COMM 100+ 4 units lower division  
COMM 104 Fundamentals of Speech  
COMM 226 Mass Media in Society  
COMM 244 Interpersonal Communication  
COMM 288 Communication Theory I  
COMM 300+ 16 units upper division

## COURSES

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

### 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*

*Additional Requirement: Students for whom English is a second language must first complete ENGL 111*

**COMM 170 Experience Communication (4):** Designed to give a broad overview of the field of Communication: Interpersonal, Mass Media, and Communicating across Cultures. Offered alternate years.

*Prerequisite: ENGL 111 or ENGL 124 (can be concurrently enrolled)*

**COMM 202 Communication in Society (4):** Examines the role of communication in social change and social movements, including, but not limited to, media campaigns, grassroots movements, and linguistic determinism (the use of language influences how human beings think and/or act). Special emphasis will be placed on ethical use of communication in the societal context. Offered alternate years.

*Prerequisite: ENGL 113 or ENGL 124*

**COMM 215 Public Relations (4):** An examination of the use of communication strategies in public relations in both profit and nonprofit organizations. Topics include the history of public relations, use of media in PR, as well as ethical and legal responsibilities. Students may be required to participate in the development of a public relations campaign or work in a PR office.

*Prerequisite: ENGL 113 or ENGL 124*

**COMM 226 Mass Media in Society (4):** Examines the role of print and broadcast media in a democratic society. Social-media issues are viewed as contributing to or reflecting the values, tensions, and conflict in society.

*Prerequisite: ENGL 113 or ENGL 124*

**COMM 237 Principles of Advertising (4):** A survey of advertising theory and practice. Also an introduction to media and audience analysis. Offered alternate years.

*Prerequisite: ENGL 113 or ENGL 124*

**COMM 238 Introduction to Writing for 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.

*Prerequisite: ENGL 113 or ENGL 124*

**COMM 244 Interpersonal Communication (4):** Designed to familiarize students with basic communication processes that occur within the context of close relationships. Course reflects the interdisciplinary nature of relational research, drawing from a variety of disciplines. To facilitate this process and enhance understanding, this course focuses on scholarly research and theories associated with interpersonal communication. Students develop stronger critical and analytical thinking skills, and improve oral and written communication.

*Prerequisite: ENGL 111 or ENGL 124 (can be concurrently enrolled)*

**COMM 264 Topics in Communication (1-4):** Courses in various content areas (human communication, journalism, public relations, advertising, and critical theories). See class schedule each quarter for possible offerings. May be repeated with new content for additional credit.

**COMM 264C Edutainment (4):** This course examines entertainment with purposeful and planned educational objectives. Students will utilize communication theory, research, and various media to produce “fun” activities that teach prosocial behaviors and/or educational lessons. The course integrates service and academic learning. The practical application of theory and learned materials will help students gain a greater understanding of the concepts addressed in this course. Service Learning course. Offered alternate years.

*Prerequisite: ENGL 113 or ENGL 124; or consent of the instructor*

**COMM 285 Communication Colloquium (1):** Lower division course required of all majors. Issues pertinent to the discipline, practical activities include developing a CV and locating an internship. A student with three or more years of residence requires 1.0 unit of 285 and 1.0 unit of 485.

**COMM 288 Communication Theory I (4):** Introductory survey of fundamental content in communication. Focuses on the practical usefulness of a social science approach to the study of communication (description, explanation, prediction, and application).

*Prerequisite: ENGL 113 or ENGL 124*

**COMM 299 Directed Study (1-4):** Lower division independent study in consultation with an advisor. May be repeated for additional credit to a maximum of 4 units. See “Directed Study Policy” earlier in this section of the Bulletin.

*Restriction: Consent of the instructor*

## UPPER DIVISION

**COMM 315 Public Relations Marketing & Development (4):** A class designed for advanced students, that focuses on the role of public relations as a contemporary marketing tool. Corporate identity and image development, fund-raising, and community responsibility are also emphasized. Offered alternate years.

*Prerequisites: COMM 215 & 238*

**COMM 324 Small Group Communication (4):** This course teaches students about the important role communication plays in small groups. Understanding small group communication is important for both personal and professional life. Many work and social activities requires interaction and work with others in groups. One outcome for the course is the development of strong group communication skills, critical to leadership roles and success of future group activities. May be offered as a Service Learning course. Offered alternate years.

**COMM 328 Persuasion & Rhetoric (4):** The psychology of persuasion. Classical concepts and communication theory research from psychology and modern behavioral studies. Practice in oral and written forms.

**COMM 338 Advanced Writing for Print Media (4):** Refines news writing skills acquired in COMM 238, extending to cross-media content, copy-editing and print production layout, headline and caption writing, the analyses of major 20th century journalists. Assignments in the shorter forms of general and specialized media feature stories including: the profile, the light feature, the news feature, and the in-depth story. Offered alternate years.

*Prerequisite: COMM 238*

**COMM 339 Writing for Digital Media (4):** Application of the fundamental media writing skills acquired in COMM 238 (and COMM 338) to the special needs of digital media. Digital media differ from print media in three significant ways: the medium itself, the addition of audio and motion content, and the 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. Offered alternate years.

*Prerequisite: COMM 238*

**COMM 344 Gender & Communication (4):** Focuses on the interactive relationships between gender and communication in contemporary American society. Students will become aware of the ways in which gender is “taken for granted” and how gender is learned, the implications of gender on our lives, and prospects for change insofar as women and men are able to combine and/or reject elements of traditional femininity and masculinity.

**COMM 354 Advanced Public Speaking (4):** Expanding on the essentials of public speaking, this course emphasizes the development of individual style as a speaker. Through a set of seven speeches, students will improve their public speaking-related skills and develop an understanding of speaking style. Includes an on-camera speech.

*Prerequisite: COMM 104*

**COMM 358 Design & Writing for Public Relations Publications (4):** An overview of how public relations practitioners can integrate visual and written communications to meet organizational objectives. The course explores the idea that memorable visual messages with text have the greatest power to inform, educate and persuade. Design software will be used to produce fliers, logos, brochures and websites. Offered alternate years.

*Prerequisites: COMM 215 & 238*

**COMM 365 Organizational Communication (4):** Broad overview to the study of organizational communication. Theories and communication processes relevant to contemporary organizations are discussed. The course integrates service and academic learning. Service Learning course.

*Prerequisite: COMM 288*

**COMM 390 Communication Research Design (4):** “Communication” methods of scholarly inquiry are examined. Traditional social scientific empiricism is blended with analytical and critical methods derived from the arts and humanities.

*Prerequisite: COMM 288*

**COMM 444 Family Communication (4):** This course provides an interdisciplinary focus on marital relationships and family dynamics, with research from psychology, family studies and sociology. Offered alternate years.

**COMM 465 Topics in Communication (1-4):** Seminars in various content areas (human communication, journalism, public relations, advertising, and critical theories). Specific topics listed in class schedule. May be repeated with new content for additional credit.

*Restriction: Must have junior or senior standing*

**COMM 465C Nonverbal Communication (4):** A course on social scientific thinking about nonverbal communication, with an emphasis on emotional expression, face-to-face behavior, and virtual human interaction. Students will learn basics of nonverbal communication and how expressive elements of body language communicate in social interactions. Offered alternate years.

**COMM 465G Intercultural Communication (4):** This course is designed as an introduction to the basic concepts, principles, and skills for improving communication between individuals from different racial, ethnic and cultural backgrounds. It explores a variety of cultural identities, with varying degrees of access to power and privilege, and societal norms, all of which influence how communication occurs interculturally. The multiple sites of our identities – race, gender, sexuality, class and nation – intersect and manifest in the various contexts of our everyday lived and embodied experiences. In this class we will understand, particularize, and historicize these experiences through readings, in-class discussion and lecture, personal and group activities and reflection, and writing.  
*Restriction: Must have junior or senior standing*

**COMM 465H Media Law (4):** Examines the history and philosophy of laws pertaining to free press and free speech. Introduces censorship, obscenity, libel, privacy rights, copyright, government regulations, and other laws affecting the media. An objective is to look at the freedoms and obligations that the media face in a democracy. The primary goal is to obtain a basic understanding of First Amendment theory and issues regarding freedom of expression. Students will develop a working knowledge of how modern media law applies to journalists and other communication-related professionals. Offered alternate years.  
*Prerequisite: ENGL 113 or ENGL 124*  
*Restriction: Must have junior or senior standing*

**COMM 465L Advanced Advertising (4):** Using the basic principles of advertising, along with modern design skills, this class is built around the simulated advertising agency experience and critique of professional advertisements. Clients' needs are addressed by in-class agency groups to develop campaign "pitches." Students are expected to document their individual work in their advertising campaign portfolios. Offered alternate years.  
*Prerequisite: COMM 237*  
*Restriction: Must have junior or senior standing*

**COMM 465Q PR Case Studies (4):** This course examines the public relations problems faced by individuals and organizations: public, private, and nonprofit. Case studies will be examined through the lens of PR theory and principles of practice. This study will advance the students' public relations knowledge so that they will be better prepared to become qualified practitioners. Offered alternate years.  
*Prerequisites: COMM 215 & 315*

**COMM 485 Communication Colloquium (1):** Upper division course required of all majors. Development of a portfolio will be the major activity. A student with three or more years of residence requires 1.0 unit of 285 and 1.0 unit of 485.

**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 494 Internship (2-8):** On-the-job experience. 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 organization. Graded on a Satisfactory/Unsatisfactory basis.  
*Restriction: For advanced Communication majors only*

**COMM 495 Undergraduate Research (1-4):** Original investigation pursued under the direction of a faculty member. Students may register for COMM 495 multiple quarters. Up to a total of 4 units of COMM 495 can apply toward the Communication major, subsequent units may apply as general electives. It is highly recommended that students who enroll in this course maintain a minimum overall GPA of 3.0. All students who enroll in this course must arrange for a formal agreement with the supervising instructor.  
*Prerequisite: COMM 238 or 288*  
*Restriction: Must have junior or senior standing*  
*Additional Requirements: Formal agreement with supervising instructor, minimum overall GPA of 3.0*

**COMM 499 Directed Study (1-4):** Upper division independent study in consultation with an advisor. See "Directed Study Policy" earlier in this section of the Bulletin.  
*Restriction: For advanced Communication majors only*

**UNST 404E Religious, Moral & Social Aspects of Communication (4):** A review and critique of mimetic, theological and communication theories in an attempt to understand how belief is created, expressed, and sustained. Does not apply to a major or minor. UNST 404E is for Communications majors only. Service Learning course.  
*Restriction: Must have senior standing*

# Department of Computer Science

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## Department Faculty

### **Enoch O. Hwang, Chair**

Professor of Computer Science (1988, 1999)  
PhD University of California, Riverside 1999  
Embedded systems, microprocessor design, robotics, mobile computing

### **Barbara Kreaseck**

Professor of Computer Science (1989)  
PhD University of California, San Diego 2003  
Program analysis, distributed computation

### **Cheng F. Ng**

Professor of Computer Science (1991, 2002)  
PhD University of California, Irvine 1991  
Algorithms, data structures, networked applications

## Collaborating Faculty

### **Vazgen Khoogassian**

Adjunct Professor of Computer Science (2014)  
MBA Andrews University 1980  
Software engineering, information systems management

## Degrees Offered

Bachelor of Science degree in:

- Computer Science

Minor in:

- Computer Science

## Objectives

The objectives of the Department of Computer Science are to help students build a solid computer science foundation which focuses on the technical and applied knowledge, fundamental skill sets, state-of-the-art technological advances, effective communications, and best practices necessary to compete in today's ever-changing computer field.

## Learning Outcomes

Students completing the program in Computer Science should be able to demonstrate:

1. Ability to analyze a problem, and then design, implement, and test computer solutions for the problem.
2. Ability to work effectively in a team to complete a project.
3. Appropriate competency in the hardware component of Computer Science core content.
4. Appropriate competency in the software component of Computer Science core content.

## MAJOR

### Bachelor of Science

#### COMPUTER SCIENCE

Required: at least 72 units in computer science and cognates, including:

- Computer science core curriculum (34 units)
- Required Cognates (8 units)
- Computer science and cognate career path electives (30 units, at least 16 units of computer science electives)

Computer science core curriculum (34 units):

CPTG 121	Introduction to Computer Science I
CPTG 122	Introduction to Computer Science II
CPTG 244	Data Structures
CPTG 245	Computer Organization & Assembly Language Programming
CPTG 255	Systems & Network Programming
CPTG 324	Programming Languages
CPTG 434	Operating Systems
CPTG 445	Computer Architecture
CPTG 485	Seminar (2 units)

Required Cognates (8 units) as follows:

MATH 131 Calculus I  
MATH 276 Discrete Math

Computer science and cognate career path electives (30 units, at least 16 units of computer science electives):

#### Computer Science Electives:

CPTG 323 Computer Informatics  
CPTG 334 Systems Analysis  
CPTG 335 Cyber Security  
CPTG 345 Digital Logic & Design  
CPTG 356 Principles of Networking  
CPTG 364 Analysis of Algorithms  
CPTG 374 Web Application Development  
CPTG 384 Mobile Application Development  
CPTG 424 Database Design & Management  
CPTG 436 UNIX Systems Administration  
CPTG 446 Embedded Systems Design  
CPTG 454 Compiler Theory  
CPTG 455 Software Engineering  
CPTG 486 Topics in Computer Science  
CPTG 494 Internship  
CPTG 499 Directed Study

#### Cognate Electives:

ARTS 194 Photoshop & Illustrator Image Creation  
ARTS 394C Interface Design  
ARTS 394G Motion Graphics  
ARTS 395A Web Design Communication Principles  
BIOL 111/L General Biology I, Laboratory  
BIOL 302 Genetics  
BIOL 312 Genetics for Computer Science  
BIOL 490 Bioinformatics  
BIOL 491 Bioinformatics for Computer Science  
MATH 132 Calculus II  
MATH 133 Calculus III  
MATH 155 Introductory Statistics  
MATH 231 Introduction to Linear Algebra & Discrete Math  
MATH 361 Numerical Methods I  
MATH 362 Numerical Methods II  
MATH 461 Biomathematical Modeling I  
MATH 462 Biomathematical Modeling II  
MGMT 304 The Practice of Management  
MGMT 327 Information Technology Management  
MGMT 356 Human Resource Management  
PHYS 117 Introduction to Physics  
PHYS 231/L General Physics I & laboratory  
PHYS 232/L General Physics II & laboratory  
PHYS 353 Electronics

## CAREER PATHS

Students in the computer science program will begin by taking a set of fundamental core computer science courses. Students can then choose to focus in one or more career paths depending on their interests, and take the recommended elective courses for that path. Any one of these career paths is a popular subarea in computer science:

- Computer Engineering and Embedded Systems
- Software Engineering
- Information Systems
- Web and Mobile Applications
- Networks and Cyber Security
- Bioinformatics
- Preparation for Graduate Study

Recommended courses for potential career paths:

#### Computer Engineering and Embedded Systems

CPTG 345 Digital Logic & Design  
CPTG 356 Principles of Networking  
CPTG 436 UNIX Systems Administration  
CPTG 446 Embedded Systems Design  
PHYS 117 Introduction to Physics  
PHYS 231 General Physics I  
PHYS 353 Electronics

#### Software Engineering

CPTG 323 Computer Informatics  
CPTG 334 Systems Analysis  
CPTG 364 Analysis of Algorithms  
CPTG 424 Database Design & Management  
CPTG 455 Software Engineering

#### Information Systems

CPTG 334 Systems Analysis  
CPTG 356 Principles of Networking  
CPTG 424 Database Design & Management  
CPTG 436 UNIX Systems Administration  
CPTG 455 Software Engineering  
MGMT 304 The Practice of Management  
MGMT 327 Information Technology Management  
MGMT 356 Human Resource Management

#### Web and Mobile Applications

CPTG 356 Principles of Networking  
CPTG 374 Web Application Development  
CPTG 384 Mobile Application Development  
CPTG 424 Database Design & Management  
ARTS 194 Photoshop & Illustrator Image Creation  
ARTS 394C Interface Design  
ARTS 394G Motion Graphics  
ARTS 395A Web Design Communication Principles

### Networks and Cyber Security

CPTG 335	Cyber Security
CPTG 356	Principles of Networking
CPTG 374	Web Application Development
CPTG 424	Database Design & Management
CPTG 436	UNIX Systems Administration

### Bioinformatics

CPTG 323	Computer Informatics
CPTG 364	Analysis of Algorithms
CPTG 424	Database Design & Management
CPTG 436	UNIX Systems Administration
MATH 155	Introductory Statistics
BIOL 111/L	General Biology I & laboratory
BIOL 302	Genetics
BIOL 490	Bioinformatics

### Graduate Study

CPTG 345	Digital Logic & Design
CPTG 356	Principles of Networking
CPTG 364	Analysis of Algorithms
CPTG 424	Database Design & Management
CPTG 455	Software Engineering
MATH 132	Calculus II
MATH 133	Calculus III
MATH 231	Introduction to Linear Algebra & Discrete Math
MATH 361	Numerical Methods I

## MINOR

### COMPUTER SCIENCE

Required (36 units):

- The courses listed below (16 units)
- 12 additional units of upper division computer science courses
- 8 additional units of computer related coursework selected with departmental approval

CPTG 121	Introduction to Computer Science I
CPTG 122	Introduction to Computer Science II
CPTG 244	Data Structures
CPTG 245	Computer Organization & Assembly Language Programming

## COURSES

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

### LOWER DIVISION

**CPTG 104 Introduction to Information Systems (4):** Conceptual basis of computer operations and logic; introduction to the use of word processing, presentation, spreadsheet, database, and Internet access software. Applications to both personal and business problems. Does not apply toward a major in computer science.

*Prerequisite: MATH 007 or MATH 013 or appropriate score on placement examination*

**CPTG 117 Problem Solving Using Computer Programming (4):** An introduction to problem solving using computer programming. Topics will be chosen from the history of computing, basic computer operation, algorithms, and programming constructs such as variables, expressions, input/output, data types, control structures, and functions. Does not apply toward a major in computer science. This course fulfills the general studies foundational mathematics requirement.

*Prerequisite: MATH 007 or MATH 013 or appropriate score on placement examination*

**CPTG 121 Introduction to Computer Science I (4):** Solving problems through structured programming of algorithms on computers, using an object-oriented language. Topics include variables, expressions, input/output, branches, loops, functions, parameters, arrays and strings. Also covers software design, testing and debugging. Three class periods, one three-hour laboratory per week.

*Prerequisite: MATH 121 (can be concurrently enrolled)*

**CPTG 122 Introduction to Computer Science II (4):** Structured and object-oriented programming, emphasizing good programming principles and development of substantial programs. Topics include searching and sorting arrays, strings, classes, inheritance, polymorphism, virtual functions, pointers, abstract data types, and libraries. Three class periods, one three-hour laboratory per week.

*Prerequisite: CPTG 121*

**CPTG 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 & Assembly Language Programming (4):** Numbering systems and computer arithmetic. Computer operations, memory organization, addressing modes, and interrupt handlers. Machine language instructions and assembly language programming. Three class periods, one three-hour laboratory per week.

*Prerequisite: CPTG 122*

**CPTG 255 Systems & Network Programming (4):** Programming projects using application program interfaces in the operating system and distributed environment. Projects selected from file services, concurrent processes, inter-process communications, sockets, remote procedure calls, TCP/IP, network protocols. Three class periods, one three-hour laboratory per week.

*Prerequisite: CPTG 244*

**CPTG 286 Programming (1-4):** Instruction in a specific computer language for the advanced programmer. May be repeated, provided a different language is used.

*Prerequisite: CPTG 122*

**CPTG 299 Directed Study (1-4):** A lower division level study of topics or problems not covered in courses currently being taught.

*Prerequisite: Consent of the department chair*

## UPPER DIVISION

**CPTG 323 Computer Informatics (4):** Techniques for storage and manipulation of data sets. Topics include data query languages, Unix shell and scripting languages, statistical computing, and the use of programming languages such as Perl, Python and R. Offered alternate years.

*Prerequisite: CPTG 121*

**CPTG 324 Programming Languages (4):** A formal definition of programming languages, including specification of syntax and semantics. Study of the design and implementation of high-level languages. Offered alternate years.

*Prerequisites: CPTG 244 & 245*

**CPTG 334 Systems Analysis (4):** Analysis and design of business systems. Topics include the software development life cycle, development methodologies, project management, requirements elicitation and analysis, modeling and design using the UML, and human-computer interaction design. Students will discuss and design a business process software system as a team project. Offered alternate years.

*Prerequisite: CPTG 244*

**CPTG 335 Cyber Security (4):** Topics include user security, system security, software security, cryptography, network security, hardware security. Offered alternate years.

*Prerequisites: CPTG 244, 245 & MATH 276*

**CPTG 345 Digital Logic Design (4):** Design of digital systems. Topics include Boolean algebra, combinational and sequential logic design, design and use of standard components, and microprocessors. 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 356 Principles of Networking (4):** Principles of network design. Topics include concepts of network layers and protocols, LAN technologies, switching and routing technology, transport reliability, applications of TCP/IP, and basic network security. Offered alternate years.

*Prerequisites: CPTG 244 & 245*

**CPTG 364 Analysis of Algorithms (4):** Techniques for the design and analysis of efficient algorithms, including divide-and-conquer, greedy algorithms, and dynamic programming. Applications selected from scheduling, matching, text-pattern processing, combinatorics, graphs, and advanced data structures. Offered alternate years.

*Prerequisites: CPTG 244 & MATH 276*

**CPTG 374 Web Application Development (4):** Techniques and technologies of client-side and server-side web application development. Software projects will be selected from HTML, CSS, XML JavaScript, Java Servlet, CGI and emerging web technologies. Offered alternate years.

*Prerequisite: CPTG 244*

**CPTG 384 Mobile Application Development (4):** Mobile application design and development with a focus on mobile technologies such as GUI design for multi-touch screens, GPS, accelerometer, camera, and wireless communication. Study of common mobile computing paradigms such as low power, limited resources, inputs and outputs, data storage and data persistence. Offered alternate years.

*Prerequisite: CPTG 244*

**CPTG 424 Database Design & Management (4):** Data models, data description languages, query languages, file organization, data security and reliability. Offered alternate years.

*Prerequisite: CPTG 244*

**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.

*Prerequisites: CPTG 244 & 245*

**CPTG 436 UNIX Systems Administration (4):** Topics include user management, file system, disk management, jobs and processes, security, booting and shutdown, backup, and network configuration. Offered alternate years.

*Prerequisites: CPTG 244 & 245*

**CPTG 445 Computer Architecture (4):** Computer organization and architecture, RISC, pipelining, memory hierarchy, cache, virtual memory. Offered alternate years.

*Prerequisites: CPTG 244 & 245*

**CPTG 446 Embedded Systems Design (4):** Design of embedded microcontroller systems. Topics include microcontroller interfacing, memory and I/O addressing, interrupts, controlling real-time input/output devices, hardware/software co-design, and hardware prototyping. Offered alternate years.

*Prerequisite: CPTG 245*

**CPTG 454 Compiler Theory (4):** Fundamentals of compiler design, lexical analysis, parsing, semantic analysis, code generation, and error detection.

*Prerequisite: CPTG 324*

**CPTG 455 Software Engineering (4):** Topics include CASE tools, requirements engineering, software testing, software maintenance, dependable systems and security engineering, software reuse, quality management, and configuration management. Students will discuss and implement a moderately large software system as a team project. Three class periods, one three-hour laboratory per week. Offered alternate years.

*Prerequisites: CPTG 334 & either ENGL 113 or 124*

**CPTG 485 Seminar (0.5-2):** Informal seminars dealing with topics chosen from areas of computer science or mathematics, which are not usually covered in regular computer science or mathematics courses. Level of accessibility may vary by topic. May be repeated with new content for additional credit. Two units maximum may be counted toward the Computer Science program. Cross-listed as MATH 485. May not register for both CPTG 485 and MATH 485 during the same term.

*Prerequisite: CPTG 244*

*Restriction: For Computer Science majors & minors only*

**CPTG 486 Topics in Computer Science (2-4):** Content determined by interests of faculty and students, with specific areas listed in class schedule. May be repeated with new content for additional credit.

*Prerequisites: CPTG 244 & 245*

**CPTG 494 Internship (0-8):** A minimum of 10 weeks of structured and supervised work experience. Credit given for only one internship. May be registered for more than one term. Total credit limited to a maximum of 8 units.

*Prerequisites: CPTG 244, 245 & consent of the department chair*  
*Restriction: For Computer Science majors with junior or senior standing only*

*Additional Requirement: 4 units of upper-division CPTG courses*

*Note: See Department website for Internship Guidelines*

**CPTG 499 Directed Study (1-4):** An upper division study of topics or problems not covered in courses currently being taught. May be repeated for additional credit.

*Prerequisites: CPTG 244, 245 & consent of the department chair*  
*Restriction: For Computer Science majors only*

# Department of Criminal Justice

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## Department Faculty

### **Erica Garcia, Chair**

MA La Sierra University 2011  
Interpersonal Communication for Criminal Justice  
Professionals

### **Kelly Bradley**

Assistant Professor of Criminal Justice (2012)  
PhD University of California, Irvine 2003  
Victimization, corrections, policy analysis, research design  
methods

### **Cindy Parkhurst**

Associate Professor of Criminal Justice (2011)  
MLIS San Jose State University 1994  
JD Willamette University 1988  
Criminal law and procedure

### **Wilfred Williams**

Assistant Professor of Criminal Justice (2017)  
JD (in-progress) Western State College of Law  
Criminal Procedure, American Courts & Government

## Collaborating Faculty

### **T. Christopher Bell**

MPA California State University, Long Beach 1998  
Public safety, law enforcement

### **Kharyhasan J. Johnson**

JD Texas Southern University 2001  
Criminal law & procedure; death penalty, habeas corpus

## Degree Offered

Bachelor of Science degree in:

- Criminal Justice

*(Please note this is an off campus ONLY program)*

## Mission Statement and Objectives

The Criminal Justice Program provides students with an understanding of the criminal justice system through scientific theories, field studies, research methods and the sociological study of crime, criminal behavior, as well as the policies and systems designed to control criminality. It offers students from various social, racial, ethnic and economic backgrounds a strong base for academic excellence, spiritual growth and successful career development. Additionally, the program provides students an intensive, innovative and comprehensive curriculum in an environment that promotes a continuous culture of pride, respect and community service. Consequently, successful students of the program will integrate practical knowledge gained through coursework, professional integrity as exemplified by the program's faculty, and the incontrovertible character needed to pursue individual careers within the criminal justice field.

The program offers an interdisciplinary curriculum that provides educational opportunities for students at the baccalaureate levels. The objective of the program is to prepare students to seek entry level positions in the criminal justice system (public and private sector) and/or for admission to graduate programs in law and other related fields. The program also prepares students with a strong foundation for critical, balanced, and responsible administrative responses to the changing dynamics in the field of Criminal Justice.

## Learning Outcomes

Students who graduate from the program will:

1. Identify and understand the basic foundation of the major components of the criminal justice system (i.e., law enforcement, courts, prosecution, and corrections).
2. Identify issues and apply theories and principles of substantive and procedural criminal law that regulate the criminal justice system.
3. Demonstrate effective oral and written including information literacy in researching, analyzing, synthesizing and reporting data.
4. Identify the major historical and contemporary issues, policies, programs, and events using the lenses of race, ethnicity, culture, gender, and religion.
5. Exhibit knowledge of ethical principles and attitudes of professional responsibility.

## MAJORS

### Bachelor of Science

#### CRIMINAL JUSTICE

Required: at least 72 units, including:

- The courses listed below (49.5-51 units)
- Remaining units from CJUS courses (21-22.5 units)

CJUS 105	Introduction to the Criminal Justice System
CJUS 205	The American Criminal Court System
CJUS 219	Criminal Justice Colloquium (0.5 units for each year in residence up to 4 years, minimum of 0.5 units)
CJUS 231	Criminal Law
CJUS 232	Criminal Procedure & the U.S. Constitution
CJUS 245	Policing
CJUS 334	Ethics & the Administration of Criminal Justice
CJUS 344	Corrections in America
CJUS 347	Criminology
CJUS 354	Interpersonal Communication for Criminal Justice Professionals
CJUS381,381L	Research Methods & Statistics: Description & Correlation, Laboratory
CJUS 382	Research Methods
CJUS 408	Public Policy in Criminal Justice

Required University Studies Cognates:

UNST 404CJ	Senior Seminar: Religious, Moral & Social Aspects of Criminal Justice
MATH 155	Introductory Statistics

Note:

Individual graduate programs require specific classes. Please consult program-specific entrance requirements.

## COURSES

*Students in the Criminal Justice Program must receive a grade of C or better in CJUS 105 before proceeding to subsequent Criminal Justice courses.*

### LOWER DIVISION

**CJUS 105 Introduction to the Criminal Justice System (4):** Introduction to the history, philosophy, and function of the major components of the criminal justice system. Topics include an overview of the criminal justice system; the interrelationship of law enforcement, courts, prosecution and corrections; definitions of and explanations for crime; criminal law; and due process of law.

**CJUS 106 Forensic Science Principles & Crime Scene Investigation (4):** As an introduction to forensic science and its application to criminal investigations, this class includes topics such as forensic photography, firearms and tool mark identification, the examination of questioned documents, hair and fiber analysis, serology, instrumental analysis, forensic pathology and odontology and forensic psychology.

**CJUS 110 Introduction to Special Topics in Criminal Justice (1-4):** As an introduction to special topics in law enforcement, courts and corrections, this class will provide an overview of special topics including, but not limited to, serial killers, Homeland Security, criminal profiling, death penalty, and police use of force. Students will be expected to research, analyze and present findings on these topics. May be repeated with new content for additional credit up to a total of 12 units.

**CJUS 205 The American Criminal Court System (4):** An exploration into the federal, state and local court structure of the United States court system. Topics include types of court jurisdiction, due process of defendants, differences between the federal and state courts and the fundamental organizational structure of both systems, and issues such as bail, grand jury, arraignment, plea-bargaining, criminal trial, sentencing, and appeals.

*Prerequisite: ENGL 111 or ENGL 124*

**CJUS 219 Criminal Justice Colloquium (0.5):** Colloquium devoted to exploring current topics in criminal justice and professional issues in the field. Students register for this colloquium each year of residence as a criminal justice major. S/U grade. May be repeated up to 4 times for credit. Attendance at nine colloquia is required per half-unit of enrollment.

**CJUS 231 Criminal Law (4):** Overview of the history and development of substantive criminal law. Topics include the types of crime, common law, statutory law, elements of a crime; accomplice liability, inchoate crimes, crimes against a person and property, principles of justification and excuse of the defendant, such as self-defense, insanity and diminished capacity.

*Prerequisite: ENGL 111 or ENGL 124*

**CJUS 232 Criminal Procedure & the US Constitution (4):** Examination into the procedural due process of law and its protections guaranteed by the United States Constitution. Topics include search and seizure under the Fourth Amendment, prohibition against self-incrimination under the Fifth Amendment, the Sixth Amendment right to assistance of counsel, and the legal procedures before trial, during trial and post trial.

*Prerequisite: ENGL 111 or ENGL 124*

**CJUS 245 Policing (4):** This course examines contemporary policing and its function within the criminal justice system. Students will gain knowledge of the history and structure of policing and understand the central tenets of the criminal justice system including police, courts and corrections.

*Prerequisite: ENGL 111 or ENGL 124*

**CJUS 265 Street Gangs in Law & Society (4):** This course is designed as a lower division elective course for those students wanting a background in the influence of gangs on society, in addition to an understanding of the social environment that makes gangs an attractive option for adolescents and young adults.

**CJUS 295 Directed Research (1-4):** Research project under the direction of a faculty member or an approved off-campus research supervisor. May be repeated for additional credit and may extend through a second or third quarter. Approximately 40 clock hours of work per quarter per unit of credit is required. May be repeated for additional credit up to a total of 12 units.

*Prerequisite: Consent of the instructor*

*Additional Requirement: A minimum GPA of 2.5*

**CJUS 299 Directed Study (1-4):** Limited to Criminal Justice majors who wish to pursue independent investigations in Criminal Justice under the direction of a program faculty member. Approximately 40 hours of work per quarter per unit of credit. May be repeated for additional credit up to a total of 12 units.

*Prerequisite: Consent of the instructor & approval of department chair*

## UPPER DIVISION

**CJUS 334 Ethics & the Administration of Criminal Justice (4):** Identifies and explores ethical dilemmas within the criminal justice system. Topics include utilitarianism, ethical formalism, determining moral and ethical behavior, ethical theories and the concerns of administrative justice, management and leadership roles in the various fields of criminal justice, ethics and law enforcement, and other related criminal justice fields.

*Prerequisite: ENGL 113 or ENGL 124*

*Restriction: Must have junior standing*

**CJUS 344 Corrections in America (4):** An in-depth overview of the United States correctional system. Topics include the history, development and functions of jails, prisons, and community-based correctional programs, the processes and people that constitute the primary make up in the correctional system.

*Prerequisite: ENGL 113 or ENGL 124*

**CJUS 347 Criminology (4):** An examination of classical and modern perspectives of criminology that includes the definition of criminology; biological, sociological, and psychological theories of criminal behavior; and theories of crime pattern and causation of different types of crime, delinquency and recidivism.

*Prerequisite: ENGL 113 or ENGL 124*

*Restriction: Must have junior standing*

**CJUS 354 Interpersonal Communication for Criminal Justice Professionals (4):** This course develops effective oral and written skills pertinent to the criminal justice system, interview techniques and interrogation techniques. It also demonstrates how individuals can listen respectfully and reflectively, gather information in a non-judgmental manner and communicate in a manner that is effective and necessary in the criminal justice world.

*Prerequisite: ENGL 113 or ENGL 124*

**CJUS 374 Career Management in Criminal Justice (2):** Provides an overview of career opportunities for students pursuing employment in the field of criminal justice. Students will develop professional writing skills needed for applications, cover letters, and resumes, and interview skills. Focuses on interview strategies, career planning, and exposure to the competitive hiring process for law enforcement including candidate background, written and psychological examinations, and oral interviews.

*Prerequisite: ENGL 113 or ENGL 124*

*Restriction: Must have junior standing*

**CJUS 381 Research Methods & Statistics: Description & Correlation (4):** Examines the fundamentals of statistical methods and their application to criminal justice data. Introduces various types of data used in criminal justice. Topics cover both descriptive and inferential statistics, including measures of central tendency, hypothesis testing, t-tests, chi-square, correlation, regression, and ANOVAs. Develops the knowledge and understanding necessary to comprehend and interpret basic statistics in criminal justice research literature and reports. Concurrent registration in CJUS 381L is required.  
*Prerequisites: MATH 155, & ENGL 113 or ENGL 124*

**CJUS 381L Research Methods & Statistics: Description & Correlation Laboratory (1):** Descriptive and correlational criminal justice research techniques and statistical methods are explored through replicating and conducting studies, analyzing data, and presenting results. Practice in the use of computer software to analyze results from these studies. Concurrent registration in CJUS 381 required.

**CJUS 382 Research Methods (4):** Examines different research tools used to gather empirical information on criminal justice issues. Reviews benchmark of scientific quality, and research tools like qualitative field methods, program effectiveness survey research, quasi-experiments, and experimental design. There will be special emphasis on the challenges of conducting criminal justice research, and preparing students to generate their own research ideas, develop research designs, and present their designs in written and oral formats.  
*Prerequisites: CJUS 381 & 381L*

**CJUS 408 Public Policy in Criminal Justice (4):** An overview of the relationship between criminal justice public policy and the criminal justice system examining how public policy stems from contemporary issues. Students will be able to analyze the use of public policy for social change.  
*Prerequisite: ENGL 113 or ENGL 124*  
*Restriction: Must have senior standing*

**CJUS 409 Private Security: Administration, Management & Investigation (4):** Introduction to the private security system. Topics include security management, corporate security, emergency planning, facility safety, asset/intellectual property rights security and loss prevention. Students will also examine the differences between private and public law enforcement agencies in tactics such as information gathering, investigations and arrest.  
*Prerequisite: ENGL 113 or ENGL 124*

**CJUS414 Juvenile Justice: Delinquency & the Administration of Justice (4):** A study of the history and legal process of the juvenile justice system. This course examines the patterns and causes of juvenile delinquent behavior, juvenile law, juvenile gangs, and the processes and sentencing as well as understanding the uniqueness of the juvenile court system as compared to the criminal court system.  
*Prerequisite: ENGL 113 or ENGL 124*

**CJUS 415 Cultural Diversity in the Criminal Justice System (4):** A comprehensive discussion of issues related to race, ethnicity and law enforcement in the criminal justice system. Topics include: race, ethnicity, sexuality, gender, class, and the intersection of these structures in America.  
*Prerequisite: ENGL 113 or ENGL 124*

**CJUS 416 Victimology (4):** Focusing on a group that is less often considered in the field of criminal justice, this course examines various elements of victimology, including the effects of crime on the victim, the concept of victimization, and the relationship between the victim and the offender, the criminal justice system, and other social groups such as media, business, and social environments.  
*Prerequisite: ENGL 113 or ENGL 124*

**CJUS 417 Domestic Violence (4):** Examination of patterns and characteristics of offenders and victims of domestic violence, including its causes as well as its effect on the victim and the abuser. The course includes a review of different approaches law enforcement has taken to deal with domestic violence and victim's issues and the evaluation methods used for determining the effectiveness of victim assistance programs.  
*Prerequisite: ENGL 113 or ENGL 124*

**CJUS 424 Probation, Parole & Community Corrections in America (4):** A study of the nature of corrections and the corrections continuum with topics such as history of corrections, correctional ideologies, the court process to corrections, prisons and other correctional facilities, inmate control, alternatives to detention and current problems in the corrections system.  
*Prerequisite: ENGL 113 or ENGL 124*

**CJUS 429 Criminal Investigations (4):** Beginning with the history of criminal investigations, this course introduces students to current tools used by law enforcement in criminal investigations including interviewing witnesses, interrogating suspects, collecting and reviewing evidence and writing reports. Students will understand the importance of an effective investigation within the complexity that law enforcement faces in order to effect appropriate criminal convictions.  
*Prerequisite: ENGL 113 or ENGL 124*

**CJUS 437 Rules of Evidence (4):** Overview of the federal rules of evidence and the United States courtroom procedure. Students will be able to explain the presentation of evidence by identifying and understanding the application of the federal rules of evidence. Topics include the types of evidence, relevance, authentication, best evidence rule, hearsay, impeachment, privilege, trial objections and more.  
*Prerequisites: CJUS 231 & 232, & ENGL 113 or ENGL 124*

**CJUS 444 White Collar Crime (4):** An introduction into the study of white collar crimes. Topics include types of white collar crimes such as mail, Internet and wire fraud, money laundering, bribery, embezzlement, identity theft, computer crimes, corporate liability, insider trading, and insurance fraud.

**CJUS 455 Special Topics in Criminal Justice (1-4) :** In-depth analysis of different topics in the field of criminal justice. See the class schedule each quarter for additional offerings. May be repeated with new content for additional credit up to a total of 12 units.

*Prerequisite: ENGL 113 or ENGL 124*

**CJUS 465 CyberCrime (4):** A relatively new field is the study of crimes involving the information technology infrastructure. CyberCrime includes, among other things, illegally accessing or interfering, misuse of devices, forgery, electronic fraud, hacking, copyright infringement and cyber-bullying.

*Prerequisite: ENGL 113 or ENGL 124*

**CJUS 466 Computer Forensics & Investigations: Hacking & Identity Theft (4):** A study of investigative techniques utilized in the processing and understanding of digital evidence. Students taking this course will study basic computer theory, operating systems, digital information storage methods and how to execute the safe extraction of digital evidence. Also covered are legal issues on evidence, chain of custody and methods of seizing, examining and presenting evidence.

**CJUS 467 Terrorism & Homeland Security (4):** A comprehensive view of the history and current trends in foreign and domestic terrorism and current domestic issues facing the country today. Topics include: weapons of mass destruction (chemical, biological, and nuclear) as well as other terrorism activities and other issues that affect domestic security.

**CJUS 485 Integrative Internship Program (1-4):** Students that are eligible and approved for this program will be able to work in the field of criminal justice while concurrently enrolled as a student of the Criminal Justice major. This course is repeatable up to a total of 12 units.

*Prerequisite: Approval of department chair*

*Restriction: Must have junior standing*

**CJUS 495 Undergraduate Research (1-4):** Original investigation under the direction of a faculty member or an approved off-campus research supervisor. May be repeated for additional credit and may extend through a second or third quarter. Approximately 40 clock hours of work per quarter per unit of credit.

*Prerequisites: Consent of the instructor & approval of department chair*

*Restriction: Criminal Justice majors only*

*Additional Requirement: Minimum GPA of 3.0*

**CJUS 499 Directed Study (1-4):** Limited to Criminal Justice majors who wish to pursue independent investigations in criminal justice under the direction of a program faculty member. Approximately 40 hours of work per quarter per unit of credit. Requires approval of Program Director. This course is repeatable up to a total of 12 units.

*Prerequisites: Consent of the instructor & approval of department chair*

**UNST 404CJ Senior Seminar: Religious, Moral, & Social Aspects of Criminal Justice (4):** Capstone course integrates the baccalaureate experience into a coherent whole. Students explore significant criminal justice issues, bringing their experience and knowledge to bear on the interaction of their values and skills within the major. In this integrative experience, students take the senior comprehensive exam.

*Restriction: For Criminal Justice majors with senior standing only*

# Department of English

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## Department Faculty

### **Sam McBride, Chair**

Professor of English (2007)  
PhD University of California, Riverside 1997  
20<sup>th</sup> c. literature and fine arts, American literature, the Inklings

### **Erin Banks-Kirkham**

Director of College Writing  
Assistant Professor of English (2015)  
PhD Ball State University 2015  
Composition pedagogy, historical and feminist rhetoric

### **Melissa Brotton**

Associate Professor of English (2007)  
PhD University of North Dakota, Grand Forks 2004  
18<sup>th</sup> & 19<sup>th</sup> c. British literature, Elizabeth Barrett Browning, Milton

### **Sari Fordham**

Director of Basic Skills: English  
Associate Professor of English (2007)  
MFA University of Minnesota 2007  
Creative writing, non-fiction, humor

### **Erica Garcia**

Lecturer in English for Criminal Justice(2014)  
MA La Sierra University 2011  
Composition, humanities, detective fiction

### **Lora E. Geriguis**

Associate Professor of English (2007)  
PhD University of California, Riverside 1997  
17<sup>th</sup> & 18<sup>th</sup> c. British literature, literary criticism, environment and literature

### **Jill Walker Gonzalez**

Director of Graduate Studies  
Assistant Professor of English (2014)  
PhD University of New Mexico 2015  
American literature, Native American literature, Chicana/o literature

### **Deborah Higgens**

Director of the Writing Center  
Associate Professor of English (2014)  
PhD Middle Tennessee State University 2007  
Medieval and Renaissance literature, JRR Tolkien, C S Lewis

### **Marilynn Loveless**

Artistic Director of Drama  
Associate Professor of English (2007)  
PhD Griffith University 2004  
Drama, Shakespeare, screenwriting, media production

## Emeritus Professors of English

### **Robert P. Dunn** (2009)

PhD University of Wisconsin  
RelM School of Theology at Claremont

### **Winona R. Howe**

PhD University of California, Riverside 1991  
Romantic and Victorian literature, children's and young adult literature

## Degrees Offered

Master of Arts degree in:

- English

Bachelor of Arts degree in English, with emphases in:

- Literature
- Creative Writing

Minors in:

- English
- Drama

## Master of Arts in English

The MA in English degree is offered as a generalist program in literary studies, focused on British and American literature, which prepares students for further literary studies at the doctoral level, enhances the resume of secondary and post-secondary teachers of English, and equips graduates for success in a wide variety of occupations where analytical thinking, strong writing, research skills, and effective communication abilities are essential. Students with the requisite preparation at the undergraduate level (e.g. BA in English or possibly a related field) are encouraged to apply. Application procedures and requirements for the Master of Arts degree in English are described in the College of Arts and Sciences section of the Graduate Bulletin.



## English as a Second Language Program

An ESL program is available for non-native speakers of English. This program is described under the English Language & American Culture section of this bulletin.

## The Mission of the Department of English

The Department of English empowers students “to seek, to know, to serve” by training them to better understand the world through insightful reading, and to better express themselves through incisive writing. While the department’s objectives target our majors and reflect our disciplines, our mission extends to the entire student body through the composition program, the University Studies courses we teach, and the Writing Center. Minors in English and drama provide an opportunity for students who major in other fields to pursue their interests in developing expertise in writing, literary studies, and the dramatic arts.

## Learning Outcomes

Students graduating with a Bachelor of Arts degree in English should be able to:

- Read analytically and perceptively, with appreciation for both content and style;
- Write cleanly and clearly in a variety of genres (across the range of academic to creative), and demonstrating a habit of thoughtful revision;
- Discuss intelligently the major periods and authors of English and American literature;
- Employ fluently literary terms and other disciplinary conventions (e.g. MLA formatting, etc).

Further, it is our goal that students’ concentration in either literature or creative writing should be reflected in their fluency in a number of discipline specific values. Students graduating with a literature emphasis in English should be able to:

- Evaluate literary texts, from a variety of perspectives: theoretical, historical, artistic, etc.;
- Form a defensible argument about a work of literature, which is supported by analysis, evidence, and documentation;

Students graduating with a creative writing emphasis in English should be able to:

- Understand, deploy, and challenge the conventions of a variety of genres, including nonfiction, poetry, drama, short story, and novel;
- Employ appropriate literary devices in their writing;
- Reflect insightfully on the artistic process.

## Directed Study Policy

General Provisions: Directed study is strongly discouraged. Exceptions will be made only for unusual cases (i.e., transfer students needing requirements, or department majors having taken all required courses) and will only be considered, provided that the directed study does not duplicate earlier coursework. Students may not take a directed study of a course that is currently listed in the *Undergraduate Bulletin*. Only English majors may take ENGL 299 and 499.

Approval Procedure: Complete a Directed/Independent Study Course Request Form, available at the Office of the Registrar. Submit the form first to the course instructor and then to the advisor, who will in turn present it to the department faculty for approval. The form must be accompanied by a proposal explaining the need for directed study and outlining an intended study plan. The deadline for submitting the department-approved proposal to the Office of the Registrar is before the end of the 10th week of the preceding quarter.

## Internships

Internships are available to qualified English majors and drama minors. All internships must be approved by the internship director and will be graded on a satisfactory/unsatisfactory basis. Only English majors can take ENGL 494; only drama minors can take DRAM 494.

## Senior Exit Interview

Immediately prior to graduating, all seniors will be interviewed by the department chair. The results of the interview will be used by the faculty to assess the effectiveness of the department’s programs, rather than to assess the individual student’s achievements.

## Senior Portfolio

Students completing a major in English will prepare a portfolio of work that represents their La Sierra University journey. As part of their portfolio, they will analyze their work in an academic paper, paying particular attention to the department’s learning outcomes. Students will give presentations based on their portfolios to a committee of faculty members. The faculty will evaluate the portfolio as an assessment of students’ achievements. The portfolios will also be used by the department, in conjunction with the Senior Exit interviews, to assess the effectiveness of its programs.

## MAJORS

### Bachelor of Arts

#### ENGLISH: LITERATURE

Required: 70 units in English and related fields, including:

- The courses listed below (66 units)
- Required Cognate (4 units)

ENGL 205	Introduction to Creative Writing
ENGL 206	Introduction to Literature
ENGL 285	English Colloquium
ENGL 485	English Colloquium

#### Choose 12 units from:

ENGL 231	Survey of British Literature I
ENGL 232	Survey of British Literature II
ENGL 233	Survey of American Literature

#### Choose 24-28 units from:

ENGL 410	Literary Genres
ENGL 414	A-Z: World Literature
ENGL 415	A-B Literature for Children
ENGL 416	Young Adult Literature
ENGL 425	A-Z Major American Authors & Movements
ENGL 445	Biblical Literature
ENGL 446	A-Z Major British Authors & Movements
ENGL 465	Topics in English
ENGL 466	Topics in Film: Film & Literature
DRAM 492	History & Theory of Drama

#### Choose 4-8 units from:

COMM 238	Intro to Writing for the Print Media
COMM 338	Advanced Writing for the Print Media
COMM 339	Writing for the Digital Media
ENGL 254	Introduction to Fiction
ENGL 255	Introduction to Poetry
ENGL 256	Introduction to Playwriting
ENGL 307	Writing for Children
ENGL 405A	Short Story
ENGL 405B	Poetry
ENGL 405C	Playwriting
ENGL 405E	Humor Writing
ENGL 405F	The Long Project
ENGL 405G	Memoir
ENGL 406	Writing for Publication
ENGL 494	Internship

#### Choose 4 units from:

ENGL 457	Chaucer
ENGL 458	Shakespeare
ENGL 459	Milton

#### Choose 4 units from:

ENGL 487A	Classical Rhetoric & Criticism
ENGL 487B	Contemporary Literary Criticism

#### Choose 4 units from:

ENGL 482	Advanced Grammar & Style
ENGL 484	Language & Linguistics

Required Cognate (4 units):

World Language through level 201

#### ENGLISH: CREATIVE WRITING

Required: 70 units in English and related fields, including:

- The courses listed below (66 units)
- Required Cognate (4 units)

ENGL 205	Introduction to Creative Writing
ENGL 285	English Colloquium
ENGL 350	Reading as Writers
ENGL 406	Writing for Publication
ENGL 485	English Colloquium

#### Choose 8 units from:

ENGL 206	Introduction to Literature
ENGL 231	Survey of British Literature I
ENGL 232	Survey of British Literature II
ENGL 233	Survey of American Literature

#### Choose 8 units from:

ENGL 254	Introduction to Fiction
ENGL 255	Introduction to Poetry
ENGL 256	Introduction to Playwriting

#### Choose 8-16 units from:

ENGL 307	Writing for Children
ENGL 405A	Short Story
ENGL 405B	Poetry
ENGL 405C	Playwriting
ENGL 405E	Humor Writing
ENGL 405F	The Long Project
ENGL 405G	Memoir

**Choose 8 units from:**

ENGL 410 Literary Genres  
 ENGL 414 A-Z: World Literature  
 ENGL 415 A-B Literature for Children  
 ENGL 416 Young Adult Literature  
 ENGL 425 A-Z: Major American Authors & Movements  
 ENGL 445 Biblical Literature  
 ENGL 446 A-Z: Major British Authors & Movements  
 ENGL 466 Topics in Film: Film & Literature  
 ENGL 487A Classical Rhetoric & Criticism  
 ENGL 487B Contemporary Literary Criticism  
 DRAM 492 History & Theory of Drama

**Choose 4-12 units from:**

COMM 238 Intro to Writing for the Print Media  
 COMM 338 Advanced Writing for the Print Media  
 COMM 339 Writing for the Digital Media  
 ENGL 494 Internship  
 FLTV 211 Writing for Television (Comedy)  
 FLTV 212 Writing for Television (Drama)  
 FLTV 221 Developing the Feature Screenplay  
 FLTV 322 Screenwriting

**Choose 4 units from:**

ENGL 457 Chaucer  
 ENGL 458 Shakespeare  
 ENGL 459 Milton

**Choose 4 units from:**

ENGL 482 Advanced Grammar & Style  
 ENGL 484 Language & Linguistics

Required Cognate (4 units):

World Language through level 201

**MINORS****ENGLISH**

Required: 32 units, including:

ENGL 205 Introduction to Creative Writing  
 ENGL 206 Introduction to Literature

**Choose 8 units from:**

ENGL 231 Survey of British Literature I  
 ENGL 232 Survey of British Literature II  
 ENGL 233 Survey of American Literature

**Choose 4-12 units from:**

ENGL 410 Literary Genres  
 ENGL 414 A-Z: World Literature  
 ENGL 415 A-B Literature for Children  
 ENGL 416 Young Adult Literature  
 ENGL 425 A-Z Major American Authors & Movements  
 ENGL 445 Biblical Literature  
 ENGL 446 A-Z Major British Authors & Movements  
 ENGL 465 Topics in English  
 ENGL 466 Topics in Film: Film & Literature  
 DRAM 492 History & Theory of Drama

**Choose 4-12 units from:**

ENGL 254 Introduction to Fiction  
 ENGL 255 Introduction to Poetry  
 ENGL 256 Introduction to Playwriting  
 ENGL 307 Writing for Children  
 ENGL 350 Reading as Writers  
 ENGL 405A Short Story  
 ENGL 405B Poetry  
 ENGL 405C Playwriting  
 ENGL 405E Humor Writing  
 ENGL 405F The Long Project  
 ENGL 405G Memoir  
 ENGL 406 Writing for Publication

**Choose 0-8 units from:**

COMM 338 Advanced Writing for the Print Media  
 COMM 339 Writing for the Digital Media  
 ENGL 482 Advanced Grammar & Style  
 ENGL 484 Language & Linguistics  
 ENGL 465E History of the English Language  
 ENGL 487A Classical Rhetoric & Criticism  
 ENGL 487B Contemporary Literary Criticism  
 Any DRAM course(s)

**DRAMA**

Required: 28 units, including:

- Drama Minor Core (14-16 units)
- Remaining 12-14 units to be taken from one or more concentrations listed below

Core Curriculum (14-17 units): Required of all students minoring in drama:

DRAM 246E Introduction to Acting  
 DRAM 297A Performance (2 units)  
 DRAM 297B Technical Production (2 units)  
 DRAM 297F Play Reading (1 unit)  
 DRAM 496 History & Theory of Drama

**Choose one of the following:**

DRAM 297E Directing (2 units)

**OR**

DRAM 368 Directing: Practice

**OR**

DRAM 497E Advanced Directing

**Drama Minor Concentrations:**

**Design**

ARTS 115 Design Principles

ARTS 116 Color for Artists & Designers

ARTS 194 Photoshop & Illustrator Image Creation

ARTS 224 Drawing I

ARTS 255 Photography

ARTS 264 Images on Fabric

ARTS 334 Workshop in Painting

DRAM 297C Technical Design (1-2 units)

DRAM 497C Advanced Technical Design (1-2 units)

**Directing**

DRAM 297E Directing

DRAM 367 Directing: Theory

DRAM 368 Directing: Practice

DRAM 497E Advanced Directing

FLTV 247 Acting for Directors

FLTV 380 Directing for Film & Television

**Dramatic Literature**

DRAM 264O Oral Interpretation

ENGL 414B World Lit: Classical Greek Drama

ENGL 425D 20th Century American Drama

ENGL 446H 20th Century British Drama

ENGL 446P 19th Century British Drama

ENGL 446R Restoration & 18th Century Comedy

ENGL 458 Shakespeare

**Performance**

DRAM 264O Oral Interpretation

DRAM 297A Performance (1-4 units)

DRAM 467 Topics in Drama

DRAM 490 Advanced Acting

DRAM 497A Advanced Performance (1-4 units)

MUED 220A Singer's Diction I

MUED 220B Singer's Diction II

**Promotion and Publications**

ARTS 194 Photoshop & Illustrator Image Creation

ARTS 255 Photography

DRAM 297D PR & Publication (1-2 units)

DRAM 497D Advanced PR & Publication (1-2 units)

FLTV 486 Marketing & Distribution

MKTG 305 Marketing Principles

**Technical Production**

ARTS 394D Video

ARTS 314 Three Dimensional Design

DRAM 297B Technical Production

DRAM 494 Internship

DRAM 497B Adv. Technical Production (1-2 units)

MUET 105 Introduction to Music Technology

**Writing for Stage and Screen**

ENGL 205 Introduction to Creative Writing

ENGL 256 Introduction to Playwriting

ENGL 405C Playwriting

FLTV 110 Short Scriptwriting

FLTV 211 Writing for Television (Comedy)

FLTV 212 Writing for Television (Drama)

FLTV 322 Screenwriting

## COURSES

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

### Basic Skills: English

ENGL016, 017, and 018 courses do not apply toward a university degree. They are offered for entering students whose entrance examination scores indicate assistance with reading and/or writing is warranted. These classes are designed to enable students to meet university-level expectations in reading and writing. At the end of every quarter, the Department offers a Writing Placement Exam to students who have earned a C or higher in their Basic English coursework that quarter. The score on this test determines which course (either ENGL 016, 017, 018, or ENGL 111) students may register for in the following quarter.

More than one quarter may be necessary to strengthen English skills. Thus students who place into Basic English must remain enrolled in Basic English coursework until they become eligible to enter ENGL 111. (See “Basic Skills” section under Academic policies for further information.)

**ENGL 016 Basic English: Personal Essay (4):** Through the reading and writing of personal essays, students will develop foundational skills in reading comprehension, critical thinking, analysis, audience identification, thesis sentence creation, sentence variation, paragraph organization, essay organization, and grammar.

**ENGL 016L Basic English: Personal Essay Laboratory (0):** One two-hour tutoring appointment in the Writing Center per week, for assistance with writing and practice for the Writing Placement Exam (WPE) to be taken at the end of the quarter. Students enrolled in ENGL 016 must register for ENGL 016L.

**ENGL 017 Basic English: Argument (4):** Through the reading and writing of argument, students will develop foundational skills in reading comprehension, critical thinking, analysis, audience identification, thesis sentence creation, sentence variation, paragraph organization, and grammar.

**ENGL 017L Basic English: Argument Laboratory (0):** One two-hour tutoring appointment in the Writing Center per week, for assistance with writing and practice for the Writing Placement Exam (WPE) to be taken at the end of the quarter. Students enrolled in ENGL 017 must register for ENGL 017L.

**ENGL 018 Basic English: Exposition (4):** Through the reading and writing of expository prose, students will develop foundational skills in reading comprehension, critical thinking, analysis, audience identification, thesis sentence creation, sentence variation, paragraph organization, and grammar.

**ENGL 018L Basic English: Exposition Laboratory (0):** One two-hour tutoring appointment in the Writing Center per week, for assistance with writing and practice for the Writing Placement Exam (WPE) to be taken at the end of the quarter. Students enrolled in ENGL 018 must register for ENGL 018L.

### University Studies

*The following courses offered by the Department of English fulfill University Studies requirements in the areas of General Studies, Rhetoric, and Senior Seminar, but do not apply to the major in English. See the University Studies section of the bulletin for additional information.*

**DRAM 160 Drama Appreciation (4):** An introduction to the dramatic arts. Through required reading, written assignments, observation, and discussion, students will explore the craft, philosophy, history and work of the performing arts. They will evaluate the role dramatic arts have played in the establishment and maintenance of culturally ratified codes of human conduct. Designed for those without previous experience.

**ENGL 150 Experience Literature (4):** This course focuses on reading literature as a way of exploring human experience and creative expression. The course may be taught thematically. This course is designed for non-majors.  
*Prerequisite: Placement into ENGL 111*

**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.  
*Prerequisite: ENGL 113 or ENGL 124*

**UNST 404F Religious, Moral & Social Aspects of English (4):** A review and critique of mimetic, theological, and communication theories in an attempt to understand how belief is created, expressed, and sustained. UNST 404F is for English majors only.  
*Restriction: Must have senior standing*

## College Writing

*College Writing courses fulfill University Studies requirements and do not apply to the English major. ENGL 111, 112, and 113 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 as determined by the university registrar. ENGL 124 is only open to eligible students per university policy. See the Admissions Office for details.*

**ENGL 111 College Writing I (3):** This course develops critical thinking, reading, and writing essential for college-level papers. Students work on individual writing processes for both expressive and descriptive writing with a movement toward academic writing, focusing on organization, logical flow, diction, sentence structure, and standard grammar and usage. Students must earn a C or better to move to ENGL 112. *Prerequisite: Satisfactory performance on college entrance examinations or the Writing Placement Exam*

**ENGL 112 College Writing II (3):** This course focuses on academic discourse (explanation, argumentation, persuasion, and incorporation of credible sources) and features of effective writing, including organization, development, use of evidence, logical flow, diction, sentence structure, and standard grammar and usage. Students must earn a C or better to move to ENGL 113. *Prerequisite: ENGL 111*

**ENGL 113 College Writing III (3):** This course emphasizes the development and use of research skills (in addition to critical thinking, reading, and writing) essential for creating college-level research papers. The course emphasizes writing argumentative, critical, documented, research-based papers using either APA or MLA style. *Prerequisite: ENGL 112*

**ENGL 124 Freshman Seminar in Writing (4):** This course 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. *Prerequisites: Satisfactory performance on a placement test & consent of the instructor.*

## English

### LOWER DIVISION

**ENGL 150 Experience Literature (4):** This course focuses on reading literature as a way of exploring human experience and creative expression. The course may be taught thematically. This course is designed for non-majors. *Prerequisite: Placement into ENGL 111*

**ENGL 205 Introduction to Creative Writing (4):** Introduction to writing poetry, fiction, and literary nonfiction. Students will explore the craft of creative writing, learning traditional literary techniques and experimenting with new forms and styles. They will exercise their critical thinking skills and develop the ability to read as writers. They will be asked to write and revise regularly and will complete a portfolio in each genre. Required for all English majors, and a prerequisite to all 400-level creative writing courses. *Prerequisite: Concurrent enrollment in or completion of ENGL 111 or ENGL 124*

**ENGL 206 Introduction to Literature (4):** An introduction to the methods used to read and analyze literature in a variety of periods and genres, including poetry, novels, and drama. Required for all English majors with a literature emphasis. *Prerequisite: Concurrent enrollment in or completion of ENGL 111 or ENGL 124*

**ENGL 231 Survey of British Literature I: Middle Ages to Late Renaissance (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 late seventeenth century. *Prerequisite: ENGL 113 or ENGL 124*

**ENGL 232 Survey of British Literature II: Neo-classical to the Present (4):** An introduction to the reading and analysis of the major literary genres, authors, and works, focusing on British literature from the eighteenth century to the present. *Prerequisite: ENGL 113 or ENGL 124*

**ENGL 233 Survey of American Literature : Pre-contact to the Present (4):** An introduction to the reading and analysis of the major literary genres, authors, and works, focusing on American literature from the Pre-Contact period to the present. *Prerequisite: ENGL 113 or ENGL 124*

**ENGL 246 Literary Forms & Ideas (4):** Varied content from quarter to quarter, with specific areas listed in the class schedule. May be repeated for new content. *Prerequisite for some sections: ENGL 113 or ENGL 124*

**ENGL 254 Introduction to Fiction (4):** In this introductory course, students will read writers who have shaped the field, with an emphasis on contemporary practitioners, and will write in a variety of fictional styles. At the end of the quarter, students will produce a portfolio of polished stories.

*Prerequisite: ENGL 205*

**ENGL 255 Introduction to Poetry (4):** In this introductory course, students will read poets who have shaped the field, with an emphasis on contemporary practitioners, and will write in a variety of poetic styles. At the end of the quarter, students will produce a portfolio of polished poems.

*Prerequisite: ENGL 205*

**ENGL 256 Introduction to Playwriting (4):** In this introductory course, students will read playwrights who have shaped the field, with an emphasis on contemporary practitioners, and will write in a variety of dramatic styles. At the end of the quarter students will produce a polished script for performance.

*Prerequisite: ENGL 205 or DRAM 160*

**ENGL 285 English Colloquium (1):** Lower division course required of all majors. Issues pertinent to the discipline. A student with three or more years of residence requires 1.0 unit of 285 and 1.0 unit of 485. A student with two or fewer years of residence requires 1.0 unit of 485.

*Prerequisite: ENGL 113 or ENGL 124*

**ENGL 299 Directed Study (1-4):** Lower division independent study in consultation with an advisor. May be repeated for additional credit to a maximum of 4 units. See policy listed above.

*Prerequisites: ENGL 113 or 124, & consent of the instructor*

## UPPER DIVISION

Most upper division courses are offered alternate years. Please check the course schedule and consult with your department 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. Applies towards University Studies requirements. May be taken by both majors and non-majors.

*Prerequisite: ENGL 113 or ENGL 124*

**ENGL 307 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.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 350 Reading as Writers (4):** Review of contemporary books, with an emphasis on the writers' artistic choices. Students will be reading as writing apprentices. They will be observing and identifying the techniques the writers have employed. This is a reading intensive course.

*Prerequisite: ENGL 113 or 124*

**ENGL 350A Reading as Writers: Fiction (4):** Students will read works of fiction as writers, observing and identifying the tools writers use to tell a story. This is a reading intensive course.

*Prerequisite: ENGL 113 or 124*

**ENGL 350B Reading as Writers: Non-fiction (4):** Students will read works of creative nonfiction as writers, observing and identifying the tools writers use to create a compelling and factual narrative. This is a reading intensive course.

*Prerequisite: ENGL 113 or 124*

**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.

*Prerequisite: ENGL 113 or ENGL 124*

*Restriction: Does not apply towards the major in English*

**ENGL 382 Grammar & Linguistics (4):** A review of conventional English grammar and standard American usage, along with a survey of various approaches to grammar and linguistic topics. Topics include the development of the English language, the nature of language, and issues related to dialects and second-language users. Intended for Liberal Studies majors.

*Prerequisite: ENGL 113 or 124*

*Restriction: Does not apply towards the major in English*

**ENGL 405 Creative Writing:** Advanced theoretical and practical application of writing techniques. Focus is provided in a genre.

**ENGL 405A Short Story (4):** Students will read short stories by masters of the craft, paying attention to the methods they use to shape their fiction. Students will apply these tools in their own work as they write, workshop, and revise.

*Prerequisite: ENGL 254*

**ENGL 405B Poetry (4):** While investigating the methods of the great poets of the Romantic, Modern, and Contemporary eras, students will write their own original verse with an eye towards form, rhythm, and imagery.

*Prerequisite: ENGL 255*

**ENGL 405C Playwriting (4):** Advanced theoretical and practical application of playwriting techniques. While consulting models from a variety of historical eras, writers will brainstorm, draft, and revise a full one-act play. Techniques of character invention, plot construction, and dialogue will be practiced in a workshop setting.

*Prerequisite: ENGL 256*

**ENGL 405E Humor Writing (4):** Students will read humor literature, paying attention to what makes the pieces funny. Students will apply these tools in their own work as they write, workshop, and revise.

*Prerequisite: ENGL 254 or ENGL 255*

**ENGL 405F The Long Project (4):** Students will consider what it means to tell a longer story—be it fiction or memoir. Through reading and writing, students will consider structure, point of view, plot, theme, and characterization. Students will workshop each other's pieces and submit a portfolio at the end of the quarter.

*Prerequisite: ENGL 254 or ENGL 255*

**ENGL 405G Memoir (4):** Students will read memoirs by masters of the craft, paying attention to the tools they use to shape their narratives. Students will apply these tools in their own work as they write, workshop, and revise.

*Prerequisite: ENGL 254 or ENGL 255*

**ENGL 406 Writing for Publication (4):** Students will analyze writing venues, writing guidelines, and published pieces. They will write, workshop, and revise.

*Prerequisites: ENGL 113 or ENGL 124, & ENGL 205*

**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.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 414 World Literature (4):** Study of masterpieces of classical and/or world literature. May be repeated for new content.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 415 Literature for Children:** A two-quarter review of children's literature, pre-1940 and post-1940. Emphasis on evaluation, genres, cultural diversity, and literary merit. Can be taken out of sequence.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 415A Classic Children's Literature (4):** This course examines the genre of children's literature from the time that stories and books were written specifically for children through the first half of the 20th century. It will also focus on trends in children's literature during this time (particularly gender presentation), the role of traditional literature, and the relationship between literature for children and society.

**ENGL 415B Modern Children's Literature, Post 1940 (4):** This class is designed to introduce students to a wide range of literature written for children. Emphasis will be placed on reading and evaluating modern children's books (pre-school to reading level 5) through investigation of significant authors and works, diverse genres, problem areas, literary merit, etc. This course fulfills a requirement of the Liberal Studies and Teacher Education Program curricula.

**ENGL 416 Young Adult Literature (4):** An examination of young adult literature, focusing on genres, cultural diversity, literary elements, and problem areas.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 425 Major American Authors or Movements (4):** The course focuses on a major figure or group in American literature. May be repeated for new content.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 445 Biblical Literature (4):** An introduction to the reading of the Bible from the standpoint of a literary critic, with consideration of the influence of the Bible on literature. Required for Seventh-day Adventist Secondary Teacher Credential.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 446 Major British Authors or Movements (4):** An examination of a major figure, group, movement, or period in British literature. May be repeated for new content.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 457 Chaucer (4):** A study primarily of the "General Prologue" and selected stories in *The Canterbury Tales*.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 458 Shakespeare (4):** An introduction to the dramatist through representative comedies, tragedies and histories.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*



**ENGL 459 Milton (4):** An intensive study of Milton's early poetry and drama, prose, and his three major epic works.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**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.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 466 Topics in Film (4):** Seminars in various film topics (e.g. Film and Literature). May be repeated with new content for additional credit.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 482 Advanced Grammar & 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 from ENGL 484.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 484 Language & 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 from ENGL 482.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 485 English Colloquium (1):** Upper division course required of all majors, which explores issues pertinent to the discipline. A student with three or more years of residence requires 1.0 unit of 285 and 1.0 unit of 485. A student with two or fewer years of residence requires 1.0 unit of 485.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 487A Classical Rhetoric & 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. Cross-listed as PHIL 487A.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 487B Contemporary Literary Criticism (4):** An examination of modern and post-modern literary theory, including the schools of formalism, psychoanalysis, feminism, post-structuralism, and cultural criticism. Readings survey the writers, philosophers, and social commentators whose contributions shaped and continue to shape current methodologies of interpretation. Cross-listed as PHIL 487B.

*Prerequisite: ENGL 113 or ENGL 124*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 494 Internship (1-4):** Skills developed as an English major are explored for how they apply to and enhance on-the-job experiences. Student will make arrangements for employed or voluntary labor, with guidance from the instructor, prior to the beginning of the quarter. Graded on a Satisfactory/Unsatisfactory basis. Maximum of 8 units.

*Prerequisites: ENGL 113 or ENGL 124, & consent of the instructor*

*Restriction: For English majors with junior or senior standing only*

*Additional Requirement: 4 units at the 200-level in English*

**ENGL 499 Directed Study (1-4):** Upper division independent study in consultation with an advisor. See policy above.

*Prerequisite: ENGL 113 or ENGL 124*

*Restriction: For English majors with junior or senior standing only*

*Additional Requirement: 4 units at the 200-level in English*

## Drama

### LOWER DIVISION

**DRAM 160 Drama Appreciation (4):** An introduction to the dramatic arts. Through required reading, written assignments, observation, and discussion, students will explore the craft, philosophy, history and work of the performing arts. They will evaluate the role dramatic arts have played in the establishment and maintenance of culturally ratified codes of human conduct. Designed for those without previous experience.

**DRAM 246E Introduction to Acting (4):** A survey of the craft, philosophy, and theory of acting involving close analysis, evaluation, and discussion of a written text in preparation for formal presentations and guided feedback on peer presentations. Through written assignments and a journal, students will respond to both written and performed texts which focus on exploring issues of diversity including race, ethnicity, gender, social class, and religion.

**DRAM 2640 Oral Interpretation (4):** This course provides an introductory study of the various types of interpretative literature with a view toward its understanding for the purpose of public presentation. The fundamental theory of the course is that only when a student understands a literary selection can any reliable performance preparation begin.

**DRAM 267 Topics in Drama (1-4):** Varied drama content with specific areas listed in the class schedule. May be repeated for new content.

**DRAM 297 Drama Production:** Preparation and formal performance of a dramatic production through the English Department. Students may receive credit for a variety of tasks, including acting, lighting, staging, etc.. See below for specific topics.

**DRAM 297A Performance (1-2):** Students must successfully audition for a specific role in a production prior to being admitted to this class, which involves a public performance at the conclusion of the quarter. May be repeated. 2 units required for minor. Eligibility for this course is determined by audition.

**DRAM 297B Technical Production (1-4):** Students gain a basic overview of the technical production of a play as they assist with the work of maintaining a theater and the construction of a technical aspect of a production in one or more of the following areas: stage/house management, set construction, lighting, sound, costume, or makeup production. May be repeated. 2 units required for minor.

**DRAM 297C Technical Design (1-4):** Students work closely with both the director and technical director on a production, in creating the design for a production-specific aspect of the show or on one or more of the following areas: set construction, lighting, sound, costume, prop, or makeup design. May be repeated.

**DRAM 297D PR & Publications (1-4):** Students work closely with the director/s on the development of a basic marketing and public relations strategy for a production as they assist in the preparation of a portfolio that may include elements of the following: poster design, printing & distribution points; ticket design, printing & sales; playbill design, writing, editing & printing; creation of a press kit with press releases and rehearsal photos & distribution. May be repeated.

*Prerequisite: Consent of the instructor*

**DRAM 297E Directing (1-4):** Students work closely with an ensemble of actors and technical crew in a collaborative environment to create a live show, multi-media project or film for public performance (i.e., for the 24-hour Play Festival, DNA Play Festival or Showcase).

*Prerequisite: Consent of the instructor*

**DRAM 297F Play Reading (1-2):** Students read a wide selection of one-act plays, select a play and proceed through the pre-production process in order to prepare to direct the chosen play.

*Prerequisite: Consent of the instructor*

## UPPER DIVISION

**DRAM 367 Directing: Theory (4):** Students gain a theoretical framework for directing a play, as they learn about various theories of play direction designed to familiarize the student with the skills necessary to lead a cast and technical crew. Includes the study of elements such as play selection and analysis; collaboration with the cast, designers, stage managers, and dramaturge; casting and rehearsal technique and management; and aesthetic, ethical, and economic concerns.

*Prerequisites: DRAM 246 & DRAM 297E, or consent of the instructor*

**DRAM 368 Directing: Practice (4):** Students are selected or they may apply to direct for the annual festival of One Act plays. They will hold auditions, cast the play and arrange rehearsals. Working closely with both the technical and design crew, they will collaborate in creating a show for public performance.

*Prerequisite: DRAM 367 or DRAM 297F or DRAM 497F or consent of the instructor*

**DRAM 467 Topics in Drama (1-4):** Seminars in various drama topics. Specific topics listed in class schedule. May be repeated with new content for additional credit.

*Prerequisite: ENGL 113 or ENGL 124 or consent of the instructor*

**DRAM 490 Advanced Acting (4):** Fundamental acting preparation, including performance exercises, breathing and diction techniques, text interpretation, and scene rehearsal.

*Prerequisites: DRAM 246E & 2 units of DRAM 297A or 497A*

**DRAM 491 Directing (4):** Study of production process, script interpretation, and interaction with designers and actors, leading to the presentation of selected scenes.

*Prerequisites: DRAM 246E, DRAM 297F & ENGL 113 or ENGL 124, or consent of the instructor*

**DRAM 493 Production Design (4):** A practical introduction to the stagecraft of lighting, costume, and set design.

*Prerequisite: 2 units of DRAM 297B or 497B*

**DRAM 494 Internship (1-4):** On-the-job experience arranged and supervised for students. Graded on a Satisfactory/Unsatisfactory basis. Maximum of 8 units.

*Prerequisites: ENGL 113 or ENGL 124, & consent of the instructor*

*Restriction: For Drama minors with junior or senior standing only*  
*Additional Requirement: 4 units at the 200-level in Drama*

**DRAM 496 History & Theory of Drama (4):** The course reviews the history and development of theater. Students will gain exposure to various cultures in social, historical, and geographical context through study of the world of artistic and literary expression as it is revealed through the art of theater. Emphasis is placed on the student exploring the various ways changes in technology and a changing worldview affect the theater of a given period and reflect the behavior and responsibilities of individuals and societies. The course is designed to enable the student to develop their understanding of theatrical history and form through lectures, play script readings, and attending theatrical performances.

*Prerequisite: ENGL 113 or ENGL 124 or consent of the instructor*  
*Additional Requirement: 4 units at the 200-level in English*

**DRAM 497 Drama Production (1-2):** Preparation and formal performance of a dramatic production through the Department of English. Students may receive credit for a variety of tasks, including acting, lighting, staging, etc. See below for specific topics.

*Restriction (for all sections): Must have junior or senior standing*

**DRAM 497A Advanced Performance (1-4):** Upper division students must successfully audition for a specific role in a production prior to being admitted to this class which involves the analysis and rehearsal of a complex or leading role that requires the student to critically read and analyze a substantial text in preparation for a public performance. May be repeated. Eligibility for this course is determined by audition.

*Prerequisites: 1-2 units of DRAM 297A & consent of the instructor*

**DRAM 497B Advanced Technical Production (1-4):** Upper division students work closely with both the director and technical director on a production, in creating a production-specific aspect of the show or on one or more of the following areas: stage/house management, set construction, lighting, sound, costume, or makeup production. Open to Juniors & Seniors. May be repeated.

*Prerequisite: 1-2 units of DRAM 297B or consent of the instructor*

**DRAM 497C Advanced Technical Design (1-4):** Upper division students work closely with both the director and technical director to refine the skills learned in 297C, in creating the design for a production-specific aspect of a show or on one of the following areas: set, lighting, sound, costume, prop, or makeup design. Open to Juniors & Seniors. May be repeated.

*Prerequisite: 1-2 hours of DRAM 297C or consent of the instructor*

**DRAM 497D Advanced PR & Publications (1-4):** Upper division students work closely with the director/s on the development of a basic marketing and public relations strategy, based on research conducted for a production which also involves overseeing the preparation of a portfolio that will include elements of the following: poster design, printing & distribution points; ticket design, printing & sales; playbill design, writing, editing & printing; creation of a press kit with press releases and rehearsal photos & distribution. Open to Juniors and Seniors. May be repeated.

*Prerequisites: 1-2 units of DRAM 297D & consent of the instructor*

**DRAM 497E Advanced Directing (1-4):** Upper division students work closely with an ensemble of actors and technical crew in a collaborative environment refining skills learned in 297E to create a live show or film for public performance (for the Festival of One Acts or a full-length main-stage production). Open to Juniors & Seniors.

*Prerequisites: 1-2 hours of DRAM 297E & consent of the instructor*

*Restriction: For English majors with junior or senior standing only*

**DRAM 497F Advanced Play Reading (1-2):** Upper division students read a wide selection of full-length plays, selecting a play and proceeding through the pre-production process in order to prepare to direct that play. Open to Juniors and Seniors.

*Prerequisite: 2 hours of DRAM 297F or consent of the instructor*

**DRAM 498 Drama Workshop (4):** Classroom rehearsal and staging of selected scenes and one-act plays.

*Prerequisites: DRAM 246E & 2 units of DRAM 297A or DRAM 297B*

**DRAM 499 Directed Study (1-4):** Upper division independent study in consultation with an advisor. See policy above.

*Prerequisite: ENGL 113 or ENGL 124.*

*Restriction: For English majors with junior or senior standing only*

*Additional Requirement: 4 units at the 200-level in English*

# Program in English as a Second Language (ESL)

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## Program Faculty

**Carlos Parra, Chair of Sponsoring Department**  
Professor of Spanish Language & Literature (2015)  
PhD Duke University 2001  
Romance languages and literary studies

**Nanci Geriguis-Mina, Associate Director**  
Instructor in English as a Second Language (2011)  
MA Loma Linda University  
Educational Administration and Leadership  
Teaching English to Speakers of Other Languages Certification

**Edgar Hernandez**  
Instructor in English as a Second Language (2013)  
MA La Sierra University  
English

**Sandra Ingram**  
Instructor in English as a Second Language (2011)  
MA Royal Holloway College, University of London  
Theatre/Applied Drama  
Teaching English to Speakers of Other Languages Certification

**Masih C. John**  
Instructor in English as a Second Language (2013)  
PhD Adventist International Institute of Advanced Studies  
Educational Administration

**Melissa McDonald**  
Instructor in English as a Second Language (2012)  
MS University of Southern California  
Teaching English to Speakers of Other Languages Certification

**Kelly Reed**  
Instructor in English as a Second Language (2011)  
MA La Sierra University  
English

**Mary Myong Sook Shin**  
Instructor in English as a Second Language (2016)  
JD University of California, Hastings College of Law  
MA University of Arizona  
Curriculum and Instruction

## Degrees Offered

- None. The ESL Program is a non-academic, non-credit program. The ESL Program is not a federal aid eligible program.  
*ESL Classes do not grant academic credit.*

## Mission Statement

The English as a Second Language (ESL) Program assists non-native English-speaking students to acquire, understand, and successfully use academic English at an American university and attain sufficient language proficiency and independent learning strategies to become successful participants American colleges and universities.

The ESL program may also assist non-native English-speaking students to acquire, understand, and successfully use Standard English for non-academic purposes.

The ESL program is committed to sustaining instructional excellence through collaborative professional support, continuous monitoring of ESL curricula and student services, and integration of appropriate educational technology and cultural excursions into learning and instruction.

The ESL program, instructors, and coursework provide a broad range of excellent academic and cultural opportunities. These opportunities help students develop and demonstrate proficiency in the skills of reading comprehension, vocabulary, writing, grammar, speaking, and listening comprehension.

The program is designed for international students and professionals, or for those seeking an intensive English experience focusing on reading comprehension, writing, listening comprehension, and speaking English, as well as an introduction to American culture. The objective of the program is to help students improve their English speaking, reading, writing, and listening skills and assist academically-focused students in meeting the requirements for admission into the undergraduate and graduate programs.

Classes are scheduled in 10-week sessions during fall, winter, and spring quarters and a six-week session during summer quarter. Additionally, intensive American Culture programs (varying in length) are scheduled during the summer quarter.

Five main levels of instruction (Basic, Beginning, Intermediate, Advanced, and Expanded) meet each quarter during the academic year. Each 4-unit class and 1-unit English Language Lab meets 40 hours per quarter.

## Intensive Programs

The purpose of the ESL Intensive Program is to provide visiting attendees with increased exposure to the English language and with experiential insights of American culture in a safe and fun environment. The Program focuses on increasing English language proficiency through conversation, vocabulary, pronunciation, and listening. Learning takes place in the classroom and through exposure to American culture experiences during a number of learning activities and off-campus excursions throughout Southern California. The excursions are preceded with general information lessons about the destination (i.e., history, significance, contributions to community, etc.).

Classes are taught by experienced English language instructors. These teaching professionals are critical in helping students achieve a greater depth of understanding and increasing knowledge.

Customized programs are available throughout the year to groups of working professionals, college students, and high school students (summer sessions only). One-on-one tutorial sessions are available to working professionals.

## English as a Second Language (ESL) Program Student Learning Outcomes

1. Know and understand the foundation of the English language.
2. Be able to sustain academic self-sufficiency in mainstream university classrooms.
3. Demonstrate sufficient written skills to succeed in pre-foundational or college-level writing courses.
4. Demonstrate sufficient oral and written English language skills necessary for academic endurance.
5. Be able to communicate with other English speakers.

## ESL Placement

Students enter the ESL program at one of the four main levels, or at the half-time level. The level at which a student enters, called the Point of Entry, is determined by the TOEFL, Michigan, IELTS, or iTEP test score.

Students repeat courses as necessary; however, students who fail all of their ESL classes two consecutive quarters will not be allowed to register for a third quarter, and their I-20 will be terminated by the Office of International Student Services.

## ESL Curriculum

### Full-time ESL:

All international ESL students must register for a minimum of 12 units in order for their I-20 Student visa to remain in status. It is highly recommended that ESL students register for 16 units plus the language lab with one (1) unit. Core Courses: Grammar and Syntax (4); Composition (4); Reading Comprehension and Vocabulary (4); Listening, Pronunciation, & Conversation (4); Language (or TOEFL) Lab (1). All courses are offered at Basic, Beginning, Intermediate, and Advanced levels each quarter. Courses carry an ESLC prefix and are non-degree applicable. Final letter grades do not affect university GPA. Courses do not apply toward graduation in any academic major or pre-professional program, nor do they meet University Studies or general education requirements.

### Half-time/ESL Bridge Program:

Eight (8.0) units per quarter for undergraduate students and four (4.0) units for graduate students chosen (as recommended by ESL advisor) from the following courses: *ESLC 102 Expanded Composition* or *ESLC 103 Expanded Reading Comprehension and Vocabulary*.

-PLUS-

A maximum of eight (8) undergraduate units from University Foundational Studies (per Math ACCUPLACER) as advised by the Office of Advising & Career Success, or four (4) graduate units and as advised by a University academic advisor. The number of University units may not exceed the number of ESL units. Graduate students must meet with the ESL Associate Director for further details.

### Qualification for ESL Bridge Program

In order for students to be eligible for the Bridge program, they must take one of the exit exams and receive one of the following scores: TOEFL paper-based score between 500-549, computer-based score of 61-78; Michigan Language Test score of 77-85; or IELTS score of 5.5-6.0.

## International Student Delayed Arrival (ISDA)

The following courses do not carry academic credit. These courses are available to ALL international students who arrive at La Sierra University after week 2 of the quarter (i.e. missed 20% of the quarter's coursework). Assignment to appropriate course level will depend on student's TOEFL, Michigan, IELTS, iTEP placement exam scores, or as determined by ESL Associate Director. Students who register for these classes receive one of two grades: ICT or FAIL. The grade of ICT (Insufficient Classroom Time) will be given to students who have completed the required coursework for the time they

were registered on campus but had insufficient classroom time to earn a letter grade. A FAIL grade is assigned if students are absent from classes or do not complete the required coursework.

ISDA 091	Grammar & Syntax (4)
ISDA 092	Composition (4)
ISDA 093	Reading Comprehension & Vocabulary (4)
ISDA 094	Listening, Pronunciation, & Conversation (4)

## COURSES

*The courses listed below do not carry academic credit.*

*Students may repeat courses as necessary. A student must receive a final grade of "C" or better in order for a course to count as a prerequisite for the next level of courses. Students are expected to complete three out of four Advanced Level courses with a grade of "B" or better before they matriculate to half-time ESL, or to full-time regular University level based on their exit exam scores.*

**ESLC 051 Basic Grammar & Syntax (4):** This is an early developmental English language course leading to the improvement of sentence structure and grammar for non-English speakers. It is an introduction to the basics of the English language, and functions as a catalyst to improve early ESL learners' skills in English language speaking, listening, reading, and writing. It is designed as a transition course from minimal English skills to beginning levels of English competency.

**ESLC 052 Basic Composition (4):** This course is a basic ESL composition class for new students of English. At the end of this course, students should have a basic understanding of the elements of composition and the structure of a paragraph. Students will also become acquainted with common academic vocabulary through sentence and paragraph writing, sentence structure exercises, defining exercises, and writing exercises.

**ESLC 053 Basic Reading Comprehension & Vocabulary (4):** This is an early developmental English language course leading to the improvement of English reading comprehension and vocabulary building for non-English speakers. It is an introduction to the basics of reading in the English language, and it is designed as a transition course from minimal English reading skills to beginning levels of reading competency and comprehension.

**ESLC 054 Basic Listening, Conversation & Pronunciation (4):** This is an early developmental English language course leading to the improvement of listening comprehension, pronunciation of English letters and words, and to smooth communication in English. This course is for non-English speakers. It is an introduction to the basics of the English language, and it is designed as a transition course that takes students from minimal English skills to beginning levels of English competency.

**ESLC 050L Lab: Basic Language Lab (1):** Required for all full-time ESL students. Lab-based lessons to enhance the learning experience.

**ESLC 151 Beginning Grammar & Syntax (4):** This is a developmental English language course. It functions as a catalyst to improve beginning ESL learners' English sentence structure and writing skills. This course reinforces grammar with the inclusion of verbal interaction about tangible objects and student-focused actual events and experiences.

**ESLC 152 Beginning Composition (4):** This is a developmental composition course designed expressly for beginning-level ESL students. Students will learn fundamental sentence and paragraph structure. Writing exercises include vocabulary (through lists and writing context), parts of a sentence, and paragraph construction and organization.

**ESLC 153 Beginning Reading Comprehension & Vocabulary (4):** This is an early developmental English language course leading to the improvement of English reading speed and comprehension and vocabulary expansion.

**ESLC 154 Beginning Listening, Conversation & Pronunciation (4):** This is an introductory listening and conversation course, which assists beginning ESL-students with pronunciation of English vocabulary and idiomatic phrases. This course helps develop listening skills through structured listening exercises, informal conversations, films, teacher readings, and other out-of-classroom academic and cultural activities.

**ESLC 150L Lab: Beginning Language Lab (1):** Required for all full-time ESL students. Lab-based lessons to enhance the learning experience.

**ESLC 251 Intermediate Grammar & Syntax (4):** This course relies on the students' experiences and English grammar to encourage their attainment of grammar rules and structure. Students learn through lectures and exercises in a structured classroom environment where they can exchange ideas, thoughts, opinions, and beliefs while attaining functional grammar usage.

**ESLC 252 Intermediate Composition (4):** This course is an intermediate ESL composition class. The goal of this course is to improve students' writing abilities through all aspects of the writing process. Students will also gain knowledge of and use skills that promote awareness of drafting, writing, and revising. Students will also gain knowledge of and use skills that promote critical thinking, effective sentence, paragraph, and essay construction and word logic. Courses will also integrate learning and help connect among vocabulary, reading skills, and listening practice to the composing process.

**ESLC 253 Intermediate Reading Comprehension & Vocabulary (4):** This is an intermediate English language reading class. It will prepare students for reading early college-level material effectively while acquiring academic vocabulary. Specific approaches to reading will include both factual and fictional material effectively while acquiring academic vocabulary. Emphasis is placed on a variety of genres of authentic texts which begin to introduce varying levels of conceptual and/or linguistic complexity.

**ESLC 254 Intermediate Listening, Conversation & Pronunciation (4):** This is an intermediate listening comprehension and conversation course for ESL language learners. This course develops listening skills through informal conversations, instructor readings, and recorded listening exercises, and will demonstrate students' understanding of simple academic and social conversations.

**ESLC 250L Lab: Intermediate TOEFL Lab (1):** Required for all full-time ESL students. Lab-based lessons to enhance the learning experience, in addition to TOEFL practice tests and test strategies.

**ESLC 351 Advanced Grammar & Syntax (4):** This course introduces and expands advanced ideas in grammar and syntax which are incorporated with students' existing abilities in speaking, listening, reading, and writing. Students are introduced to college-level grammatical structures in preparation for successful transition into the mainstream university classroom.

**ESLC 352 Advanced Composition (4):** This course is an advanced composition class. The goal of this course is to improve students writing abilities through all aspects of the writing process. Students will discuss and practice strategies that provide an awareness of brainstorming, drafting, writing, and revising. Students will also gain knowledge of and use skills that promote critical thinking, effective sentence, paragraph, and essay construction, and word logic. Course will also integrate learning and help connect among vocabulary, reading skills, and listening practice to the composing process.

**ESLC 353 Advanced Reading Comprehension & Vocabulary (4):** This is an advanced reading class which continues to develop reading and comprehension skills and expand academic vocabulary. It will prepare students for reading college-level material effectively and at higher speeds. Specific approaches to reading will include both factual and fictional reading. Emphasis is placed on a variety of genres of authentic texts which begin to introduce varying levels of conceptual and/or linguistic complexity.

**ESLC 354 Advanced Listening, Conversation & Pronunciation (4):** This course continues to develop listening, comprehension and note-taking skills through structured listening exercises, informal conversations, oral presentations, instructor readings, group discussions, film, audio, and academic classroom dialogue.

**ESLC 350L Lab: Advanced TOEFL Lab (1):** Required. Lab-based lessons to enhance the learning experience for PBT TOEFL preparation.

*ESLC 102 and 103 are available to ESL students who qualify for the Bridge program. These courses carry no academic credit.*

**ESLC 102 Expanded Composition (4):** Intensive practice with 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. Required weekly conferences with the instructor.

**ESLC 103 Expanded Reading Comprehension & Vocabulary (4):** This course enables students to read material from a variety of university disciplines with an emphasis on active reading, critical thinking, and using tools to connect reading and writing. Students expand their vocabulary, increase comprehension, and develop study skills.

*ESLC 101 and ESLC 104 are available to ESL students who have qualified to enter the Bridge program. Bridge program students will register for ESLC 104 and up to 8 units of mainstream university coursework (including ENGL 016, ENGL 017, or ENGL 018 for undergraduate students) as advised. If required, Bridge students will register for ESLC 101 the following quarter with appropriate registration for coursework (including ENGL 016, ENGL 017, or ENGL 018 for undergraduate students) as advised.*

**ESLC 101 Expanded Grammar & Syntax (4):** With emphasis on writing expository and argumentative texts, this course enables students to critically analyze assumptions, evidence, and arguments in a multi-cultural context.

**ESLC 104 Expanded Listening, Conversation, & Pronunciation (4):** This course enables students to critically analyze assumptions, evidence, and arguments in a multi-cultural context. Students continue to develop their reading, writing, and listening & conversation skills.

# Department of Film & Television

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## Department Faculty

### Rodney Vance, Chair

Professor of Film and Television (2012)  
MFA The Catholic University of America 1988  
MA Religion, Andrews University 1981  
Script writing (WGA, TV Academy)

### Carrie Specht

Assistant Professor of Film and Television (2012)  
MFA New York University 1998  
Production (DGA)

## Collaborating Faculty

### Stewart Harty

Adjunct Professor of Film and Television  
BA Pacific Union College 1985  
Editing, media ministry

### Andrew Howe

Associate Professor of History, Politics, and Society (2005)  
PhD University of California, Riverside 2005  
Popular culture & film studies

### Chris James

Adjunct Professor of Music Technology  
Recording Engineer Diploma, Los Angeles Recording  
Workshop 1997  
Sound

### Marilynn Loveless

Director of the Drama Program  
Associate Professor of English (2007)  
PhD Griffith University 2004  
Acting, film criticism

### Jordi Ros

Adjunct Professor of Film and Television  
MBA The Wharton School, University of Pennsylvania 1990  
MA Film Production and Media Studies, New School/Parsons  
School 1988  
Industry relations, producing, script writing (WGA)

### Terrill Thomas

Assistant Professor of Art (2001)  
BFA Art Center College of Design 1992  
Interactive design, animation, interactive media

## Degrees Offered

Bachelor of Fine Arts degree in:

- Film and Television Production, with emphases in  
Editing  
Individualized  
Production  
Script Writing  
Sound

## Learning Outcomes

Upon completion of the degree, students will:

1. Use appropriate technology tools.
2. Understand and practice basic storytelling craft.
3. Apply critical thinking skills to analyze works of visual storytelling in terms of genre and media history.
4. Produce visual storytelling media that demonstrate a sense of inventiveness or creativity and a willingness to explore and experiment.
5. Demonstrate an understanding of film's historical role in culture.
6. Demonstrate proficiency in an area of emphasis offered by the department and chosen by the student.

## Directed Study Policy

Please refer to the Special Coursework header within the Policies & Procedures section of the Bulletin for more information on the Directed Study policy.

General Provisions: Directed study is strongly discouraged. Exceptions will be made only for unusual cases (i.e., transfer students needing requirements, or department majors having taken all required courses). Only Film and Television majors may take FLTV 299 and 499.

Approval Procedure: Complete a Directed/Independent Study Course Request Form, available at the Office of the Registrar. Submit the form first to the course instructor and then to the advisor, who will in turn present it to the department faculty for approval. The form must be accompanied by a proposal explaining the need for directed study and outlining an intended study plan. The deadline for submitting the department-approved proposal to the Office of the Registrar is before the end of the 10th week of the preceding quarter.



## MAJORS

### Bachelor of Fine Arts (BFA)

#### FILM AND TELEVISION PRODUCTION

A major designed for those who want to work creatively in the fields of film and television.

Required: at least 92 units of Film and Television Production and related fields, including:

- Core Curriculum (22 units)
- Emphasis (32 units)
- Electives (38 units)

Core Curriculum (22 units): Required of all Film and Television Arts majors

FLTV 104	Editing for Beginners
FLTV 108	Storytelling for Fun & Profit
FLTV 112	Moviemaking Without a Net
FLTV 118	History of Moving Pictures
FLTV 477	Senior Thesis (6, 2 per quarter)

One of the following emphases is required of all BFA students:

#### Production Emphasis (32 units)

An emphasis designed for those who wish to pursue a career creating independent films, industrials, documentaries, independent television, and web series.

FLTV 130	Field Production Audio
FLTV 275	Lighting
FLTV 247	Acting for Directors
FLTV 361	Pre-Production
FLTV 362	Production
FLTV 363	Post-Production
FLTV 380	Directing
FLTV 486	Marketing & Distribution

#### Script Writing Emphasis (32 units)

An emphasis designed for those who wish to pursue a studio or independent career writing for feature films and/or television.

FLTV 110	Short Scriptwriting
FLTV 211	Writing for Television – Comedy
FLTV 212	Writing for Television – Drama
FLTV 221	Developing the Feature Screenplay
FLTV 280	Writing for Animation
FLTV 322	Screenwriting
FLTV 323	Advanced Screenwriting
FLTV 355	The Art of Adaptation

#### Editing Emphasis (32 units)

An emphasis designed for those who wish to pursue a career in studio or independent picture editing and color correction.

FLTV 121	Introduction to Editing I
FLTV 122	Introduction to Editing II
FLTV 231	Music Editing for Film & TV
FLTV 240	Intermediate Picture & Sound Editing I
FLTV 242	Visual Effects
FLTV 325	Advanced Effects & Compositing
FLTV 326	Color Correction
FLTV 330	Editing for Story

#### Sound Emphasis (32 units)

An emphasis designed to prepare the serious student for a career in sound production and/or post-production for visual storytelling media.

FLTV 130	Field Production Audio
FLTV 131	Critical Listening
FLTV 231	Music Editing for Film & TV
FLTV 232/MUET 211	Introduction to Digital Recording & the Physics of Sound
FLTV 233/MUET 212	Pro Tools Basic Editing, Processing & Mixing Techniques
FLTV 340	Pro Tools Advanced Mixing Techniques
FLTV 341	Advanced Dialogue Recording, Editing & Mixing Techniques
FLTV 342	Pro Tools Advanced Surround Mixing Techniques

#### Individualized Emphasis (28)

**A student may sign up for this Emphasis only with the approval of the Department of Film and Television Faculty.**

A student who has clearly defined objectives that lie outside an established emphasis may design a proposal for an emphasis in an individualized academic program, one that helps the student fulfill his or her objectives. This proposal must be approved by the Film and Television Arts faculty and filed with the Office of Admissions and Records no later than the beginning of the second quarter during the student's junior year. The Film and Television Arts faculty must approve any subsequent changes. The emphasis must have a descriptive title that will appear on the diploma. This program is open to students who are currently registered at La Sierra University, who are in good academic standing, and who still have five full quarters (80 units) to complete before graduation.

## Electives

Electives may be taken from any FLTV course. For the Emphasis in Sound, electives may be taken from any FLTV or MUET course. For an Individualized Emphasis, electives will be determined in conjunction with the film department:

ARTS 115	Design Principles
ARTS 116	Color for Artists & Designers
ARTS 117	Creative Visual Thinking
ARTS 194	Photoshop & Illustrator Basics
ARTS 224	Drawing
ARTS 255	Photography
ARTS 395A	Communication Principles
ARTS 395B	Advanced Concepts
DRAM 246E	Introduction to Acting
DRAM 490	Advanced Acting
ENGL 466	Topics in Film: Film & Literature
HIST 270A	History of World Cinema: Asia
HIST 270B	History of World Cinema: Europe
HIST 430DD	Gender & Film
HIST 430Z	Hollywood & American History
HIST 432R	Social & Critical Movements in Film

Electives may only be chosen from courses not listed as required in the chosen emphasis.

## COURSES

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

### LOWER DIVISION

**FLTV 104 Editing for Beginners (4):** Designed for those without previous experience with editing software, this course introduces the student to the basic concepts and techniques of editing to increase the impact of web videos and short films. Open to all students.

**FLTV 108 Storytelling for Fun & Profit (4):** Whether the need is to inspire a team or to communicate a message that sticks, leaders who can create and share good stories have a powerful advantage over others in almost every profession. This course teaches the basic elements of effective storytelling including beginning/middle/end, character, objective and obstacle, and connection and conflict. The course focuses on oral storytelling and is not a writing course. Open to all students.

**FLTV 110 Short Scriptwriting (4):** Commercial short-form storytelling runs the gamut from the 30-second spot to short films, web series, and television comedy or drama. This writing course includes training in proper script format and practice writing scripts in multiple formats. It's a foundational course for the student intending to engage in script writing as a profession.

*Prerequisites: FLTV 108*

**FLTV 112 Moviemaking Without a Net (4):** This course teaches the basics needed to make a short digital film or a video for a website. Student is expected to use provided equipment (or their own cameras) to make short videos. Includes techniques for framing a shot, capturing the sound, and some editing. Open to all students.

**FLTV 115 Television Production I (4):** A course that gets into the nuts-and-bolts of on-set television production with the student creating television-style content on a working soundstage.

**FLTV 118 History of Moving Pictures (4):** From Edison to the talkies, from New York to Los Angeles to International Film, this survey course provides a basic vocabulary of the major trends and personalities in film and television history. Open to all students.

**FLTV 121 Introduction to Editing I (4):** Part 1 of this two-part course (with FLTV 122) introduces the student to the TV/Film editing experience. The course explores and compares the various digital editing software options and introduces the student to common editorial workflows, processes and techniques. Students will organize and edit an entire dramatic piece.

*Prerequisite: FLTV 104*

**FLTV 122 Introduction to Editing II (4):** Part 2 of this two-part course (with FLTV 121) focuses on refining the edit sequence, incorporating audio, and a brief introduction to multi-camera editing. In this course the student will edit several types of productions such as a drama, comedic piece, television commercial, film trailer, corporate promotional piece and a concert.

*Prerequisite: FLTV 121*

**FLTV 125 How to Watch a Movie Like a Pro (4):** In this course, the student will closely and systematically study the dramatic, audio-visual and technical tools and techniques that filmmakers have been refining for over a century to create the works of art shaping our popular culture and deeply influencing our behavior, tastes, and opinions. The course examines the major elements that go into making a movie including Lighting, Score, Script, Directing, Design and more. Students see filmed examples of uses of these cinematic elements and learn to evaluate for themselves this powerful art form. This course is recommended to anyone interested in personal development and a deeper understanding of human behavior and motives, and for anyone looking to sharpen critical thinking about human affairs in general. Open to all students.

**FLTV 130 Field Production Audio (4):** An introduction to the basics of audio production in the field, including how to use wireless lav mics, boom mics, field recorders, field mixers, and how to record audio on camera. The course will also teach how to properly use pop filters, dead cats, wind screens, and compensating equalization. Open to all students.

**FLTV 131 Critical Listening (4):** A course in how to hear 'beyond the mix' and analyze individual elements; how to determine what differentiates 'good' sound from 'bad' sound and to hear the differences between plates, springs, chambers and rooms; how to hear compression artifacts, noise reduction artifacts, etc.; and to learn what makes a good mix, with special attention paid to balance, productions (whether song or film), and the decision to create a stereo or surround mix. Open to all students.

**FLTV 196 Special Topics (1-4):** Addresses a select topic at the freshman level for the Department of Film and Television based on special circumstances and opportunities. Content may vary; specific topics listed in course schedule. May be repeated with new content for additional credit.

**FLTV 211 Writing for Television - Comedy (4):** Develop skills specific to writing comedy spec scripts for the web series or the half-hour sitcom. The course re-creates the dynamic of a writers' room. Students will create an original comedy series. Recommended that students take FLTV 108 and FLTV 110 before taking this course.

*Prerequisite: FLTV 110*

**FLTV 212 Writing for Television - Drama (4):** Develop skills specific to writing spec scripts for the one-hour drama series. The course re-creates the dynamic of a writers' room. Students will create an original dramatic series. Recommended that students take FLTV 108 and FLTV 110 before taking this course.

*Prerequisite: FLTV 110*

**FLTV 221 Developing the Feature Screenplay (4):** Study the three-act narrative structure for feature and documentary films. Students will write an outline, a treatment, and the first draft of a feature-length screenplay. The course is taught as a combination lecture / workshop course with increasing knowledge of theory expressed in written work. Recommended that students take FLTV 108 and FLTV 110 before taking this course.

*Prerequisite: FLTV 110*

**FLTV 225 Storyboarding (4):** An introduction to the art and craft of storyboarding from the perspective that storyboarding is directing on paper. Students will explore and utilize the various methods available, from pen and paper to computer programs to create storyboards for specific projects. Recommended that students take FLTV 110 and ARTS 224 (or have a basic ability to draw) before taking this course.

**FLTV 227 Colloquium (1):** Professionals in various arenas of television and filmmaking will share their skills in one-day seminars. One unit per quarter is offered. Transfer students may substitute an elective course to make up missed credits.

**FLTV 231 Music Editing for Film & TV (4):** The course connects the basics of music; rhythm, beat, tempo, phrasing, etc. to the basics of editing picture and sound. Emphasis will be placed on choosing music to enhance emotion, creating mood through music, and developing themes for characters. It will also deal with pragmatic questions such as how to cut 'source music' at musical phrases and measure bars for lower-budget productions. Suggested all film majors take this course.

**FLTV 232/MUET 211 Introduction to Digital Recording & the Physics of Sound (4):** This course will introduce many of the components of sound. The student will learn the basics of how to use Pro Tools audio software, learn the theory behind digital sound, and learn the physics of sound including how it travels, its properties, etc. Special attention will be paid to what transducers are and how they work; microphone theory, placement, and choice; and groove tools and digital morphing of sounds for music and sound design. Analog tape recorder theory will be briefly explored as will studio acoustics and design.

*Prerequisite: FLTV 231*

**FLTV 233/MUET 212 Pro Tools Basic Editing, Processing, & Mixing Techniques (4):** In this course, students will learn basic Pro Tools automation, editing and mixing techniques; signal processing and plugin techniques in Pro Tools; basic MIDI technology and how to incorporate it into the workflow; file types, standards, and sharing of files; synchronization basics for locking to multiple machines and video; and get introduced to mixing and signal processing techniques including equalization compression, noise reduction, limiting, gating, etc.

*Prerequisite: FLTV 232/MUET 211*

**FLTV 240 Intermediate Picture & Sound Editing I (4):** Part 1 of this two-part course (with FLTV 242) focuses on introducing the student to more advanced features of editing software. The student will learn to become more proficient on the “editorial tool” to work efficiently and creatively. This course will also introduce the student to more advanced audio editing techniques and the use of sound effects. Each student will edit picture and sound for a short film.

*Prerequisite: FLTV 122*

**FLTV 241 Intermediate Picture & Sound Editing II (4):** Part 2 of this two-part course (with FLTV 240) focuses on various additional advanced editing techniques including collaborating with other software packages. Particular emphasis will be on the use and integration of motion graphics using such applications as Adobe After Effects. Students will be expected to edit picture and sound for a short film including creating motion title and end-credits.

*Prerequisite: FLTV 240*

**FLTV 242 Visual Effects (4):** This course introduces students to basic visual effect techniques. Students will learn how to ensure an effects shot has all the needed elements and learn the workflow to a completed visual effect shot. Students will work with green screen content, basic tracking content and complete an effective composition shot.

*Prerequisite: FLTV 240*

**FLTV 247 Acting for Directors (4):** Student directors will learn to analyze a script and work with actors to bring a story to life on the screen. Fellow students function as actors in a rehearsal process that utilizes improvisational techniques and problem solving toward the goal of eliciting convincing performances. A review is included of actors’ tools and a discussion of their exploration. Recommended that students take DRAM 246E before taking this course.

*Prerequisite: FLTV 112*

**FLTV 251 Producing the PSA (4):** This course is designed to utilize basic production skills the student has already developed in use for producing, shooting and editing a regional Public Service Announcement (or PSA) for facilities and services provided to the public in the Inland Empire.

*Prerequisite: FLTV 112*

**FLTV 265 History of American Cinema (4):** A survey of American Cinema that includes discussion and screening of classic American films. Students will engage in artistic, cultural, historical, and political analyses of these films.

**FLTV 275 Lighting (4):** A practical course in utilizing the technical elements of lighting a scene combined with an introduction to the aesthetic choices involved in creating tone and painting with light. This course is a foundational course for those interested in further studies in cinematography.

*Prerequisite: FLTV 112*

**FLTV 280 Writing for Animation (4):** Focuses on the writing process unique to the animation industry, with a special emphasis on cable and television episodic formats. Students will learn how to develop premises, characters and themes that target the highly specific demographic segments served by this globally popular genre. The course will also build on the fundamental concepts of visual storytelling to help students understand how to create feature-length animated stories that appeal to all four segments of the film-going audience, thereby giving these stories the broadest possible market appeal.

*Prerequisite: FLTV 211 or 212*

**FLTV 296 Special Topics (1-4):** Addresses a select topic at the freshman level for the Department of Film and Television based on special circumstances and opportunities. Content may vary; specific topics listed in course schedule. May be repeated with new content for additional credit.

**FLTV 299 Directed Study (1-4):** Lower division independent study in consultation with an advisor. May be repeated for additional credit to a maximum of 4 units. See policy listed above.

*Prerequisite: Consent of the instructor and Chair*

## UPPER DIVISION

**FLTV 305 Dramatic Form & Analysis (4):** Course analyzes feature films from the standpoint of dramatic form and genre with emphasis on the problems and possibilities a filmmaker faces in the process of managing the audience’s emotional involvement in the story. Course explores the forms of tragedy, drama, comedy, and farce in contemporary Realism and how these forms were expressed in the Classical and Romantic eras.

**FLTV 315 Writing the Television Movie (4):** Course explores the demands of writing a story to meet the special conditions of television and covers the factors unique to this medium. These include a story structure designed to fill a two-hour time slot with multiple commercial breaks, creating ‘living room friendly’ stories, and working within lower budgets.

*Prerequisite: FLTV 110*

*Additional Requirements: Recommended: One of the following: FLTV 211, FLTV 212, or FLTV 221*

**FLTV 322 Screenwriting (4):** In this course a student rewrites and polishes an existing screenplay. This course begins with a student’s completed or nearly completed feature screenplay and takes a closer look at the ‘tool chest’ screenwriting craft makes available to assist the writer in using the rewrite process to make improvements.

*Prerequisite: FLTV 221*

**FLTV 323 Advanced Screenwriting (4):** A master class for the near-professional screenwriter. Students in this limited enrollment course will learn from each other and from the professor as problems in specific scripts are discovered and resolved. By the end of the course, the student should have a completed spec script.

*Prerequisite: FLTV 322*

**FLTV 325 Advanced Effects & Compositing (4):** In this course students will hone their ability to create effective shots and explore some of the remote effects collaboration software options. Students will create a complex composition shot and insert it into an editorial sequence.

*Prerequisite: FLTV 242*

**FLTV 326 Color Correction (4):** Students will learn effective use of Da Vinci Resolve color correction software and gain a comprehensive understanding of color theory. Students will learn various color correction techniques that can enhance the story being told. Students will complete color correction for an entire short film.

*Prerequisite: FLTV 325*

**FLTV 330 Editing for Story (4):** This is an advanced course on how to use the craft of editing to tell effective stories. In this course it is assumed that the student is familiar with the advanced features of the editing software, allowing them to focus on learning how specific editing techniques can enhance the stories being told.

*Prerequisites: FLTV 242 & 108; Recommended: FLTV 110*

**FLTV 340 Pro Tools Advanced Mixing Techniques (4):** This advanced course assumes the student understands the basics of sound recording and mixing using Pro Tools software. It builds on that knowledge with instruction on using the C24 controller to control Pro Tools; using the Artist Series controllers with Pro Tools and older Command 8; learning to setup submixes and record stems; building and mixing effects and foley tracks; sound design; advanced signal processing techniques; automating plugins and using VCA style mixing; mixing films and shows to proper film or television level specifications; creating spaces and enveloping the listener in the sound; keeping your tracks organized into type; and proper playlisting techniques.

*Prerequisite: FLTV 233/MUET 212*

**FLTV 341 Advanced Dialogue Recording, Editing, & Mixing Techniques (4):** This advanced course assumes the student has learned the basics of recording, editing, and mixing techniques using Pro Tools software. It builds on that knowledge with instruction on re-recording field production dialogue (looping); looping (ADR) techniques, mic placement, spotting, etc.; matching looped audio to production audio; proper compression and advanced equalization techniques; de-noising production dialogue; advanced restoration techniques for production dialogue (using iZotope 5 etc.); matching dialogue from multiple locations and sources; and getting the dialogue mix right. Remember, dialogue is *king*.

*Prerequisite: FLTV 340*

**FLTV 342 Pro Tools Advanced Surround Mixing Techniques (4):** This advanced course assumes the student has learned to do a stereo mix. It builds on that knowledge with instruction on how to build a surround mix. The student will learn how to set up the proper 5.1 and 5.0 busses; balance items in a 5.1 mix and keep the mix elements audible but interesting; analyze motion and when and how to use it; advanced panning techniques; re-recording mixing (mixing from stems); calibrating a 5.1 system for proper playback; 5.0 ambiences vs. building from stereo; 5.1 plugin techniques; keeping large sessions organized; 5.1 mastering and stereo downmixing; and when to use 4.0 instead of 5.0.

*Prerequisite: FLTV 341*

**FLTV 355 The Art of Adaptation (4):** The art and craft of adapting work first presented in another medium into the medium of film or television. This course explores practical methods to analyze fictional or factual source material and translate story, characters, themes, and style into film, and why some material resists adaptation. The course includes essential information on the legal ramifications of using existing source material.

*Prerequisites: FLTV 108 & 242*

*Additional Requirements: Recommended: FLTV 110 & one of the following: FLTV 211, 212, or 221*

**FLTV 361 Pre-Production (4):** This is the first of a three-quarter sequence. The focus of this course is to collaborate with fellow students to develop a project of sufficient scope to justify three quarters of effort. During this quarter of pre-production, the student will select a completed script ready for production, complete budgeting and scheduling, a storyboard, assemble cast and crew, set up locations and permits, and more as needed to complete pre-production.

*Prerequisite: FLTV 130, 275 & 247*

**FLTV 362 Production (4):** This is the second of a three-quarter sequence. The focus of this course is to collaborate with fellow students to produce a project of sufficient scope to justify three quarters of effort. During this quarter of production, students will produce and complete filming of their visual project.

*Prerequisite: FLTV 361 & 380*

**FLTV 363 Post-Production (4):** This is the third of a three-quarter sequence. The focus of this course is to collaborate with fellow students to complete a project of sufficient scope to justify three quarters of effort. During this quarter of post-production, students will oversee or accomplish the editing, audio, color correction, scoring, and more as needed to complete a final version of the creative project.

*Prerequisite: FLTV 362*

**FLTV 375 Cinematography (4):** Students will learn to create a 'look' for a film that reveals the action and the world of a story. Specific study areas will include framing and composition, selection of lenses, choice of focus and exposure, use of lighting, and the arrangement of elements to create a desired effect. Recommended that students take FLTV 275 before taking this course.

*Prerequisite: FLTV 275*

**FLTV 376 Advanced Cinematography (4):** Further study of the techniques learned in FLTV 375 Cinematography along with the impact of film stock and digital image-capture technologies. Additional techniques, such as color correction and time-lapse cinematography, are introduced.

*Prerequisite: FLTV 375*

**FLTV 380 Directing (4):** This is a practical workshop that emphasizes the visual realization of scripts. Through video exercises and assignments in class, the course explores directorial choices in art direction, camera placement, and editing through a series of exercises and discussion.

*Prerequisite: FLTV 130, 275 & 247*

**FLTV 396 Special Topics (1-4):** Addresses a select topic at the freshman level for the Department of Film and Television based on special circumstances and opportunities. Content may vary; specific topics listed in course schedule. May be repeated with new content for additional credit.

**FLTV 427 Colloquium (1):** Professionals in various arenas of television and filmmaking will share their skills in one-day seminars. One unit per quarter is offered. Transfer students may substitute an elective course to make up missed credits.

**FLTV 467 Production Financing (4):** An overview of the various financing structures used in film and television production. Students will learn about bank financing, studio financing, network financing, IPO's, limited and co-production partnerships, debt swap financing, negative pick-up deals and foreign and domestic pre-sales.

**FLTV 477 Senior Thesis (2) :** Film or television projects created by advanced students that showcase the creative, technical, and / or business skills learned. Proposals must be pitched to a faculty review panel for approval. A specific project may extend across more than one academic quarter. Completed projects should serve to help launch students in their chosen career. This course is repeatable up to 6 units.

**FLTV 486 Marketing & Distribution (4):** Students will study two models of film distribution: that of a major studio and that of independent films. Major studio distribution topics will include devising a release plan, analyzing grosses, scheduling bookings, creating a marketing and advertising campaign, and independent film acquisition. Independent film distribution will cover festival circuits and markets, educational and short film distribution, independent features (domestic and foreign), fundraising, and working with sales agents.

*Restriction: Must have junior or senior standing*

**FLTV 487 Professional Practices (4):** Examines film and television business practices and the transition from an academic environment to a professional career. Topics covered include basic media law, reels, resumes, contracts, graduate school applications, and agent / manager representation.

*Restriction: Must have junior or senior standing*

**FLTV 496 Special Topics (1-4):** Addresses a select topic at the freshman level for the Department of Film and Television based on special circumstances and opportunities. Content may vary; specific topics listed in course schedule. May be repeated with new content for additional credit.

**FLTV 497 Internship (4) (repeatable):** On-the-job training experience in the professional environment as it relates to the student's area of emphasis.

*Prerequisite: Consent of the instructor*

**FLTV 499 Directed Study (1-4):** Upper division independent study in consultation with an advisor. May be repeated for additional credit to a maximum of 4 units. See policy listed above.

*Prerequisite: Consent of the instructor and department chair*

*Restriction: For Film & TV majors with junior or senior standing only*

# Department of Health & Exercise Science

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## Department Faculty

### **Kimberly J. Knowlton, Chair**

Assistant Professor of Health & Exercise Science (2015)  
DrPH Loma Linda University 2006  
Health science, behavior change

### **William C. Andress**

Associate Professor of Health & Exercise Science (2007)  
DrPH Loma Linda University 1988  
Health science, therapeutic laughter, biblical dimensions of health

### **Erica N. Bateman**

Lecturer of Health & Exercise Science (2016)  
EdD La Sierra University 2015  
Exercise science, motion analysis, lifetime fitness

### **Kimberly E. Feiler**

Assistant Professor of Health & Exercise Science (2014)  
MSHS Western University of Health Science 2012  
Aquatics, lifetime fitness, movement in cultural perspective

### **Robert K. Thomas**

Professor of Health & Exercise Science (2001)  
EdD Boston University 2007  
Research methods, exercise physiology

## Collaborating Faculty

### **Stephanie Adrian**

Assistant Professor of Health & Exercise Science (2014)  
MS California Baptist University 2013  
Structural kinesiology, lifetime fitness

### **Catherine Hendon**

Assistant Professor of Health & Exercise Science (2006)  
MS University of Oregon 1983  
Exercise physiology, fitness assessment, lifetime fitness

### **Roger L. McFarland**

Associate Professor of Health & Exercise Science (1979)  
EdS La Sierra University 2005  
Outdoor pursuits

## Degrees Offered

Bachelor of Science degrees in:

- Exercise Science
- Health Science, with four concentrations:
  1. Bio-Health Science
  2. Globalization and International Health
  3. Health Administration
  4. Health Promotion and Education

Minors in:

- Exercise Science
- Health Science

## Objectives and Functions

The department of Health and Exercise Science seeks to advance the mission of the University through the following objectives and functions.

1. Promote the philosophy of life that emphasizes the health of the whole person in healthy communities.
2. Offer undergraduate degrees that prepare students for careers in health promotion, health education, exercise science, and the fitness professions. These programs also prepare students for further study in graduate and professional schools.
3. Provide instruction and guidance in a variety of physical activities.

## Departmental Learning Outcomes

1. Demonstrate critical thinking skills in addressing discipline-based questions.
2. Demonstrate knowledge and skills of research principles and methodologies relevant to health and exercise science.
3. Apply standards, ethics, and expectations of professional communities related to health and exercise science.
4. Demonstrate learned competencies and skills as part of learning activities and experiences.

### **Exercise Science:**

5. Identify, assess, and analyze human movement in different contexts.

- Describe the reciprocal relationship between physical activity and the philosophical, historical, or sociological perspectives of society.

### Health Science:

- Understand how the social, cultural, spiritual, economic, political, and biological environments affect both personal and community health.
- Describe the US health profile, including key indicators, determinants, disparities, access to health services, and both historical and contemporary trends and implications.

## MAJORS

### Bachelor of Science

#### EXERCISE SCIENCE

The Exercise Science major provides students with a variety of opportunities for further study and careers in: the fitness professions, exercise physiology, exercise specialties, athletic training, health/wellness promotion, physical therapy, occupational therapy, medicine, and others.

Required: at least 84 units in exercise science and related fields, including:

- Exercise Science Core Curriculum (46 units)
- Major Electives (24 units)
- Cognates (14 units)

Exercise Science Core Curriculum: (46 units) Required of all students majoring in Exercise Science

Required:

EXSC 104	Seminar in Exercise Science
EXSC 224	Structural Kinesiology
EXSC 254	Current Concepts & Applications of Fitness
EXSC 275	Critical Scholarship in Exercise Science
EXSC 350	Exercise Science Colloquium I
EXSC 354	Methods of Fitness Instruction
EXSC 364	Research Methods
EXSC 394	Internship in Exercise Science I (2 units)
EXSC 424	Biomechanics of Human Movement
EXSC 426	Exercise Physiology
EXSC 444	Physiological Assessment & Exercise Prescription
EXSC 450	Exercise Science Colloquium II
EXSC 494	Internship in Exercise Science II (2 units)
HLSC 225	Nutrition Theory & Practice
HLSC 326	Behavior Change in Health & Wellness

(NOTE: Juniors and Seniors must provide evidence of certification in First Aid / CPR)

Major Electives: (24 units) Selected from:

EXSC 215A	Introduction to Athletic Training I
EXSC 215B	Introduction to Athletic Training II
EXSC 416	Movement in Cultural Perspective
EXSC 418E	Sport Psychology
ARTS 194	PS/Illustrator Image Creation
COMM 226	Mass Media & Society
FLTV 104	Editing for Beginners
Up to 8 units of HLSC courses, excluding: 120, 275, 350, 375, 475, 490, 495, 499	
Up to 2 activity classes (total of 1 unit towards major)	
Up to two, 1-year science sequences (BIOL 111-113, CHEM 111-113, or PHYS 231-233)	

Cognates: (14 units)

BIOL 131	Anatomy & Physiology I
BIOL 132	Anatomy & Physiology II
PHYS 117, 117L	Intro to Physics (or PHYS 231)

University Studies Requirements:

MATH 155	Introductory Statistics (preferred)
<b>Or choose from:</b>	
MATH 115	Application of Mathematics
<b>OR</b>	
MATH 121	College Algebra
<b>OR</b>	
CPTG 117	Problem Solving Using Computer Programming
UNST 404G	Senior Seminar: Religion, Values & Social Responsibility in Health & Movement

#### HEALTH SCIENCE

The Health Science major provides the solid foundation required for admission into various graduate and professional programs of study such as dentistry, medicine, physician's assistant, pharmacy, health administration, nutrition, and related public health fields. It also prepares students for entry-level careers in a variety of public health fields. Various field experiences further enrich the major. Specific plans for career paths should be developed in consultation with your department's academic advisor.



Health Science Core Curriculum (29 units): Required of all students majoring in Health Science

HLSC 214	Dimensions of Health
HLSC 225	Nutrition Theory & Practice
HLSC 250	Health Science Colloquium I
HLSC 275	Critical Scholarship in Health Science
HLSC 317	Health, Society, & the Consumer
HLSC 350	Health Science Colloquium II
HLSC 364	Research Methods for Health Sciences
HLSC 467	Principles of Epidemiology
HLSC 476	Health & the Global Environment

University Studies Requirements:

MATH 155	Introductory Statistics (preferred)
<b>Or choose from:</b>	
MATH 115	Application of Mathematics
<b>OR</b>	
MATH 121	College Algebra
<b>OR</b>	
CPTG 117	Problem Solving Using Computer Programming
UNST 404G	Senior Seminar: Religion, Values & Social Responsibility in Health & Movement

The student chooses one of the following areas of concentration:

**Bio-Health Science:**

Required: at least 85 units in health science and related fields, as follows:

- Health Science Core Curriculum (29 units)
- The courses listed below (44 units)
- Required Cognates (10 units)

BIOL 111, 111L	General Biology II, with laboratory
BIOL 112, 112L	General Biology II, with laboratory
BIOL 113, 113L	General Biology III, with laboratory
CHEM 111, 111L	General Chemistry I, with laboratory
CHEM 112, 112L	General Chemistry II, with laboratory
CHEM 113, 113L	General Chemistry III, with laboratory
CHEM 281, 281L	Organic Chemistry I, with laboratory
CHEM 282, 282L	Organic Chemistry II, with laboratory
EXSC 426	Exercise Physiology

Required Cognates (10 units):

BIOL 131	Human Anatomy & Physiology I
BIOL 132	Human Anatomy & Physiology II

**Globalization & International Health:**

Required: at least 86 units in health science and related fields, including:

- Health Science Core Curriculum (29 units)
- The courses listed below (35 units)
- Required Cognates (18 units)
- 4 units of major electives from HLSC courses

ANTH 215	Cultural Anthropology
BIOL 111, 111L	General Biology I, with laboratory
BIOL 112, 112L	General Biology II, with laboratory
BIOL 113, 113L	General Biology III, with laboratory
ECON 254	Principals of Macroeconomics
GEOG 276	Physical & Human Geography
HLSC 375	Junior Practicum (3 units)
HLSC 430	Applied Public Health Statistics
HLSC 490	International Health Experience

Required Cognates (18 units):

CHEM 111, 111L	General Chemistry I, with laboratory
CHEM 112, 112L	General Chemistry II, with laboratory
PHYS 117	Introduction to Physics
SOCI 374	Impacts of Globalization

**Health Administration:**

Required: 87 units in health science and related fields, including:

- Health Science Core Curriculum (29 units)
- The courses listed below (46 units)
- Required Cognates (8 units)
- 4 HLSC elective units selected in consultation with advisor

ACCT 221	Financial Accounting I
ACCT 222	Financial Accounting II
ACCT 223	Managerial Accounting
ECON 254	Principles of Macroeconomics
EXSC 254	Concepts & Applications of Fitness
FNCE 354	Managerial Finance
HLSC 375	Junior Practicum
HLSC 425C	Multicultural Issues in Health
HLSC 475	Senior Practicum
MGMT 304	The Practice of Management
MGMT 344	Professional Practice Management
MKTG 305	Marketing Principles

Required Cognates (8 units)

BIOL 107	Human Biology
SOWK 214	Generalist Practice I

### Health Promotion & Education:

Required: 89 units in health science and related fields, including:

- Health Science Core Curriculum (29 units)
- The courses listed below (41 units)
- Required Cognates (19 units)

EXSC 254 Concepts & Applications of Fitness  
 HLSC 314A Dynamics of Health Education I  
 HLSC 314B Dynamics of Health Education II  
 HLSC 375 Junior Practicum  
 HLSC 414 Mental Health & Substance Dependency  
 HLSC 430 Applied Public Health Statistics  
 HLSC 475 Senior Practicum  
 SOWK 214 Generalist Practice I

**Choice of 1 of the following communication courses:**

COMM 237 Principles of Advertising  
**OR**

COMM 238 Introduction to Writing for the Print Media

**Choice of 12 elective units selected from the following list:**

COMM 338 Advanced Writing for the Print Media  
 COMM 339 Writing for the Digital Media  
 EDCI 204 Teaching in the Multicultural Classroom  
 HLSC 416 Sexuality & Family Health  
 HLSC 425 Topics in Health  
 PSYC 344 Personality  
 PSYC 414 Interviewing & Counseling  
 PSYC 482 Topics in Psychology  
 PSYC 488G Health Psychology  
 Up to 2 EXSC activity courses.

Required Cognates (19 units):

BIOL 107 Human Biology  
 BIOL 185 Basic Medical Microbiology  
 CHEM 105, 105L Introductory Chemistry I, with laboratory  
 CHEM 106, 106L Introductory Chemistry II, with laboratory

## MINORS

### HEALTH SCIENCE:

Required: 30 units (15 upper division), including:

HLSC 214 Dimensions of Health  
 HLSC 275 Critical Scholarship in Health Science  
 HLSC 317 Health, Society & the Consumer  
 HLSC 467 Principles of Epidemiology

Recommended HLSC courses include:

HLSC 364 Research Methods for Health Science  
 HLSC 414 Mental Health & Substance Dependency  
 HLSC 416 Sexuality & Family Health  
 HLSC 425 Topics in Health  
 HLSC 430 Applied Public Health Statistics  
 HLSC 476 Health & the Global Environment

### EXERCISE SCIENCE:

Required: 30 units (16 upper division), including:

BIOL 131 Anatomy & Physiology I  
 EXSC 104 Seminar in Exercise Science  
 EXSC 224 Structural Kinesiology  
 EXSC 254 Concepts & Applications of Fitness  
 EXSC 354 Methods of Fitness Instruction

**Select 12 units from the following courses:**

EXSC 350 Exercise Science Colloquium I  
 EXSC 364\* Research Methods  
 EXSC 416 Movement in Cultural Perspective  
 EXSC 424\* Biomechanics of Human Movement  
 EXSC 426\* Exercise Physiology  
 EXSC 444\* Physiological Assessment & Exercise Prescription  
 EXSC 450 Exercise Science Colloquium II  
 HLSC 326\* Behavior change in Health & Wellness  
 \* *This course has additional pre-requisites*

## COURSES

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

### Exercise Science

#### LOWER DIVISION

**EXSC 101-199 Physical Activity (0.5-2):** Motor and cognitive skills and physiological development; adaptive programs as needed. Up to 12 courses applicable toward a baccalaureate degree.

EXSC 101	<b>Swimming I (non-swimmer) (0.5)</b>
EXSC 102	<b>Swimming II (strokes) (0.5)</b>
EXSC 106	<b>SCUBA Diving (1)</b>
EXSC 107	<b>Water Aerobics (0.5)</b>
EXSC 108	<b>Lifeguarding (1)</b> <i>Pre-requisite: EXSC 102 or instructor approval</i>
EXSC 109	<b>Swim Instructor Training (1)</b> <i>Pre-requisite: EXSC 102 or instructor approval</i>
EXSC 110	<b>Independent Activities (0.5)</b>
EXSC 112	<b>Strength Training I (0.5)</b>
EXSC 113	<b>Jogging (0.5)</b>
EXSC 114	<b>Speed &amp; Plyometrics (0.5)</b>
EXSC 115	<b>Swim for Fitness (0.5)</b>
EXSC 116	<b>Gymnastics (0.5)</b>
EXSC 117	<b>Yoga (0.5)</b>
EXSC 118	<b>Circuit Training (0.5)</b>
EXSC 119	<b>Intro to Triathlon (0.5)</b>
EXSC 124	<b>Pilates (0.5)</b>
EXSC 125	<b>Canoeing &amp; Kayaking (0.5)</b>
EXSC 126	<b>Bicycling (0.5)</b>
EXSC 129	<b>Aerobic Games (0.5)</b>
EXSC 130	<b>Downhill Skiing (0.5)</b>
EXSC 132	<b>Snowboarding (0.5)</b>
EXSC 133	<b>Intro to Ice Skating (0.5)</b>
EXSC 161	<b>Badminton (0.5)</b>
EXSC 164	<b>Racquetball (0.5)</b>
EXSC 165	<b>Tennis (0.5)</b>
EXSC 171	<b>Golf (0.5)</b>
EXSC 177	<b>Backpacking (0.5)</b>
EXSC 179	<b>Rock Climbing I (0.5)</b>
EXSC 180	<b>Rock Climbing II (0.5)</b>
EXSC 183	<b>Cardio Kick Fitness (0.5)</b>
EXSC 196	<b>Special Topics: Physical Activities</b>
EXSC 197	<b>Wilderness Survival (2)</b>

**EXSC 104 Seminar in Exercise Science (1):** An introduction to the study, field, and professions of exercise science.

**EXSC 196 Special Topics: Physical Activities (0.5):** Courses within this category provide a unique opportunity for general students to develop skills and appreciation for a physical activity that they may not have engaged in previously. Content will vary based on circumstances and opportunities. Courses in this category will be listed in the course schedule as they are available. May be repeated with new content for additional credit.

**EXSC 204 Trends in the Philosophy of Health (2):** An introduction to concepts and principles of philosophy of health. An examination of various philosophical approaches to health in the past and present. An exposure to biblical and Seventh-day Adventist principles of health. As future health professionals, students begin to form a framework to develop their philosophy of healthy living while examining ethical dilemmas that sometimes emerge between theory and practice.

**EXSC 215 Introduction to Athletic Training (3):** Theory and application for assessment, treatment, taping, and prevention of minor athletic injuries.

*Prerequisite: BIOL 131*

**EXSC 224 Structural Kinesiology (4):** A study and understanding of how the structure of the human body determines its function, how movement is produced, and how exercise can maintain, rehabilitate, and improve body functions and mobility.

*Prerequisite: BIOL 131*

**EXSC 254 Current Concepts & Applications of Fitness (4):** A critical survey of and introduction to the current concepts, trends, practices and applications in the area of physical fitness.

*Prerequisite: HLSC 120*

**EXSC 275 Critical Scholarship in Exercise Science (4):** An introduction to the basic skills of critical analysis, including how to search and locate information (including electronic databases), read and analyze primary and secondary sources, evaluate Internet resources, and write scholarly arguments related to the field. Students will submit a poster abstract for consideration at a professional conference. Cross-listed with HLSC 275.

*Prerequisite: ENGL 113 or 124*

**EXSC 299 Directed Study (1-4):** Lower division course, with an emphasis in research, completed in consultation with an advisor.

*Prerequisite: Consent of the department chair*

## UPPER DIVISION

**EXSC 350 Exercise Science Colloquium I (1):** A survey of current issues within exercise science in the 21st century related to special populations, weight management, research, policy, practices, safety and the exercise science professions.  
*Prerequisite: ENGL 113 or 124*

**EXSC 354 Methods of Fitness Instruction (4):** A study of appropriate fitness instruction methods and practical training for safe and effective exercise programming for apparently healthy individuals. This course addresses a variety of fitness teaching scenarios including individual, partner and group scenarios including different types of physical activities, equipment and domains.  
*Prerequisite: HLSC 120 & EXSC 254*

**EXSC 364 Research Methods for Exercise Science (4):** A study of research design, methodologies, and ethics within exercise science. Students will complete a research project including the use of descriptive and inferential statistics resulting in a formal paper, poster, and presentation.  
*Prerequisite: MATH 155 & EXSC/HLSC 275*

**EXSC 394 Internship in Exercise Science I (2):** Supervised field experience in an approved health, fitness or wellness setting, engaged in a fitness or health promotion program for a total of 50 hours. Application of knowledge and competencies learned in the exercise science curriculum. Students must gain approval from the department prior to registration for this course and will utilize the Internship Handbook for Internships in Exercise Science.  
*Prerequisites: EXSC 254 & 354*

*Additional Requirements: 30 units toward the Exercise Science major; Cumulative GPA > 2.3; Major GPA > 3.0; Junior status; CPR and First Aid Certifications; & department chair approval*

**EXSC 416 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.  
*Prerequisites: ENGL 113 or 124, & EXSC 275*  
*Restriction: For department majors with junior or senior standing only*

**EXSC 418 Topics in Exercise Science (1-4):** Course content may vary from year to year and may be repeated for additional credit.

**EXSC 418E Sport Psychology (4):** An introduction to sport and exercise psychology as an academic discipline with a focus on using empirical evidence in an applied fashion. The ways in which psychological factors influence participation and performance in sport and exercise will be examined, as well as the effects of sport/exercise on the psychological well-being of an individual. Topics include goal-setting; team cohesion; psychological skills training; competition anxiety; self-confidence and motivation; coach-athlete communication, attention, concentration, and imagery; and burnout in athletes. Cross-listed with PSYC 488F.

**EXSC 424 Biomechanics of Human Movement (4):** The integration of both the qualitative and quantitative mechanical analysis of human movement in sport and exercise. Three class hours and one three-hour lab each week.  
*Prerequisites: Junior standing and BIOL 131, 132, & EXSC 224, & PHYS 117*

**EXSC 426 Exercise Physiology (4):** Effects of movement upon the structure and function of body organs. Three class periods, one three-hour laboratory per week.  
*Prerequisites: BIOL 131 & 132*

**EXSC 444 Physiological Assessment & Exercise Prescription (3):** Field and laboratory appraisal of physical fitness; the design of exercise programs.  
*Prerequisites: BIOL 131 & 132, EXSC 426, MATH 121 or 155, & HLSC 120*

**EXSC 450 Exercise Science Colloquium II (1):** A survey of current issues within exercise science in the 21st century related to special populations, weight management, research, policy, practices, safety and the exercise science professions.  
*Prerequisites: ENGL 113 or 124; EXSC 224 & 350*

**EXSC 494 Internship in Exercise Science II (2):** Supervised field experience in an approved health, fitness or wellness setting, engaged in a fitness or health promotion program for a total of 50 hours. Application of knowledge and competencies learned in the exercise science curriculum. Students must gain approval from the department prior to registration for this course and will utilize the Internship Handbook for Internships in Exercise Science. This second internship experience must occur at a separate site from the first site.  
*Prerequisites: EXSC 254, 354 & 444*  
*Additional Requirements: Cumulative GPA > 2.3; Major GPA > 3.0; Senior status; CPR & First Aid Certifications; & department chair approval*

**EXSC 495 Readings in Exercise Science (1-2):** Designed for advanced exercise science majors, this course provides an opportunity for in-depth reading and reporting in subject areas of special relevance and interest. May be repeated on separate topics for up to a total of 4 units.

*Prerequisite: Consent of the department chair.*

*Restriction: For Exercise Science majors only*

**EXSC 499 Directed Study (1-4):** Upper division course, with an emphasis in research, completed in consultation with an advisor.

*Prerequisite: Consent of the department chair*

*Restriction: For department majors with a minimum GPA of 3.2*

**UNST 404G Senior Seminar: Religion, Values & Social Responsibility in Health & Movement (4):** The senior seminar culminating the University Studies program.

Analyzing religious, moral, and social issues within the student's major program of studies, students will reflect on their own faith as they integrate their values with their academic experiences and their professional aspirations by drawing on their service and knowledge. Students will examine their commitments to service as socially responsible members of their various communities. This course has required Service-Learning.

*Restriction: For Exercise Science and Health Science majors only, with Senior academic standing & with an approved "Application for Graduation"*

## Health Science

### LOWER DIVISION

**HLSC 120 Lifetime Fitness (2):** The components of, the necessity for, and the development of physical fitness/wellness. Includes concepts of cardiovascular endurance, strength, flexibility, weight management, nutrition, stress management, exercise safety, and fitness programming. Includes classroom theory, health/fitness assessment, and fitness workouts.

**HLSC 125 Basic Nutrition (4):** Covers the basic concepts of nutrition as they relate to health. Concepts studied include the role of carbohydrates, fats and proteins in the body, and an overview of vitamins, minerals and water. Students will work with nutrition analysis software, analyze their current dietary patterns, learn how to construct healthy menus and apply them. This is not applicable to Exercise Science nor Health Science majors.

**HLSC 214 Dimensions of Wellness (4):** A survey of health principles applied to daily living taught from a Christian perspective. Topics include mental, consumer, and environmental health; drug-related problems; sex education; nutrition; disease; and safety education. This course partially meets the California state requirement in health education for teaching credentials. HLSC 120 recommended.

*Prerequisite: ENGL 111 or 124*

**HLSC 225 Nutrition Theory & Practice (4):** This course focuses on the central role of nutrition in health maintenance. It 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 of one's own diet, and the influence of culture on dietary attitudes and habits. HLSC 120 or 214 recommended.

*Restriction: At least sophomore standing*

**HLSC 250 Health Science Colloquium I (1):** Lower division course in which guest professionals, who are authorities in their fields, make presentations on selected topics of public health interest and provide opportunity for students to interact with them. Guided by a faculty member, students are required to review, analyze, and critique these presentations. Typically offered one quarter per year.

**HLSC 275 Critical Scholarship in Health Science (4):** An introduction to the basic skills of critical analysis, including how to search and locate information (including electronic databases), read and analyze primary and secondary sources, evaluate Internet resources, and write scholarly arguments related to the field. Students will submit a poster abstract for consideration at a professional conference. Cross-listed with EXSC 275.

*Prerequisite: ENGL 113 or 124*

### UPPER DIVISION

**HLSC 314A, HLSC 314B Dynamics of Health Education (2,2):** A comprehensive study of the theory and practice of health education, the course introduces students to the seven areas of professional competency exhibited by entry level health educators. The course is designed to be taken in consecutive quarters (winter and spring) with HLSC 314A focusing on community assessment and planning of health education programs, while HLSC 314B implements and evaluates those programs. Two class periods and one hour lab each week. Mastery of the dynamics of health education is necessary in order to sit for the Certified Health Education Specialist (CHES) exam and receive national certification. Typically offered on alternate years.

**HLSC 317 Health, Society & 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. Various aspects of health care in the United States, including the history of Seventh-day Adventist health care, alternative and complementary healing modalities and current health care initiatives, are critically analyzed for their strengths and weaknesses. Educating students to become informed consumers and producers in the health care marketplace is a crucial aspect of the course.

*Prerequisites: HLSC 214, ENGL 113 or 124; & HLSC 275 or instructor approval*

**HLSC 326 Behavior Change in Health & Wellness (4):** This course is designed as a theoretical and practical approach to health behavior change. It explores the theories, principles and methods of health behavior change, including behavioral, psychological, social and environmental determinants.

*Prerequisites: ENGL 113 or 124; HLSC 214*

**HLSC 350 Health Science Colloquium II (1):** Upper division course in which guest professionals who are authorities in their fields make presentations on selected topics of public health interest and provide opportunity for students to interact with them. Students are expected to develop a professional portfolio to utilize when seeking employment. Typically offered one quarter per year.

*Prerequisites: HLSC 214 & 250*

**HLSC 364 Research Methods for Health Science (4):** A study of research design, methodologies, and ethics within health science. Students will complete an original research project including the use of descriptive and inferential statistics resulting in a formal paper, poster, and presentation. Cross listed with EXSC 364.

*Prerequisites: MATH 155 & HLSC 275*

**HLSC 375 Junior Practicum (2-3):** An orientation to field experience in public health, this course provides opportunities for students to begin developing professional competence in health promotion. Guided by an instructor, students select and actively participate in various kinds of applied or field activities, with three established government and non-government health services programs in the United States. A minimum of 25 hours of experience is required for each unit of credit.

*Prerequisite: Minimum of 40 units applicable to any Health Science major.*

*Restrictions: Arrangements for this class are to be completed during the sophomore year & a plan must be approved no later than mid-quarter prior to registering for the course*

**HLSC 414 Mental Health & Substance Dependency (4):** Combines basic principles of sound mental and emotional health throughout one's life along with an understanding of substance dependency and addiction in the United States. Emphasis is placed on prevention and remediation within the context of whole person wellness. Methods of intervention are explored including education in the home and in the school. Typically offered alternate years.

*Prerequisite: HLSC 214*

**HLSC 416 Sexuality & Family Health (3):** A study of sexuality as an essential feature of being a human, the course presents and examines major sexuality topics and themes in the context of the integrity of the family. Major components include sexual anatomy and physiology, the nature of human love and sexual arousal, conception and contraception, social values and gender ethics, and an analysis of the Christian viewpoint on contemporary sexual and family life issues. An expected outcome is that students will have formed more mature judgment and sexual attitudes, come to value behaviors which reduce the risk of disease, and make lifestyle decisions that foster healthy sexual and family relationships at every stage in life. Typically offered alternate years.

*Prerequisite: HLSC 214*

**HLSC 425 Topics in Health (1-4):** Course content may vary from year to year. Content areas may include topics of nutrition, legal issues, health policy, globalization, environment, etc. May be repeated for additional credit.

**HLSC 425B Humor Therapy in the Promotion of Wellness (4):** An exploration of the health benefits of "therapeutic laughter," including its mediatory effects on the immune system functioning, pain reduction, and its utility in stress management. Students will investigate extant research relating to humor as a healing modality while having opportunities to develop their own coping skills through a laboratory component.

*Prerequisites: ENGL 113 or 124, & either HLSC 214 or PSYC 104; HLSC 275 or instructor approval*

**HLSC 425C Multicultural Issues in Health (4):** An exploration of the health issues and problems that confront minority populations in the United States. In particular historical, demographic, ecological, behavioral and religious aspects of select ethnic groups will be investigated from the perspective of their impact on overall morbidity and mortality outcomes.

*Prerequisites: ENGL 113 or 124; HLSC 275 or instructor approval*

**HLSC 429 Measurement & Evaluation (2):** Research design covering descriptive and basic inferential statistics in the Health Sciences for 2 units.

*Prerequisite: MATH 121 or 155*

**HLSC 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. Typically offered alternate years.

*Prerequisite: HLSC 429*

**HLSC 467 Principles of Epidemiology (3):** This course is designed to introduce the principles and methods of epidemiologic investigation of diseases along with corresponding terms. It illustrates various study designs used for evaluating risk factors and the effectiveness of health interventions and services. In addition to traditional theoretical foundations, article reviews and case studies provide experience in epidemiologic methods and inferences, and expose issues related to experimental and non-experimental designs.

*Prerequisites: HLSC 214 & 429*

**HLSC 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 an internship or clerkship within an established community program. Culminates in a formal classroom presentation of the practicum experience. A minimum of 25 hours of supervised field experience is required for each unit of credit.

*Prerequisites: HLSC 375 & a minimum of 40 units applicable to any Health Science major.*

*Additional Requirements: Arrangements for this class are to be completed no later than the junior year & a written plan must be approved no later than mid-quarter prior to registering for the course*

**HLSC 476 Health & 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.

*Prerequisites: HLSC 214, & HLSC 275 or instructor approval*

**HLSC 490 International Health Experience (2):** An applied international experience partnering with a health-care provider or a visiting team for 50 clock hours; or may include a health-related experience in the United States that simulates conditions found in developing countries culminating in a detailed report of the experience.

*Prerequisite: HLSC 375*

**HLSC 495 Readings in Health Science (1-2):** Designed for advanced health science majors, this course provides opportunity for in-depth reading and reporting in subject areas of special relevance and interest. May be repeated on separate topics for up to a total of 4 units.

*Prerequisite: Consent of the department chair*

**HLSC 499 Directed Study (1-4):** Upper division course, with an emphasis in research, completed in consultation with an advisor.

*Prerequisite: Consent of the department chair*

*Restriction: Students in the major with a minimum GPA of 3.2*

**UNST 404G Senior Seminar: Religion, Values & Social Responsibility in Health & Movement (4):** The senior seminar culminating the University Studies program. Analyzing religious, moral, and social issues within the student's major program of studies, students will reflect on their own faith as they integrate their values with their academic experiences and their professional aspirations by drawing on their service and knowledge. Students will examine their commitments to service as socially responsible members of their various communities. This course has required Service-Learning.

*Restriction: For Exercise Science and Health Science majors only, with Senior academic standing & with an approved "Application for Graduation"*

# Department of History, Politics & Sociology

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## Department Faculty

### **Ken Crane, Chair**

Associate Professor of Sociology and Global Studies (2008)  
PhD Michigan State University 2000  
MPA Monterey Institute of International Studies 1986  
Anthropology of migration, refugee policy in Europe Iraqi refugees in the U.S.

### **Jeffrey N. Dupée**

Professor of History (1991)  
PhD Claremont Graduate University 2001  
JD Peninsula University 1988  
European history, British colonialism, legal studies

### **Andrew Howe**

Associate Professor of History (2005)  
PhD University of California, Riverside 2005  
American history, cultural studies, film studies

### **Katherine Parsons Koh**

Assistant Professor of History (2010)  
MPhil Cambridge University 2006  
PhD University of California, Riverside 2016  
Early modern Europe, history of religion, global history

### **Eric Vega**

Assistant Professor of Sociology (2013)  
PhD University of California, Riverside 2010  
Education, transnationalism, family, Latin@ studies & media

### **Won K. Yoon**

Professor of Sociology (1976)  
PhD Louisiana State University 1976  
Research methods, ethnic diversity, Asian studies

## Collaborating Faculty

### **April Summitt**

Dean, College of arts and Sciences (2013)  
PhD Western Michigan University 2002  
Environmental history, western history

### **Kent Bramlett**

Associate Professor of Archaeology (2010)  
PhD University of Toronto 2009  
Mediterranean world of antiquity

## Degrees Offered

Bachelor of Arts degrees in:

- History
- Sociology
- Global Studies

Minors in:

- Gender Studies
- Film Studies
- Global Studies
- Legal Studies
- History
- Latin American Studies
- Sociology
- Politics

## Preparation for Teaching

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

## Objective

The Department of History, Politics, and Sociology 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 is the department's foundation, but its areas of disciplinary coverage include anthropology, sociology, global studies, legal studies, political studies, film studies, and gender studies. The department 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 awareness of global relationships necessary to serve humanity in all its diversity.

## Departmental Learning Outcomes

*Note: Each discipline – History, Sociology, and Global Studies – has more specific and detailed expressions concerning how these common objectives will be introduced, developed, and matured. These discipline-specific outcomes are available upon request from the Department.*

1. **Critical Analysis:** Students will learn strategies in critical reading, thinking, and writing, demonstrating proficiency in areas that facilitate engagement with complex ideas and problems, the questioning of bias and/or assumption, the exploration of perspectives, and the acknowledgment of complexity.
2. **Oral Presentation Skills:** students will transmit their own critical work verbally with clarity, accuracy, & conviction.
3. **Engagement with Diversity:** students will become familiar with and sensitive to issues of diversity by engaging issues of race, ethnicity, class, and gender.
4. **Disciplinary Proficiency:** students will develop disciplinary proficiency through required departmental academic assignments and projects.
5. **Research Methodology:** students will demonstrate a grasp of disciplinary-based research methodologies – both quantitative and qualitative.
6. **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.

## MAJORS

### Bachelor of Arts

All majors take courses designed to provide the basic skills of historical, political, and social analysis; an understanding of the scaffolding of world and American civilizations, and of domestic and international relations; and an understanding of geographic, social, ethnic, and gender diversities.

Students take a set of broad thematic courses that provide a basic background in the major themes and issues of historical, political, social, and cultural study as seen against a broad range of geographical settings.

### HISTORY:

Required: at least 58 units (24 upper division), including:

- The courses listed below (34 units)
- 24 elective units (may be selected from a general or specific area of emphasis with advisor's consultation); 16 of these units must be upper division

HIST 102	Colloquium: Perspectives in Practice
HIST 105	Western Intellectual Tradition
HIST 273	Gender, Family & Society
HPSC 101	Colloquium: Introduction to the Discipline
HPSC 104	Global Interactions Since the Age of Columbus
HPSC 106	Race, Ethnicity & Class in American History
HPSC 274	American Government
HPSC 275	Critical Analysis
HPSC 375	Research Methods
HPSC 497	Senior Colloquium
HPSC 498	Senior Thesis (3 units)

### SOCIOLOGY

Required: at least 58 units (24 upper division), including:

- The courses listed below (38 units)
- 20 elective units (may be selected from a general or specific area of emphasis with advisor's consultation); 4 of these units must be upper division

ANTH 215	Cultural Anthropology
HPSC 101	Colloquium: Introduction to the Discipline
HPSC 106	Race, Ethnicity & Class in American History
HPSC 275	Critical Analysis
HPSC 375	Research Methods
HPSC 497	Senior Colloquium
HPSC 498	Senior Thesis (3 units)
SOCI 102	Colloquium: Perspectives in Practice
SOCI 104	General Sociology
SOCI 374	Impacts of Globalization
SOCI 404	Foundations of Social Thought
SOCI 495	Field Placement

## 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. Majors are encouraged to become both global thinkers and 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 human and nonhuman environments; the transnational interactions of cultures, economies, and politics; the globalizing processes of communication, technology, and science; the search for world peace, prosperity, and justice; and the sometimes violent political, ethnic, and religious reactions to what is often perceived as global hegemony by dominant cultures and economies.

Required: at least 70 units total (32 units upper division)

- The courses listed below (66 units)
- Required Cognate (4 units)

ANTH 215	Cultural Anthropology
GEOG 276	Human & Population Geography
GLST 102	Colloquium: Perspectives in Practice
HIST 273	Gender, Family & Society
HPSC 101	Colloquium: Introduction to the Discipline
HPSC 104	Global Interactions Since the Age of Columbus
HPSC 275	Critical Analysis
HPSC 375	Research Methods
HPSC 497	Senior Colloquium
HPSC 498	Senior Thesis (3 units)
PLSC 420	International Organizations
SOCI 374	Impacts of Globalization

### Choose one from the following:

ECON 254	Principles of Macroeconomics
ECON 255	Principles of Microeconomics

### Choose 8 units from Government and Political Science:

ANTH/GLST 431	Forced Migration
PLSC 306	Pressing Issues in Society
PLSC 316	Comparative Government
PLSC 432S	Law & Society
PLSC 440A	Topics in International Relations
PLSC 440F	War Crimes & International Policy
PLSC 494	Public Affairs Internship
SOCI 431A	Border Conflicts in the Popular Imagination

### Choose 8 units from Area & Regional Studies:

ANTH 325C	Peoples of the Middle East
ANTH/SOCI 321	Social Development of East Asia
ANTH/SOCI 331	Transnationalism: the Americas
HIST 270A	History of World Cinema: Asia
HIST 270B	History of World Cinema: Europe
HIST 323	Modern Europe (Since 1914)
HIST 330	Imperial Russia
HIST 354	Colonial Latin America
HIST 355	Modern Latin America
HIST 432F	British Imperial Experience in Africa & Asia
HIST 432HH	The Ottoman Empire
HPSC 106	Race, Ethnicity & Class in American History

### Choose 8 units from extra departmental offerings or courses approved by the HPS chair:

COMM 226	Mass Media in Society
COMM 465G	Intercultural Communication
ECON 357	International Economics
ECON 366	Economic Growth & Development
ECON 392	Essentials of Game Theory
HLSC 476	Health & the Global Environment
MGMT 424	Global Poverty
MUHL 338	World Music
RELG 237	World Religions
RLGN 304 <sup>1</sup>	Adventism in Global Perspective
RLGN 305 <sup>1</sup>	The Experience of Religion in Three Cultures

### Required Cognate (4 units):

WDLG 201 or demonstrated proficiency equivalent

Recommended:

Advanced second language proficiency  
Study and/or internship abroad (ANTH 495)

<sup>1</sup> Students cannot double dip RLGN for General Studies credit and Global Studies major credit (e.g. if RLGN 304 is taken for Theme III General Studies credit, only RLGN 305 may be taken for the Global Studies “extra departmental” elective requirement, and vice versa).

**MINORS****FILM STUDIES**

Required: 28 units (12 upper division), including:

ARTS 255	Photography
FLTV 118	History of Moving Pictures
HIST 432R	Social & Critical Movements in Film

**Choose 8 units from Applied Skills:**

ARTS 117	Creative Visual Thinking
ARTS 224	Drawing
ARTS 355C	Documentary Photography
DRAM 246E	Introduction to Acting

**Choose 8 units from Cultural Analysis:**

ENGL 466	Topics in Film
HIST 270A	History of World Cinema: Asia
HIST 270B	History of World Cinema: Europe
HIST 430DD	Gender & Film
HIST/SOCI 431A	Border Conflicts in the Popular Imagination
HIST 430Z	Hollywood & American History

**GENDER STUDIES**

Required: 28 units (16 upper division), including:

HPSC 275	Critical Analysis
HIST/SOCI 366	Concepts in Gender Studies
SOCI 414	Sociology of the Family & Intimate Relationships

**16 units (at least 8 upper division) from the following list, or other relevant courses in consultation with advisor:**

COMM 344	Gender & Communication
HIST/SOCI 273	Gender, Family & Society
HIST 430D	Gender & Work
HIST 430DD	Gender & Film
HIST 430K	Gender in the American West
HIST/SOCI 430NN	Home & Homelessness
HLSC 416	Sexuality & Family Health
MGMT 464	Women in Management
PSYC 314	Psychology of Gender
RELE 457	Religion & Gender

**GLOBAL STUDIES**

Required: 28 units (16 upper division), including:

ANTH 215	Cultural Anthropology
HPSC 104	Global Interactions since the Age of Columbus
PLSC 420	International Organizations
SOCI 374	Impacts of Globalization

**Choose 4 units from Government & Political Science:**

ANTH/GLST 431	Forced Migration
PLSC 306	Pressing Issues in Society
PLSC 316	Comparative Government
PLSC 432S	Law & Society
PLSC 440A	Topics in International Relations
PLSC 440F	War Crimes & International Policy
SOCI 431A	Border Conflicts in the Popular Imagination

**Choose 4 units from Area & Regional Studies:**

ANTH/SOCI 321	Social Development of East Asia
ANTH/SOCI 331	Transnationalism: the Americas
ANTH 325	Peoples of the World
HIST 270A	History of World Cinema: Asia
HIST 270B	History of World Cinema: Europe
HIST 323	Modern Europe (since 1914)
HIST 330	Imperial Russia
HIST 354	Colonial Latin America
HIST 355	Modern Latin America
HIST 432F	British Imperial Experience in Africa/Asia
HIST 432HH	The Ottoman Empire

**Choose 4 units from extra-departmental offerings or courses approved by the HPS Chair:**

ECON 255	Principles of Microeconomics
ECON 357	International Economics
ECON 366	Economic Growth & Development
ECON 392	Essentials of Game Theory
HLSC 476	Health & the Global Environment
MGMT 424	Global Poverty
MUHL 338	World Music
RELG 237	World Religions

**HISTORY**

Required : 28 units (12 upper division), including:

HPSC 275	Critical Analysis
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**12 units from the following courses:**

HIST 105	Western Intellectual Traditions
HIST 273	Gender, Family & Society
HPSC 104	Global Interactions since the Age of Columbus
HPSC 106	Race, Ethnicity & Class in American History
HPSC 274	American Government

**12 upper-division units chosen with department advisor****LATIN AMERICAN STUDIES**

Required: 28 units (16 upper division), including:

HIST 354	Colonial Latin America
HIST 355	Modern Latin America
HPSC 275	Critical Analysis

**16 units (at least 8 upper division) from the following courses:**

ANTH 331 Transnationalism: the Americas  
HIST 430J California History  
HIST 430L Mexico  
HIST 431A Border Conflicts in the Popular Imagination  
SPAN 348 Spanish American Literature  
SPAN 428 Spanish American Civilization

**LEGAL STUDIES [Pre-Law Emphasis]**

Required: 28 units (12 upper division), including:

HPSC 274 American Government  
PLSC 225 Introduction to Law  
PLSC/HIST432S Law & Society

**16 units (8 must be upper division) from the following courses:**

COMM 328 Persuasion & Rhetoric  
COMM 354 Advanced Public Speaking  
ECON 254 Principles of Macroeconomics  
ECON 392 Essentials of Game Theory  
ENGL 304 Advanced Expository Writing  
HIST/PLSC 190 Historical Trials/Modern Applications  
HIST/PLSC440F War Crimes & International Policy  
MGMT 347 The Legal Environment of Business  
PHIL 208 Logic: How to Think Accurately  
PLSC 316 Comparative Government  
PLSC 420 International Organizations  
PLSC 474 Political Philosophy  
PLSC 494 Public Affairs Internship  
PSYC 482C Critical Thinking: Theory & Application  
PSYC 482G Eyewitness Memory  
PSYC 488B Psychology & Law  
PSYC 488E Political Psychology

**POLITICS**

Required: 28 units (12 upper division)

HPSC 274 American Government  
HPSC 275 Critical Analysis  
PLSC 316 Comparative Government

**16 units (at least 8 upper division) from the following list, or other relevant courses in consultation with advisor:**

ECON 255 Principles of Microeconomics  
ECON 357 International Economics  
ECON 366 Economic Growth & Development  
PLSC 306 Pressing Issues in Society  
PLSC 420 International Organizations  
PLSC 432S Law & Society  
PLSC 440A Topics in International Relations  
PLSC 440F War Crimes & International Policy  
PLSC 488E<sup>2</sup> Political Psychology  
PLSC 494 Public Affairs Internship (maximum of 4 units)

**SOCIOLOGY**

Required: 28 units (16 upper division), including:

SOCI 104 General Sociology  
SOCI 404 Foundations of Social Thought  
SOCI 414 Sociology of the Family & Intimate Relationships

**12 units (at least 8 upper division) from the following courses:**

GEOG 276 Human & Population Geography  
HIST 273 Gender, Family & Society  
HPSC 106 Race, Ethnicity & Class  
HPSC 275 Critical Analysis  
SOCI 306 Pressing Issues in Society  
SOCI 321 Social Development of East Asia  
SOCI 331 Transnationalism: the Americas  
SOCI 345 Social Organization  
SOCI 366 Concepts in Gender Studies  
SOCI 374 Impacts of Globalization  
SOCI 430NN Home & Homelessness  
SOCI 431A Border Conflicts in the Popular Imagination

2 Cross-listed as PSYC 488E

## COURSES

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

### Interdisciplinary Courses

#### LOWER DIVISION

**HPSC 101 Colloquium: Introduction to the Discipline (1):** An introduction to the vocabularies and methodologies of History, Sociology, Global Studies, and related fields. Content may include discussions of the following: source materials, historiography, qualitative and quantitative methods, theory and criticism, professional standards and ethics, and program SLOs.

**HPSC 104 Global Interactions Since the Age of Columbus (4):** A historical and geographical survey of global interactions and human encounters from the era of Columbus to the present. The course examines the proliferation of European institutions, ideologies, technologies, and related cultural forms; how non-western cultures have appropriated and resisted those forms, imparted their own cultural influences on the West; and how those interactions have been expressed and experienced through the history of human migrations, cross-cultural encounters, and the rise of nationalism, and nation states.

**HPSC 106 Race, Ethnicity & Class in American History (4):** An overview of social and economic history in the United States with special attention to the place of race, ethnicity, and social class in American life. Includes discussion of immigrations, multiculturalism, capitalism, and socialism.

**HPSC 274 American Government (4):** A survey of the major political systems of world history with an emphasis on the historical and ideological backgrounds of the national government of the United States, including its organization and function. Fulfills the California teacher certification requirement.

**HPSC 275 Critical Analysis (4):** An introduction to the basic skills of critical analysis and historical research, including how to locate information, read and analyze primary and secondary sources, and write scholarly arguments, summaries, and bibliographical reviews.

#### UPPER DIVISION

**HPSC 375 Research Methods (4):** An introduction to the qualitative and quantitative research methods used in history and the social sciences and their application to selected problems.  
*Prerequisite: HPSC 275*

**HPSC 497 Senior Colloquium (1):** Introduction to the Senior Thesis; preparation of a proposal; assignment to a faculty mentor.  
*Restriction: Students must register for this class no later than the fall quarter of their senior year*

**HPSC 498 Senior Thesis (1-3):** An opportunity for majors to showcase their breadth of knowledge or research abilities, as well as to pursue an issue of their special interest in further detail. Required of all students majoring in the department. Students have two seminar options:  
(1) Production of an article-length piece of original research;  
(2) In-depth historiographical review of a major field of history.  
*Prerequisite: HPSC 497 (can be concurrently enrolled)*

### Anthropology

#### LOWER DIVISION

**ANTH 215 Cultural Anthropology (4):** Cultural anthropology addresses the ways that people organize and experience their lives through language and practices. The discipline explores life's details in relation to political, economic, and historical forces, correlating micro- and macro-perspectives. Anthropologists have customarily identified and characterized these forces through a variety of topics: race, ethnicity, identity, economic systems, marriage and sexuality, gender, ideology, and globalization. These topics are the focus of this course's films, readings, and class discussions. Cross-listed as GLST 215.

**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 296 Special Topics (4):** Addresses a selected topic at the lower division level in Anthropology, based on special circumstances and opportunities. Content may vary; specific topics listed on course schedule. May be repeated with new content for additional credit.

## UPPER DIVISION

**ANTH 321 Social Development of East Asia (4):** This course examines modern societal patterns in China, Japan, and Korea. Areas of evolving social development will include politics, economics, education, and culture. Special attention will be given to the underlying forces that have led to impressive social development across East Asia.

**ANTH 325 Peoples of the World (4):** Interdisciplinary and comparative studies of major cultural groups of the world. Examines ancient and contemporary cultural patterns, problems of cultural exchange, and contemporary social movements. See the course schedule each quarter for possible listings.

**ANTH 331 Transnationalism: the Americas (4):** This course examines the economic, political and cultural factors that contribute to migration, settlement and integration throughout the Americas. Through issues of domination, competition, and necessity we examine how identity and behavior are negotiated in geographic and constructed spaces.

**ANTH 431 Forced Migration (4):** This course examines forced migration as a response to state violence, ethnic cleansing, armed conflict, natural disaster, and socioeconomic injustice. It traces the evolution of the concept of “refugee” and the emergence of post-WWII international regimes for the protection of refugees and displaced persons and changing policies of asylum. It draws heavily on ethnographic literature of humanitarian action and governance of refugee programs in Africa, the Middle East, Asia, and Central America.

**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.

*Prerequisites: Consent of the instructor & department chair*

*Restriction: For department majors only*

*Additional Requirement: 3.00 minimum grade point average in the major*

**ANTH 496 Special Topics (4):** Addresses a selected topic at the upper division level in Anthropology, based on special circumstances and opportunities. Content may vary; specific topics listed on course schedule. May be repeated with new content for additional credit.

**ANTH 499 Directed Study (1-4):** Advanced special study in fields developed in collaboration between instructor and student requiring a mixture of readings, research, and a writing project. May be repeated in different areas for additional credit to a maximum of 4 units.

*Prerequisites: Consent of the instructor & department chair*

*Restrictions: For department majors only; limited to four units per student*

*Additional Requirement: 3.00 minimum grade point average in the major*

## Geography

**GEOG 276 Human & Population Geography (4):** An overview of the principles of 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 societies, cultures, and ecosystems of the earth.

## Global Studies

### LOWER DIVISION

**GLST 102 Colloquium: Perspectives in Practice (1):** An exploration of practices and work within the discipline, involving the concepts covered in HPSC 101.

*Prerequisite: A passing grade in HPSC 101*

**GLST 215 Cultural Anthropology (4):** Cultural anthropology addresses the ways that people organize and experience their lives through language and practices. The discipline explores life’s details in relation to political, economic, and historical forces, correlating micro- and macro-perspectives. Anthropologists have customarily identified and characterized these forces through a variety of topics: race, ethnicity, identity, economic systems, marriage and sexuality, gender, ideology, and globalization. These topics are the focus of this course’s films, readings, and class discussions. Cross-listed as ANTH 215.

**GLST 296 Special Topics (4):** Addresses a selected topic at the lower division level in Global Studies, based on special circumstances and opportunities. Content may vary; specific topics listed on course schedule. May be repeated with new content for additional credit.

### UPPER DIVISION

**GLST 431 Forced Migration (4):** This course examines forced migration as a response to state violence, ethnic cleansing, armed conflict, natural disaster, and socioeconomic injustice. It traces the evolution of the concept of “refugee” and the emergence of post-WWII international regimes for the protection of refugees and displaced persons and changing policies of asylum. It draws heavily on ethnographic literature of humanitarian action and governance of refugee programs in Africa, the Middle East, Asia, and Central America. Cross-listed with ANTH 431.

**GLST 496 Special Topics (4):** Addresses a selected topic at the upper division level in Global Studies, based on special circumstances and opportunities. Content may vary; specific topics listed on course schedule. May be repeated with new content for additional credit.

## History

### LOWER DIVISION

**HIST 102 Colloquium: Perspectives in Practice (1):** An exploration of practices and work within the discipline, involving the concepts covered in HPSC 101.

*Prerequisite: A passing grade in HPSC 101*

**HIST 105 Western Intellectual Tradition (4):** An overview of Western worldviews, both popular and elite, from the ancient Greeks to the post-moderns. Includes a discussion of their social contexts and their interactions with the worldviews of other world civilizations. Cross-listed as PHIL 105.

**HIST 190 Historical Trials/Modern Applications (4):** A survey of some of the most celebrated legal cases in Western civilization. Students will encounter a range of historic trials ranging from the Trial of Socrates to the Scopes Trial of the early 20th century, judicial episodes that reveal much about societal efforts to control human behavior. Each historic trial will be cross-referenced with modern cases that engage a variety of related legal issues. Cross-listed as PLSC 190.

**HIST 240 The Mediterranean World of Antiquity (4):** An examination of the birth and development of Egyptian, Greek, Roman, and other civilizations that formed around the Mediterranean basin during antiquity. Particular focus will be given to the region's political, commercial, and cultural legacies to the West and how the Mediterranean served as a conduit for those activities and traditions.

**HIST 270A History of World Cinema: Asia (4):** An introduction to the national cinemas of the Pacific Rim and India. Cinemas surveyed include those of Japan, China, Hong Kong, India, and Australia. Students will engage in cultural, historical, and political analyses of these national cinemas.

**HIST 270B History of World Cinema: Europe (4):** An introduction to the national cinemas of Europe. Cinemas surveyed will include those of France, Italy, Russia, Germany, and the United Kingdom. Students will engage in cultural, historical, and political analyses of these national cinemas.

**HIST 273 Gender, Family & Society (4):** This course is a historical survey of family life and the relations of gender from the eighteenth century to the present. Topics include the roles of men and women in society, family structures, and the relationships between these issues and race, class, and sexuality. Cross-listed with SOCI 273.

**HIST 296 Special Topics (4):** Addresses a selected topic at the lower division level in History, based on special circumstances and opportunities. Content may vary; specific topics listed on course schedule. May be repeated with new content for additional credit.

### UPPER DIVISION

**HIST 306 Pressing Issues in Society (4):** Current issues agitating society and their underlying social factors, including, for example, poverty, class, care for the elderly and young, drug abuse, environment, discrimination, and healthcare. Cross-listed with PLSC & SOCI 306.

**HIST 320 Medieval & Early Modern Europe (4):** Europe beginning with the High Middle Ages (c. 1050) extending through the Renaissance, emphasizing the major political, social, artistic, and scientific developments that created a distinctive European culture and the global dynamism of the Age of Exploration.

**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 330 Russian History (4):** This course is a survey of Russian History from the dawn of the Romanov dynasty in the 16th century to the modern day. Areas of interest include influential leaders of the Imperial Period (such as Peter the Great and Catherine the Great), as well as significant events, such as the Napoleonic invasion and the rise of Bolshevism that culminated in the revolutions of 1917. Other topics of interest include art, music, culture, the life of the peasantry, the role of women, and Russia's international relations over the course of the past four hundred years.

**HIST 334 Colonial & Revolutionary America (4):** This course examines the colonial period in American History through the American Revolution & formation of a federal government. Among areas of specific focus include colonial conflicts with indigenous groups, origins of the War for Independence, the war itself, as well as the ideologies and political documents that emerged from this conflict.

**HIST 335 Nineteenth Century America (4):** This course examines the development of the United States during the nineteenth century, particularly as typified by political conflict, social problems, and progressive reform. Among areas of specific focus include Manifest Destiny, the institution of slavery, the Civil War, the Reconstruction period, the Gilded Age, and the beginnings of social reform in race, gender, and other areas.

**HIST 336 Twentieth Century America (4):** This course examines the development of the United States during the twentieth century and beyond, particularly as typified by domestic political and social unrest and an imperial foreign policy. Among areas of specific focus include World War I, the Great Depression, World War II, the Cold War, the American Civil Rights Movement, Feminism, and the Vietnam War.

**HIST 340 Antebellum & Civil War America (4):** An exploration of the history and debates of the early decades of the nineteenth century through the American Civil War, including the anti-slavery and women's rights movements. Particular attention is given to the political events leading up to the war and the cultural effects the conflict had upon America, as well as a brief focus upon the aftermath of the Civil War and the Reconstruction Era.

**HIST 350 The American Civil Rights Movement (4):** This course will study experiences of African Americans who fought inequality in the United States from the 1940s-1960s, culminating in the Civil Rights Movement of the 1960s. We will consider these decades in a historical and sociological perspective through both primary and secondary sources, focusing on the impact of World War II on African Americans, housing issues within the mid-twentieth century, legislation that occurred during these years, the role that music played in breaking down walls of prejudice throughout these decades, and the organized Civil Rights Movement of the 1960s through written and visual documentary historical accounts. The categories of race, class, and gender will be central to our work in the course as we analyze the changes that occurred in America during these years.

**HIST 354 Colonial Latin America (4):** Latin America from the arrival of Columbus through the independence movements of the early nineteenth century. History of the Spanish and Portuguese empires in America. Conquest and colonization, political organization, race and society, the church, the economy, the Enlightenment, and various independence movements. Offered alternate years.

**HIST 355 Modern Latin America (4):** Survey of Latin America from the 19th-century independence movements to the present, emphasizing events in the four principal nations of Latin America -- Mexico, Brazil, Argentina, and Chile. The course traces the traditional struggles of monarchists versus republicans, and conservatives versus liberals, as these struggles evolved into modern revolutionary reform movements. Roles played by the Church, the military, and other power groups also examined.

**HIST 366 Concepts in Gender Studies (4):** A survey of how major disciplines in the humanities and social sciences -- including anthropology, communication, history, literature, political science, psychology, and sociology -- have theorized gender. Cross-listed as SOCI 366.

**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 430A Disease in History (4):** This course will study the impact of epidemic disease on history. It will focus on the ways in which medical authorities' and scientists' cultural ideas and prejudices about race, class, and gender have often translated into actual medical practice and policy. Throughout all the course readings we will consider how scientific understandings are not purely "objective" but are influenced by cultural factors and biases.

**HIST 430B The Harlem Renaissance (4):** An exploration of the Harlem Renaissance and, more broadly, the Jazz Age from a historical perspective through both primary and secondary sources, considering the categories of race, class, and gender. The course will explore the significance and legacy of the intellectual and artistic production of this early twentieth century movement, the legal and social struggles of African Americans, and the way this era serves as a bridge to the Civil Rights Movement.

**HIST 430D Gender & Work (4):** An examination of the central role work has played in the lives of both men and women in American history. By looking critically at primary source materials, autobiography, historical monographs, journalistic accounts, and films, we will explore the history and experience of work in American Society, some of the spaces in which work occurs, and its legacy in American History.



**HIST 430DD Gender & Film (4):** A study of the category of gender and the way films can powerfully depict the unfolding of identities of the self and group through education, work, and creativity. Along with viewing films, both within and outside of class, students will read complimentary autobiographical and creative works which also trace the complex process of the unfolding of the self in both American and global perspectives.

**HIST 430J California History (4):** The history of California as a Spanish, a Mexican, and an American possession, with emphasis on the impact the gold rush and subsequent immigration had on California's development.

**HIST 430K Gender in the American West (4):** This course explores the history, culture, and literary and artistic work of women in the American West, from the eighteenth century to the present. We will consider travel narratives, nature writing, as well as secondary historical accounts and theoretical essays that focus on immigration patterns, labor issues, and sexuality, as well as political experiences of women of various ethnic and class backgrounds.

**HIST 430L Mexico (4):** Mexico, from the Spanish conquest by Cortes and associates, through the 20th-century Revolution.

**HIST 430N History of Seventh-day Adventism (3-4):** A study of the origins, context, and development of Seventh-day Adventist doctrines and institutions from the 1840s to the 1960s. Includes emphasis on the role of Ellen G. White. Cross-listed as RELH 483.

**HIST 430NN Home & Homelessness (4):** An examination of the idea of home and its historic, symbolic, cultural, spatial, emotional, creative and spiritual significance both to individuals and within society as a whole. Students explore significant issues historically and theoretically, grappling with problems of homelessness and poverty in contemporary life, bringing their experience and knowledge to bear on the interaction of their values with their discipline.

**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. Cross-listed as SOCI 430R.

**HIST 430V The Vietnam War & 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 430Y Sports in American Culture (4):** A historical analysis of the role of sport in American culture. Particular emphasis will be given to the manner in which sports have intersected with issues of race, gender, class, religion, and geography in American history.

**HIST 430Z Hollywood & 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 upon the technological and sociological forces that influenced and were influenced by the film industry.

**HIST 431A Border Conflicts in Popular Imagination (4):** An examination of border conflicts in contemporary United States history, particularly the manner in which these conflicts are negotiated through popular forms of media. Conflicts and borders both literal and figurative will be entertained and critically analyzed through historical, political, economic, and sociological lenses. Issues examined may include the following: illegal immigration, white flight, gentrification, free trade, protectionism, and cultural drift. Cross-listed as SOCI 431A.

**HIST 432E 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 & 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 432GG Women in European History (4):** This course traces the history of women in Europe from the medieval period through the twentieth century. It carefully considers the contribution of women to major events and movements in European history, as well as looks at their participation in family life, communities, commerce, art, education, literature, philosophy, religion, and politics.

**HIST 432HH The History of the Islamic World (4):** This course surveys the history of the Near and Middle East from the rise of the Ottoman Empire in the 13th Century through the end of the Mandate period in 1948. Includes the spread of Islam and Arab language and culture into North Africa and Europe. This course give special consideration to religious and ethnic minorities.

**HIST 432M Material Culture & the Lives of Objects (4):** A study of objects and physical spaces and the ways in which they reflect the ideas, meanings, and values of the people who created, owned, or inhabited them. These objects and spaces—past and present, private and public, popular and elite—will be interrogated for their cultural and political dimensions.

**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 & 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 432S Law & 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. Also cross-listed as PLSC 432S.

**HIST 432W World War II (4):** A study of the major developments of World War II; its global reach, military strategies, technological advancements, role in effecting major social and political changes during and after the war; and the emergent and shifting historiography that has risen from the conflict.

**HIST 440F War Crimes & 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. Cross-listed as PLSC 440F.

**HIST 445 The Story of Christianity: Formation (4):** The birth and development of Christianity from the apostolic age to the high middle ages, with emphasis on the formation of Christian beliefs and traditions. Cross-listed as RELH 445.

**HIST 446 The Story of Christianity: Reformation (4):** Christianity in the age of the Renaissance and Reformation, with emphasis on 16th-century movements and the emergence of Protestantism. Cross-listed as RELH 446.

**HIST 447 The Story of Christianity: Transformation (4):** Christianity in the Enlightenment and post-Enlightenment eras, with emphasis on the American religious scene, including the development of Seventh-day Adventism. Cross-listed as RELH 447.

**HIST 495 Readings in History (1-4):** A readings course focusing on selected authors and subjects in collaboration between instructor and student. May be repeated in different areas for additional credit to a maximum of 12 units.

*Restrictions: Limited to department majors; limited to four units per student*

*Additional Requirement: 3.00 minimum grade point average in the major*

**HIST 496 Special Topics (4):** Addresses a selected topic at the upper division level in History, based on special circumstances and opportunities. Content may vary; specific topics listed on course schedule. May be repeated with new content for additional credit.

**HIST 499 Directed Study (1-4):** Addresses a selected topic at the upper division level in History, based on special circumstances and opportunities. Content may vary; specific topics listed on course schedule. May be repeated with new content for additional credit.

*Prerequisites: Consent of the instructor & department chair*

*Restrictions: Limited to department majors; limited to four units per student*

*Additional Requirement: 3.00 minimum grade point average in the major*

## Political Science

### LOWER DIVISION

**PLSC 190 Historical Trials/Modern Applications (4):** A survey of some of the most celebrated legal cases in Western civilization. Students will encounter a range of historic trials ranging from the Trial of Socrates to the Scopes Trial of the early 20th century, judicial episodes that reveal much about societal efforts to control human behavior. Each historic trial will be cross-referenced with modern cases that engage a variety of related legal issues. Cross-listed as HIST 190.

**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 296 Special Topics (4):** Addresses a selected topic at the lower division level in Law, Government, or Political Studies, based on special circumstances and opportunities. Content may vary; specific topics listed on course schedule. May be repeated with new content for additional credit.

## UPPER DIVISION

**PLSC 306 Pressing Issues in Society (4):** Current issues agitating society and their underlying social factors, including, for example, poverty, class, care for the elderly and young, drug abuse, environment, discrimination, and healthcare. Cross-listed with HIST & SOCI 306.

**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 International Organizations (4):** A study of international organizations such as the UN, WHO, ICC, NGOs, the World Bank, and related institutions and agencies that provide vision, services, and aid to the world community and/or monitor or regulate international concerns.

**PLSC 430H The United States Constitution (4):** A study of the federal Constitution and pivotal Supreme Court cases that have defined its meaning and application to American society from the early nineteenth century to the present. Fulfills the California teacher certification requirement. Cross-listed as HIST 430H.

**PLSC 432S Law & 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. Also cross-listed as HIST 432S.

**PLSC 440A Topics in International Relations (4):** Examines the pressing global policy issues of the 21st century including peace and conflict resolution, human security, migration, international trade, climate change, and poverty reduction. Major theoretical perspectives are used to analyze nation-state behavior, social movements, and events shaping the global system.

**PLSC 440F War Crimes & 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. Cross-listed as HIST 440F.

**PLSC 474 Political Philosophy (4):** Main currents of political philosophy from Plato to the present. Cross-listed as PHIL 474.

**PLSC 485 American Political Thought (4):** American political ideas from the colonial period to the present. Cross-listed as PHIL 485.

**PLSC 488E Political Psychology (4):** Application of psychological theory and research methods to political science topics. Examination of the way that politics is influenced by characteristics of people (abilities, personalities, values, and attitudes), as well as the way that people are influenced by the political environment (institutions, information, and norms). Major theories and approaches in personality and social psychology are used to explore the topics of political leaders, political followers, public opinion, tolerance and intolerance, and international relations. Cross-listed as PSYC 488E.

**PLSC 494 Public Affairs Internship (1-12):** Supervised internship and study in political, governmental, or related organizations.

*Prerequisite: Consent of the department chair*

**PLSC 495 Readings in Political Science (1-4):** Special study in fields specified by the instructor; regular weekly conferences.

*Prerequisites: Consent of the instructor & department chair*

*Restrictions: Limited to department majors; limited to four units per student*

*Additional Requirement: 3.00 minimum grade point average in the major*

**PLSC 496 Special Topics (4):** Addresses a selected topic at the upper division level in Law, Government, or Political Studies, based on special circumstances and opportunities. Content may vary; specific topics listed on course schedule. May be repeated with new content for additional credit.

**PLSC 499 Directed Study (1-4):** Advanced special study in fields developed in collaboration between instructor and student requiring a mixture of readings, research, and a writing project.

*Prerequisites: Consent of the instructor & department chair*

*Restrictions: Limited to department majors; limited to four units per student*

*Additional Requirement: 3.00 minimum grade point average in the major*

## Sociology

### LOWER DIVISION

**SOCI 102 Colloquium: Perspectives in Practice (1):** An exploration of practices and work within the discipline, involving the concepts covered in HPSC 101.

*Prerequisite: a passing grade in HPSC 101*

**SOCI 104 General Sociology (4):** Study of the relationship between our lives and the social world, such as community, culture, peers, family, economy, work, religion, and global system. Examines how human decisions are shaped in myriad ways as we interact with the social, political, and economic structures of our time. This prepares students to look at human action as a window on the wider world, using the "sociological imagination" to better understand events and trends.

**SOCI 251 Social Psychology (4):** Review of social psychological knowledge and understanding of individuals, groups, systems, and culture, including conformity, persuasion, social cognition, self-justification, aggression, prejudice, and interpersonal relationships. Cross-listed as PSYC 251.

**SOCI 273 Gender, Family & Society (4):** This course is a historical survey of family life and the relations of gender from the eighteenth century to the present. Topics include the roles of men and women in society, family structures, and the relationships between these issues and race, class, and sexuality. Cross-listed with HIST 273.

**SOCI 296 Special Topics (4):** Addresses a selected topic at the lower division level in Sociology, based on special circumstances and opportunities. Content may vary; specific topics listed on course schedule. May be repeated with new content for additional credit.

## UPPER DIVISION

**SOCI 306 Pressing Issues in Society (4):** Current issues agitating society and their underlying social factors, including, for example, poverty, class, care for the elderly and young, drug abuse, environment, discrimination, and healthcare. Cross-listed with HIST & PLSC 306.

**SOCI 321 Social Development of East Asia (4):** This course examines modern societal patterns in China, Japan, and Korea. Areas of evolving social development will include politics, economics, education, and culture. Special attention will be given to the underlying forces that have led to impressive social development across East Asia.

**SOCI 331 Transnationalism: the Americas (4):** This course examines the economic, political and cultural factors that contribute to migration, settlement and integration throughout the Americas. Through issues of domination, competition, and necessity we examine how identity and behavior are negotiated in geographic and constructed spaces.

**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 350 The American Civil Rights Movement (4):** This course will study experiences of African Americans who fought inequality in the United States from the 1940s-1960s, culminating in the Civil Rights Movement of the 1960s. We will consider these decades in a historical and sociological perspective through both primary and secondary sources, focusing on the impact of World War II on African Americans, housing issues within the mid-twentieth century, legislation that occurred during these years, the role that music played in breaking down walls of prejudice throughout these decades, and the organized Civil Rights Movement of the 1960s through written and visual documentary historical accounts. The categories of race, class, and gender will be central to our work in the course as we analyze the changes that occurred in America during these years. Cross-listed with HIST 350.

**SOCI 366 Concepts in Gender Studies (4):** A survey of how major disciplines in the humanities and social sciences – including anthropology, communication, history, literature, political science, psychology, and sociology – have theorized gender. Cross-listed as HIST 366.

**SOCI 374 Impacts of Globalization (4):** An examination of the effects of globalization upon worldviews, value systems, international and interpersonal relations, and social institutions, especially politics, religion, and education. The underlying forces and counter forces of globalization and the varied human responses to its processes are explored.

**SOCI 404 Foundations of Social Thought (4):** Survey of social thoughts ranging from ancient world views to the modern social theories in anthropology and sociology. Cross-listed as PHIL 404.

**SOCI 414 Sociology of the Family & Intimate Relationships (4):** An overview of the changing structure of family, marriage, and intimate relationships in the post-industrial societies of the United States, Europe, Japan, and Australia. Examines cultural and societal forces shaping the 21st century family, adaptation to change, family problems, and intergenerational relationships.

**SOCI 430NN Home & Homelessness (4):** An examination of the idea of home and its historic, symbolic, cultural, spatial, emotional, creative and spiritual significance both to individuals and within society as a whole. Students explore significant issues historically and theoretically, grappling with problems of homelessness and poverty in contemporary life, bringing their experience and knowledge to bear on the interaction of their values with their discipline. Cross-listed as HIST 430NN.

**SOCI 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. Cross-listed as HIST 430R.

**SOCI 431A Border Conflicts in Popular Imagination (4):** Explores border conflicts in contemporary United States history, particularly the manner in which these conflicts are negotiated through popular forms of media. Conflicts and borders both literal and figurative will be entertained and critically analyzed through historical, political, economic, and sociological lenses. Issues examined may include the following: illegal immigration, “white flight”, gentrification, free trade agreements, protectionism, and cultural drift. Cross-listed as HIST 431A.

**SOCI 495 Field Placement (4):** Field experience in an applied setting such as an internship. May be repeated for a maximum of 8 units.

*Prerequisites: Consent of the instructor & department chair*

*Restriction: Limited to department majors*

*Additional Requirement: 3.00 minimum grade point average in the major*

**SOCI 496 Special Topics (4):** Addresses a selected topic at the upper division level in Sociology, based on special circumstances and opportunities. Content may vary; specific topics listed on course schedule. May be repeated with new content for additional credit.

**SOCI 499 Directed Study (1-4):** Advanced special study in fields developed in collaboration between instructor and student requiring a mixture of readings, research, and a writing project. May be repeated in different areas for additional credit to a maximum of 4 units.

*Prerequisites: Consent of the instructor & department chair*

*Restrictions: Limited to department majors; limited to one per student*

*Additional Requirement: 3.00 minimum grade point average in the major*

## University Studies

### UPPER DIVISION

**UNST 404H Religion, Values & Social Responsibility (4):** The Senior Seminar culminating the University Studies program. Analyzing religious, moral, and social issues within the student’s major program of studies from a Christian perspective. Students will have the opportunity to critique this perspective and reflect on their own faith as they apply theoretical principles to specific problems of contemporary life. Students will integrate their values with their academic experiences and their professional aspirations by drawing on their service and knowledge. Students will examine their commitments to service as socially responsible members of their various communities.

*Prerequisite: ENGL 113 or 124*

*Restriction: Must have junior or senior standing*

# Program in Individual Major

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## Program Faculty

### Jeffrey N. Dupée, Coordinator

Professor of History (1991)

PhD Claremont Graduate University 2001

JD Peninsula University 1988

European history, British colonialism, modern China, legal studies

## Description

A student who has clearly defined objectives that lie outside an established academic department may design a proposal for a major in an individualized academic program, one that helps the student fulfill his or her objectives. This proposal will be designed with the aid of the Individual Majors Committee, along with an advisory committee of three full-time faculty members, from at least two different departments of the college.

The proposal is approved by the Individual Majors Committee and by the dean of the College of Arts and Sciences. The proposal must be approved and filed with the Office of Admissions and Records no later than the beginning of the second quarter during the student's junior year. Any subsequent changes must be approved by the advisory committee and the chairperson of the Individual Majors Committee. The program must have a descriptive title that will appear on the diploma.

This program is open to students who are currently registered at La Sierra University, who are in good academic standing, and who still have five full quarters (80 units) to complete before graduation.

## The Proposal

The chairperson of the Individual Majors Committee will also discuss the proposal with the student and may make recommendations on members of an advisory committee.

The proposal should include the following:

1. A statement of objectives. This should be in sufficient detail to inform the committee of what the student has in mind and what is expected to be achieved by the proposed major.
2. A rationale for the program. If there are items in support of the proposal, e.g., a portfolio on related studies, description of related work experience, writings, etc., it is appropriate to include these in support of the rationale.

3. A list of the required courses and any cognates for the major. In addition, the sequence in which these courses are to be taken should be included. If a senior thesis is part of the program, then a general statement should be provided as to a possible subject for that thesis.
4. The proposal is to be signed by the members of the advisory committee. On a separate page, each member of the committee should give an appraisal of the viability of the proposed major.

## Guidelines for the Individual Major

1. The proposed major must constitute a coherent academic program. It must fulfill the student's objectives and achieve a clear academic goal.
2. The proposed major must be comparable in quality and academic rigor to other major programs offered at La Sierra University and should be compatible with a liberal arts education. It must achieve both breadth and depth within the academic disciplines studied.
3. The proposed major is to make use of available university resources, courses currently offered, and faculty interests and capabilities.
4. Generally:
  - A. The proposed major must require a minimum of 60 quarter units.
  - B. No more than 12 of the 60 units are allowed to overlap with general education requirements.
  - C. At least 30 quarter units of the proposed major must be in upper division courses.
  - D. No more than 5 quarter units of directed study are to be allowed in the proposed major. A senior thesis may be part of the major requirement and is not included in the 5-unit directed study limit.
5. The student must have at least 80 quarter units still to complete before graduation at the time of approval of the proposal.
6. The chairman of the student's advisory committee is the student's academic advisor.
7. In approving an individual major, there is no implied guarantee by the University that the courses specified, or substitutions for those courses, will be available at the time specified in the proposal.
8. In fulfilling its function, the Individual Majors Committee is certifying the academic quality of the individual major. The committee may require revision in the proposal, reject it, allow or require changes in the general requirements listed above, and/or may recommend changes in the student's advisory committee.

# Department of Mathematics

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## Department Faculty

### **Jon D. Vanderwerff, Chair**

Professor of Mathematics (1998)  
PhD University of Alberta 1992  
Functional analysis, geometry of Banach spaces

### **James W. Beach**

Associate Professor of Mathematics (1979)  
DA Idaho State University 1977  
Analysis, probability, statistics

### **Sharilyn R. Horner**

Lecturer II of Mathematics (2000)  
MA California State University, Fullerton 2002  
Mathematics

### **Barbara Kreaseck**

Professor of Computer Science (1989)  
PhD University of California, San Diego 2003  
Program analysis, distributed computation

### **John D. Ng Wong Hing**

Assistant Professor of Mathematics (1996)  
MA University of California, Los Angeles 1979  
Mathematics education, logic and foundations

### **Alexander S. Rowell**

Lecturer of Mathematics (2014)  
MA University of California, Riverside 2011  
Mathematics

### **Guru Uppala**

Lecturer of Mathematics (2016)  
MA Mathematics, University of Alabama 2000

### **Jason C. Wittlake**

Lecturer of Mathematics (2013)  
MA California State University, Fullerton 2011  
Mathematics education, probability, statistics

## Emeritus Professors of Mathematics

### **Vernon W. Howe**

PhD Dartmouth College, 1971

## Degrees Offered

Bachelor of Science degrees in:

- Biomathematics
- Mathematics

Minor in:

- Mathematics

## Preparation for Teaching

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

## 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.

## Learning Outcomes

To better fulfill the mission of the Department of Mathematics and meet our stated broad goals, we have developed the following student learning objectives for the programs in Mathematics and Biomathematics. These represent the core proficiencies and knowledge base we wish to impart to our graduates. Students should be able to:

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. Use proofs and examples as appropriate to investigate mathematical statements.
5. Demonstrate the ability to develop and use mathematical and quantitative models.
6. Devise and use mathematical problem-solving strategies and apply them to diverse quantitative real-world problems.
7. Demonstrate knowledge of ethical and philosophical issues in society that involve mathematical and quantitative reasoning.

## MAJORS

### Bachelor of Science

#### BIOMATHEMATICS

Offered with the Department of Biology.

Required: at least 92 units of mathematics, biology, and related fields, including:

- The courses listed below (61 units)
- 12 additional units of upper division mathematics, computer science, or biology courses
- Required Cognates (19 units)

CPTG 121	Introduction to Computer Science I
MATH 131	Calculus I
MATH 132	Calculus II
MATH 133	Calculus III
MATH 231	Introduction to Linear Algebra
MATH 232	Differential Equations
MATH 233	Vector Calculus
MATH 461	Biomathematical Modeling I
MATH 462	Biomathematical Modeling II
BIOL 111, 111L	General Biology I, with laboratory
BIOL 112, 112L	General Biology II, with laboratory
BIOL 113, 113L	General Biology III, with laboratory
BIOL 301	Cell & Molecular Biology
BIOL 302	Genetics

#### Plus, choose 2 units from:

CPTG 485	Seminar
MATH 485	Seminar
BIOL 405	Biology Seminar

*Note: One unit may be applied to the biomathematics major for each biochemistry course elected from CHEM 491 Biochemistry I, or CHEM 492 Biochemistry II, and 2 units may be added for CHEM 493 Biochemistry III.*

Required Cognates (19 units):

CHEM 111, 111L	General Chemistry I, with laboratory
CHEM 112, 112L	General Chemistry II, with laboratory
CHEM 113, 113L	General Chemistry III, with Laboratory
CHEM 281	Organic Chemistry I

Recommended:

BIOL 276	Research Methods in Biology
BIOL 301L	Cell & Molecular Biology Projects Laboratory
BIOL 302L	Genetics Projects Laboratory
CHEM 282	Organic Chemistry II
PHYS 231	General Physics I
PHYS 232	General Physics II
PHYS 233	General Physics III

#### MATHEMATICS

Required: at least 74 units of mathematics, computer science, and related fields, including:

- The courses listed below (50 units)
- 12 additional units of upper division computer science or mathematics courses
- Required Cognates (12 units)

CPTG 121	Introduction to Computer Science I
MATH 131	Calculus I
MATH 132	Calculus II
MATH 133	Calculus III
MATH 231	Introduction to Linear Algebra
MATH 232	Differential Equations
MATH 233	Vector Calculus
MATH 324	Linear Algebra
MATH 415	Sets & Number Systems
MATH 421	Abstract Algebra I
MATH 431	Analysis I
MATH 432	Analysis II

#### Plus, choose 2 units from:

CPTG 485	Seminar
MATH 485	Seminar

Required Cognates (12 units):

PHYS 231	General Physics I
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#### Plus, choose 8 units from:

PHYS 232	General Physics II
PHYS 233	General Physics III
CHEM 351	Physical Chemistry: Thermodynamics
CHEM 352	Physical Chemistry: Dynamics
CHEM 353	Physical Chemistry: Quantum Mechanics

Recommended for those pursuing teaching credentials:

MATH 345	College Geometry
MATH 415	Sets & Number Systems
MATH 422	Abstract Algebra
MATH 451	Introduction to Mathematical Statistics I



## MINOR

### MATHEMATICS

Required: 29 units including:

- The courses listed below (17 units)
- Remaining 12 units to be selected from MATH courses applicable toward a mathematics major, excluding directed study courses MATH 299 and MATH 499
- CPTG 121 may be applied

MATH 131	Calculus I
MATH 132	Calculus II
MATH 133	Calculus III
MATH 231	Introduction to Linear Algebra & Discrete Mathematics

#### Plus, choose 1 unit from:

CPTG 485	Seminar
MATH 485	Seminar

## COURSES

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

### BASIC SKILLS

**MATH 006 Introductory Algebra (4):** Review of arithmetic and a study of elementary algebra. This course covers the standard topics of high school Algebra I, emphasizing problem-solving using algebra. Does not apply toward any degree or certificate at La Sierra University. Four class hours plus two lab hours per week through required concurrent enrollment in a section of MATH 006L.

**MATH 007 Intermediate Algebra (4):** This course covers the standard topics of high school Algebra II: techniques for handling polynomial and rational expressions, solutions of equations, exponents and logarithms, quadratic equations, graphs. Does not apply toward any degree or certificate at La Sierra University. Four class hours plus two lab hours per week through required concurrent enrollment in a section of MATH 007L.

*Prerequisite: MATH 006 or MATH 011 or appropriate score on placement examination*

**MATH 011 Augmented Introductory Algebra (6):** The content of this course will consist of a selected review of arithmetic and all of the topics from Introductory Algebra. Does not apply toward any degree or certificate at La Sierra University. Eight contact hours per week.

**MATH 013 Accelerated Algebra (6):** The content of this course will consist of a selection of topics from Introductory Algebra and all of the topics from intermediate algebra: techniques for handling polynomial and rational expressions, solutions of equations, exponents and logarithms, quadratic equations, graphs. Does not apply toward any degree or certificate at La Sierra University. Eight contact hours per week.

*Prerequisite: D or higher in MATH 006, or D or higher in MATH 007, D or higher in MATH 011, or appropriate score on placement examination*

**MATH 055 Algebra for Statistics (4 units):** The course address a selection of topics from algebra, probability, and statistics at the basic skills level of mathematics. Does not apply toward any degree or certificate at La Sierra University. Four class hours plus two lab hours per week through required enrollment in a section of MATH 055L.

*Prerequisite: MATH 006, MATH 011, or appropriate score on placement examination*

**MATH 096 Selected Topics (1-4 units):** Addresses a selection of topics at the basic skills level in mathematics, based on special circumstances and opportunities. Content may vary; specific topics listed in course schedule. May be repeated with new content for additional credit.

*Prerequisites will vary by topic*

### 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 program.

*Prerequisite: MATH 007 or MATH 013 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 program.

*Prerequisite: MATH 007 or MATH 013 or appropriate score on placement examination*

**MATH 122 Trigonometry & 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 program.

*Prerequisite: MATH 121 or appropriate score on placement examination*

**MATH 131 Calculus I (4):** Functions, limits, continuity, definition of derivatives, techniques of differentiation, applications of derivatives, definite and indefinite integral, mean value theorem, fundamental theorem of calculus.

*Prerequisite: MATH 122 or appropriate score on placement examination*

**MATH 132 Calculus II (4):** Calculus of transcendental functions, techniques of integration, applications of integration, indeterminate forms, improper integrals.

*Prerequisite: MATH 131*

**MATH 133 Calculus III (4):** Taylor series; plane curves; polar, cylindrical, and spherical coordinates; solid analytic geometry; vector-valued functions; partial differentiation and applications; multiple integrals and applications.

*Prerequisite: MATH 132*

**MATH 155 Introductory Statistics (4):** Basic concepts of probability, descriptive statistics, normal distributions, confidence intervals, hypothesis testing applied to means, proportions, chi-square, introduction to correlation and regression, and simple analysis of variance. Does not apply toward any mathematics program. Not open to students who previously earned credit in BUAD 341, ECON 341 or ECON 241.

*Prerequisite: MATH 007, MATH 013, MATH 055 or appropriate score on placement examination*

**MATH 201 Concepts of Mathematics I (4):** Topics from the following: natural, integer, rational, and real number systems; computer literacy; set algebra; elementary logic; and mathematics history. Does not apply toward any mathematics or computer science program. Course is not regularly offered.

*Prerequisites: MATH 007 or MATH 013 or appropriate score on placement examination & CPTG 104 or equivalent*

*Additional Requirement: One year of high school geometry 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. Offered alternate years.

*Prerequisite: MATH 121 or MATH 201*

**MATH 231 Introduction to Linear Algebra (4):** Matrices and systems of linear equations, Gaussian elimination, vector spaces, linear independence and linear transformations, determinants, eigenvalues and eigenvectors, and associated applications.

*Prerequisite: MATH 132*

**MATH 232 Differential Equations (4):** Ordinary differential equations: operator methods, variation of parameters, series solutions, introduction to numerical methods. Fourier series.

*Prerequisites: MATH 133 & 231*

**MATH 233 Vector Calculus (4):** Vector fields, vector calculus, divergence, and theorems of Green and Stokes.

*Prerequisite: MATH 133*

**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):** A lower division level study of topics or problems not covered in courses currently being taught. May be repeated for additional credit with consent of the department chair.

*Prerequisite: Consent of the department chair*

## UPPER DIVISION

**MATH 324 Linear Algebra (4):** Vector spaces, linear transformations, matrices and determinants, eigenvalues and eigenvectors, canonical forms. Offered alternate years.

*Prerequisite: MATH 231*

**MATH 345 College Geometry (4):** Elementary and modern plane euclidean geometry. Topics chosen from noneuclidean geometry, foundations of geometry. Offered alternate years.

*Prerequisite: MATH 231 (can be concurrently enrolled)*

**MATH 361 Numerical Methods I (4):** Numerical solutions to nonlinear equations; error analysis; interpolation and approximation; numerical differentiation and integration; numerical solutions to ordinary differential equations. Offered alternate years.

*Prerequisites: CPTG 121, MATH 231 & 232*

**MATH 362 Numerical Methods II (4):** A continuation of MATH 361. Topics include systems of equations; eigenvalues; curve fitting and approximation theory; and additional topics chosen from numerical solutions to partial differential equations, Fourier series, and boundary value problems. Offered alternate years.

*Prerequisite: MATH 361*

**MATH 415 Sets & 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.

*Prerequisites: MATH 133 & 231*

**MATH 421 Abstract Algebra I (4):** An introduction to groups; quotient groups; rings; and fields. Offered alternate years.

*Prerequisite: MATH 324*

**MATH 422 Abstract Algebra II (4):** A continuation of MATH 421. Further topics include unique factorization domains, field extensions, and unsolvability of certain geometrical constructions. Offered alternate years.

*Prerequisite: MATH 421*

**MATH 431 Analysis I (4):** Topics include the topology of the real line, sequences, limits, continuity, and differentiation. Offered alternate years.

*Prerequisite: MATH 415*

**MATH 432 Analysis II (4):** A continuation of MATH 431. Further topics include Riemann integration, sequences and series of functions, and uniform convergence. Additional topics chosen from metric spaces, topological spaces, and Lebesgue integration. Offered alternate years.

*Prerequisite: MATH 431*

**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.

*Prerequisites: MATH 133 & 231*

**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.

*Prerequisites: CPTG 121, MATH 232, BIOL 113 & 113L*

**MATH 462 Biomathematical Modeling II (4):** A continuation of MATH 461. Further study of deterministic, probabilistic and chaotic models; and computer simulations. Offered alternate years.

*Prerequisite: MATH 461*

**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 toward any program in the Department of Mathematics. Cross-listed as CPTG 485. May not register for both CPTG 485 and MATH 485 during the same term.

*Prerequisite: MATH 131*

*Restriction: For Mathematics majors & minors only*

**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):** Upper division study of topics or problems not covered in courses currently being taught. May be repeated for additional credit.

*Prerequisite: Consent of the department chair*

*Restriction: For Mathematics majors only*

# Department of Music

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## Department Faculty

### **Elvin S. Rodríguez, Chair**

Professor of Music (1998)  
EdD Teachers College of Columbia University 1991  
Piano, musicianship, music education

### **Dean Anderson**

Assistant Professor of Music (2013)  
DMA University of California, Los Angeles 2015  
Orchestral conducting, violin, viola, chamber music

### **David Kendall**

Assistant Professor of Music (2014)  
PhD University of California, Riverside 2010  
Musicology, low brass

### **Raejin Lee**

Associate Professor of Music (2005)  
DMA Rutgers University 2008  
Voice, opera

### **Kenneth Narducci**

Professor of Music (2006)  
DMA University of Oregon 1989  
Theory, composition

### **Ariel Quintana**

Assistant Professor of Music (2014)  
DMA University of Southern California 2010  
Choral studies, choral conducting, composition, music education

### **Giovanni Santos**

Assistant Professor of Music (2015)  
MM University of Southern California 2007  
Wind and percussion studies, conducting, music education, trumpet

### **Kimo Smith**

Professor of Music (1990)  
DMA University of California, Los Angeles 1997  
Piano, organ, collaborative arts, musicianship

### **Jason J. Uyeyama**

Associate Professor of Music (2002)  
MMus The Juilliard School 2001  
Violin, viola, chamber music

## Collaborating Faculty

### **Ken Aiso**

MMus University of London 1993  
Viola, violin, chamber music

### **Laura Griffiths-Brenes**

MMus University of Southern California 2002  
Horn

### **David Brennan**

DMA University of California, Los Angeles 2004  
Saxophone, chamber music, jazz combo

### **Caitlin Brody**

MMus University of California, Los Angeles 2014  
Horn

### **Joshua Brown**

PhD University of California, Riverside 2014  
Music history, ethnomusicology

### **Manuel Calzada**

PhD University of California, Los Angeles 2015  
Music technology, composition

### **Celia Chan Valerio**

DMA Indiana University 2008  
Harp

### **Martin Glicklich**

DMA University of Southern California 1998  
AVPA Director, Flute

### **Marvin B. Gordy**

MM California Institute of Arts  
Percussion

### **Javier Gonzalez**

MMus University of New Mexico 2013  
Voice

### **Sylvia Ho**

MMus Temple University 1976  
Piano

### **Aimee Leukert**

MA La Sierra University 2007  
Piano proficiency, piano

**Chris James**

Recording Engineer Diploma Los Angeles Recording Workshop (1997)  
Music technology

**Gary Kuo**

MMus University of Miami  
Violin, media and production, composition

**Rong-Huey Liu**

DMA University of Southern California 2000  
Oboe

**Elizabeth Low-Atwater**

MMus University of California, Los Angeles 2011  
Bassoon

**Jacqueline Marshall**

MMus University of California, Los Angeles 2013  
Harp

**Geoff Osika**

BM Curtis Institute 1990  
Double bass

**Robert Schaer**

DMA University of Southern California (2008)  
Trumpet

**Jiayi Shi**

DMA Manhattan School of Music 2010  
Collaborative pianist

**Marek Szpakiewicz**

DMA University of Southern California 2008  
Cello

**Pin Fei Tang**

MMus University of Illinois, Urbana-Champaign 1988  
Cello

**Alex Waggoner**

MMus University of California, Los Angeles 2014  
Low brass

**William Wellwood**

DMA University of Southern California 1997  
Clarinet

**Lee Zimmer**

AA Orange Coast College 1989  
Guitar

## Visiting Artists

**The Contemporary Performance Collective**

Ensemble-in-residence at La Sierra University

**Madeleine Kabat**

MMus The Juilliard School 2010  
Cello, chamber music

**Museop Kim**

Artist Diploma The Juilliard School 2007  
MMus Manhattan School of Music 2003  
Voice, opera

## Degrees Offered

*All programs are accredited by the National Association of Schools of Music.*

Bachelor of Arts degree in

- Music

Bachelor of Music degree with two areas of concentration:

- Music Education
- Performance

Minors in:

- Music
- Music Technology

## Preparation for Teaching

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

## Objectives

In harmony with La Sierra University's mission to enlarge human understanding through scholarship, to educate the whole person, and to serve others in a global community, the mission of the Music Department is to advance the study and practice of music within the context of Christian values and ideals by:

1. Participating in the campus-wide emphasis on a broad, balanced curriculum by providing the non-music major opportunities to participate in performance ensembles, performance instruction, and general education classes.
2. Fostering an environment that supports a learning dialogue among the students, faculty, and community.
3. Assisting in gaining insight into the significance and function of music in the student's spiritual life and community of worshippers.

4. Nurturing the student's growth in aesthetic sensitivities and values and enabling the student to effectively communicate these values.
5. Assisting the student in developing a critical and open-minded approach to music of diverse cultures and styles.
6. Stimulating the student's awareness of the vital role of music in society and inspiring a commitment to help provide exposure to music for all.
7. Supporting the advancement of musical life in the Seventh-day Adventist Church by encouraging the student to become an active contributor.
8. Fostering the student's development of self-discipline, responsibility, and professionalism in music.

## Learning Outcomes

The Department of Music at La Sierra University is committed to helping the serious music student develop a life-long engagement with music as performer, composer, and listener. By providing the essential tools for making and responding to music, it is the aim of the following student learning outcomes to create a "whole" musician with the requisite skills, experiences, and artistic sensibilities that have the potential to continually inform and transform the musical life during and after formal study. Thus, at the completion of music studies at La Sierra University, the student will have developed the following by degree area:

### Bachelor of Arts

1. Demonstrate the ability to hear, identify and work conceptually with the elements of music, through sight-reading, basic keyboard proficiency and musical analysis.
2. Perform standard repertoire appropriate to their performance area, as soloists and members of ensembles.
3. Demonstrate analytical skills necessary for listening and performing.
4. Demonstrate skills necessary to perform music from a variety of periods, styles, and genres.
5. Demonstrate a working knowledge of music history within their area of specialization and an acquaintance with the history, cultural background and repertoires beyond that area, including a wide selection of Western and world music literature.
6. Demonstrate a working knowledge of music technology and its application to their area of specialization.

### Bachelor of Music: Performance

1. Demonstrate excellence as solo and ensemble performers to provide a basis for a professional career as a musician.
2. Demonstrate specific knowledge in music theory, music history, and instrumental or vocal pedagogy to provide a basis for a professional career as a performing musician.
3. Demonstrate the ability to think, speak, and write clearly and effectively about the art of music.
4. Work collaboratively and as leaders in music interpretation.
5. Demonstrate a working knowledge of music history within their area of specialization and an acquaintance with the history, cultural background and repertoires beyond that area, including a wide selection of Western and world music literature.
6. Demonstrate a working knowledge of music technology and its application to their area of specialization.

### Bachelor of Music: Education

1. Demonstrate skill as solo and ensemble performers who can work as a professional educator.
2. Demonstrate specific knowledge in music theory, music history, and instrumental or vocal pedagogy to provide a basis for a professional career as a music educator.
3. Demonstrate the ability to think, speak, and write clearly and effectively about the art of music.
4. Work collaboratively and as leaders in music interpretation.
5. Demonstrate a working knowledge of music history within their area of specialization and an acquaintance with the history, cultural background and repertoires beyond that area, including a wide selection of Western and world music literature.
6. Demonstrate a working knowledge of music technology and its application to their area of specialization.
7. Demonstrate the ability to integrate skills and knowledge acquired over the course of an undergraduate education for the purpose of effectively teaching music to K-12 students in the SDA and public schools, in compliance with the competencies established by the California Department of Education.

## Entrance Requirement

Applicants for bachelor's 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 video recording. Auditions should demonstrate the applicant's musical and technical ability and should adhere to the guidelines set forth by the department and included in the Department of Music Student Handbook.

## 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. Candidates for the Bachelor of Music degree are required to present recitals as indicated in the various concentrations. See the Department of Music Student Handbook.
4. A music major must fulfill the requirements as outlined in the Department of Music Student Handbook to be considered in good standing. Handbooks may be obtained from the Music Department office or on the Department of Music website.

## Individual Instruction

Individual instruction is offered with or without credit. Credit is earned as follows:

1. Attendance at nine lessons per quarter, with a minimum of five practice hours a week for each unit of credit.
2. Participation in public recitals and master classes as specified by the instructor.
3. Successful completion of a final evaluation.

## Music Ensemble Requirement

All music majors must be enrolled in one of the major ensembles of the University each quarter. Students are required to audition in their declared performance area, and will be placed in the appropriate ensemble.

### Instrumental Options:

- La Sierra University Wind Ensemble
- La Sierra University Orchestra
- La Sierra University Big Band

### Vocal Options:

- La Sierra University Chorale
- La Sierra University Chamber Singers
- Opera Workshop

**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 requirement. The requisites for the fulfillment of this requirement are outlined in the Department of Music Student Handbook.

## Limitation of Credit

Admission to upper division individual instruction courses is granted pending the successful completion of an audition before the music faculty as outlined in the Department of Music Student Handbook.

## MAJORS

### Bachelor of Arts

#### MUSIC

Required: at least 80 units in music, including:

- 10 units of individual instruction (MUPF) in the primary field, including:
  - 6 units at 200 level
  - 3 units at 300 level and MUPF 398 or a 4 unit special study project in music, approved and supervised by the music faculty
- 6 units of music electives (MUET, MUED, MUHL, or MUPF)
- 12 units (minimum) of specified ensembles\*
- The courses listed below (52 units):

*\*Music majors must be enrolled in a major ensemble each quarter in attendance.*

MUCT 111, 111L	Music Theory IA, with laboratory
MUCT 112, 112L	Music Theory IB, with laboratory
MUCT 113, 113L	Music Theory IC, with laboratory
MUCT 211, 211L	Music Theory IIA, with laboratory
MUCT 212, 212L	Music Theory IIB, with laboratory
MUCT 213, 213L	Music Theory IIC, with laboratory
MUCT 314A	Modal Counterpoint
MUCT 314B	Tonal Counterpoint
MUCT 315A	Form & Analysis I
MUCT 315B	Form & Analysis II
MUET 105	Introduction to Music Technology
MUHL 336	History of Western Music (1600-1800)
MUHL 337	History of Western Music Since 1800
MUHL 338	World Music
MUHL 339	Contemporary Popular Styles
MUPF 216	Introduction to Conducting
MURE 489	Music & Worship

Recommended:

MUHL 485 Music of the Christian Church

## Bachelor of Music

### MUSIC

Core Curriculum (69 units): Required of all students receiving a Bachelor of Music degree in Music and Music Education

Required:

- 12 units of specified ensembles \*\*
- The courses listed below (57 units)

*Note: \*\*Music majors must be enrolled in a major ensemble each quarter in attendance, with the exception of Music Education majors doing student teaching.*

MUCT 111, 111L	Music Theory IA, with laboratory
MUCT 112, 112L	Music Theory IB, with laboratory
MUCT 113, 113L	Music Theory IC, with laboratory
MUCT 211, 211L	Music Theory IIA, with laboratory
MUCT 212, 212L	Music Theory IIB, with laboratory
MUCT 213, 213L	Music Theory IIC, with laboratory
MUCT 314A	Modal Counterpoint
MUCT 314B	Tonal Counterpoint
MUCT 315A	Form & Analysis I
MUCT 315B	Form & Analysis II
MUET 105	Introduction to Music Technology
MUHL 335	History of Western Music Before 1600
MUHL 336	History of Western Music (1600-1800)
MUHL 337	History of Western Music Since 1800
MUHL 338	World Music
MUHL 339	Contemporary Popular Styles
MUPF 216	Introduction to Conducting
MUPF 398	Recital in Music
MURE 489	Music & Worship

### Areas of Concentration: (students choose one)

- Music Education
- Performance

### Music Education:

Required: at least 122 units in music, including:

- Core Curriculum for Music and Music Education (69 units)
- 2 units of music electives (MUCT, MUED, MUHL, or MUPF)
- 20 units (8 upper division) of individual instruction, 16 of which are in one field
- 2 units of ensemble in addition to the core curriculum requirement
- The courses listed below (29 units):

MUCT 415A	Scoring for Instruments & Voices I
MUCT 415B	Scoring for Instruments & Voices II
MUED 220A	Singers Diction I
MUED 244	String Methods & Techniques
MUED 254A	Flute Methods & Techniques
MUED 254B	Single Reed Methods & Techniques
MUED 254C	Double Reed Methods & Techniques
MUED 264A	Trumpet Methods & Techniques
MUED 264B	Trombone Methods & Techniques
MUED 264C	Horn/Tuba Methods & Techniques
MUED 274	Percussion Methods & Techniques
MUED 294*	Vocal Methods & Techniques
MUED 305	Choral Methods
MUED 405	Instrumental Methods
MUPF 315	Intermediate Conducting
MUPF 316	Choral Conducting
MUPF 317	Instrumental Conducting

*Note: \*Music Education majors with a vocal emphasis substitute MUED 327 Vocal Pedagogy for MUED 294 Vocal Methods and Techniques*

*Note: 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: at least 118 units in music, including:

- Core Curriculum (69 units)
- MUPF 498 Recital in Music (1 unit)
- 34 units (16 at 300 level or above) of individual instruction in the primary field
- Completion of one of the patterns below (14-18 units; pattern will be identified on the official transcript)



**Patterns in Performance:****Piano (14 units)**

- MUED 325 Piano Pedagogy & MUHL 325 Piano Literature
- MUPF 284 and/or 384 Chamber Music(6 units)
- 4 units of electives

**Strings (14 units)**

- MUED 326 String Pedagogy & Literature
- MUPF 284 and/or 384 Chamber Music(6 units)
- 4 units of electives

**Instrument other than piano or strings (14 units)**

- MUHL 328 Wind & Percussion Literature
- MUPF 284 and/or 384 Chamber Music (6 units)
- 6 units of electives

**Voice (18 units)**

- MUED 220A Singer's Diction I
- MUED 220B Singer's Diction II
- MUED 327 Vocal Pedagogy
- MUHL 329 Song (Vocal) Literature
- MUPF 284 and/or 384 Chamber Music (2 units)
- 4 units of electives
- Required Cognate for Voice: French, German, or Italian through level 201

**MINORS****MUSIC**

Required: 32 units (8 upper division), including:

- 4 units minimum of specified ensembles
- 4 units of electives in music
- The following courses (24 units):

MUCT 111, 111L	Music Theory IA, with laboratory
MUCT 112, 112L	Music Theory IB, with laboratory
MUCT 113, 113L	Music Theory IC, with laboratory
MUHL 205	Music Appreciation

**Plus, choose 2 of the following:**

MUHL 335	History of Western Music Before 1600
MUHL 336	History of Western Music (1600-1800)
MUHL 337	History of Western Music Since 1800

**MUSIC TECHNOLOGY**

Required: 36 units, including:

- Basic keyboard proficiency required

- 6 units of electives in music or music technology

MUCT 111, 111L	Music Theory IA, with laboratory
MUCT 112, 112L	Music Theory IB, with laboratory
MUCT 113, 113L	Music Theory IC, with laboratory
MUET 105	Introduction to Music Technology
MUET 185	Electronic Music Systems
MUET 211	Recording Technology I
MUET 212	Recording Technology II
MUET 285	Electronic Music Systems II

**Certificate**

The Performer's Certificate program is a full-time course of study designed for promising performers who desire intensive training on their instrument or voice in order to enhance their employment opportunities. Students are required to enroll for a minimum of three quarters to complete the Certificate program. One to two years is typically required for completion of the program. Extension of the program beyond two years requires departmental approval. Although a baccalaureate degree is not required for admission, applicants must meet the performance level that 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. This is not a federal aid eligible program. Students are required to register for a minimum of 12 units for each quarter enrolled in the program in the following areas:

Piano:	2 units of chamber music 2 units of accompanying or ensemble 8 units of private instruction
Strings:	2 units of chamber music 2 units of La Sierra University Orchestra 8 units of private instruction
Instrumental:	2 units of chamber music 2 units of La Sierra University Wind Ensemble OR La Sierra University Orchestra 8 units of private instruction
Voice:	2 units of vocal chamber music 2 units of opera 8 units of private instruction
Instrumental Conducting:	8 units of private instruction 4 units of ensemble conducting
Choral Conducting:	8 units of private instruction 4 units of choral conducting

Students must perform at least one recital.

## COURSES

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

### Music Composition and Theory

#### LOWER DIVISION

**MUCT 105 Fundamentals of Music I (3):** Music fundamentals: meter, intervals, scales, triads. Required of students who have not passed the theory placement examination. Does not apply toward a major or minor in music.

**MUCT 105L Fundamentals of Music I Lab (0):** Music dictation, sight singing, and ear training. Required of 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 106 Fundamentals of Music II (3):** A continuation of MUCT 105 into more advanced pitch, meter, and rhythm relationships. Triads and seventh chords, elementary tonal analysis. Does not apply toward a major or minor in music.  
*Prerequisite: MUCT 105 or demonstrated competencies*

**MUCT 106L Fundamentals of Music II Lab (0):** Music dictation, sight singing, and ear training. Required of 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 111 Theory IA (3):** First quarter music majors begin formal musicianship studies. Analysis and composition in the Western tonal style employing the rubrics of rhythm and meter, pitch, intervals, scales, tertian chords, inversions, harmonic progression, and voice leading. The tonic and dominant as tonal pillars.  
*Prerequisite: MUCT 106 or successfully passing the music entrance examinations*

**MUCT 111L Theory IA Aural Skills Laboratory (1):** Students perform basic melodies and rhythms at sight, and notate dictations of basic rhythms, melodies and harmonic progressions closely related to topics in MUCT 111. This course also includes an integrated piano proficiency developmental module.  
*Prerequisite: MUCT 106 or successfully passing the music entrance examinations*

**MUCT 112 Theory IB (3):** Continued analysis and composition. Predominant function, the phrase model, embellishing tones, the leading-tone seventh, contrapuntal expansions, broadening of diatonic harmonic vocabulary and function.

*Prerequisite: MUCT 111*

**MUCT 112L Theory IB Aural Skills Laboratory (1):** Students perform rhythms and melodies at sight. Melodic and harmonic dictations closely related to MUCT 112 topics. This course also includes an integrated piano proficiency developmental module.

*Prerequisite: MUCT 111L*

**MUCT 113 Theory IC (3):** Continued analysis and composition. Expanded and synthesized diatonic vocabulary and functions. Harmonic sequences, applied chords, modulations. Periodic structure.

*Prerequisite: MUCT 112*

**MUCT 113L Theory IC Aural Skills Laboratory (1):** Students perform gradually more complex rhythms and melodies at sight. Melodic and harmonic dictations are closely related to MUCT 113 topics. This course also includes an integrated piano proficiency developmental module.

*Prerequisite: MUCT 112L*

**MUCT 211 Theory IIA (3):** Continued analysis and composition. Expressive chromaticism: tonicization and modulation, modal mixture, chromatic mediants, the Neapolitan, augmented sixth chords.

*Prerequisite: MUCT 113*

**MUCT 211L Theory IIA Aural Skills Laboratory (1):** Students perform advanced rhythms and increasingly chromatic melodies at sight. Melodic and harmonic dictations are closely related to MUCT 211 topics. This course also includes an integrated piano proficiency developmental module.

*Prerequisite: MUCT 113L*

**MUCT 212 Theory IIB (3):** Continued analysis and composition. Nineteenth-century harmony: the shift from asymmetry to symmetry. Tonal ambiguity, enharmonic modulation, semitonal voice leading and remote keys, chromatic sequences, the intervallic cell.

*Prerequisite: MUCT 211*

**MUCT 212L Theory IIB Aural Skills Laboratory (1):** This course also includes an integrated piano proficiency developmental module.

*Prerequisite: MUCT 211L*

**MUCT 213 Theory IIC (3):** Continued analysis and composition. Twentieth- and twenty-first century music: Centricity, triadic extensions, pitch class collections, meter and rhythm revisited. Noncentric music and atonal concepts: set theory, ordered PC relations, and twelve-tone technique. Introduction to jazz theory.

*Prerequisite: MUCT 212*

**MUCT 213L Theory IIC Aural Skills Laboratory (1):** Sight singing, ear training and dictation studies closely follow MUCT 213 topics. This course also includes an integrated piano proficiency developmental module.

*Prerequisite: MUCT 212L*

## UPPER DIVISION

**MUCT 314A Modal Counterpoint (2):** The study of modal counterpoint through analysis and composition.

*Prerequisite: MUCT 113 or instructor's consent*

**MUCT 314B Tonal Counterpoint (2):** The study of tonal counterpoint through analysis and composition.

*Prerequisite: MUCT 314A or instructor's consent*

**MUCT 315A Form & Analysis I (2):** Principles and tools for the analysis of musical structure through the study of representative works from the common practice period. The phrase model. Binary, ternary and compound forms.

*Prerequisite: MUCT 213*

**MUCT 315B Form & Analysis II (2):** A continuation of MUCT 315A. Variation technique, rondo, sonata theory, and select contrapuntal forms.

*Prerequisite: MUCT 315A*

**MUCT 411A Composition I (2):** Composition and public performance of works including large or chamber ensembles.

*Prerequisites: MUCT 213, 314B, 415B, or instructor's consent*

**MUCT 411B Composition II (2):** Continued composition and public performance of works including large or chamber ensembles.

*Prerequisite: MUCT 411A*

**MUCT 415A Scoring for Instruments & Voices I (2):** Techniques of arranging and scoring for various types of choral and instrumental groups.

*Prerequisite: MUCT 213 or instructor's consent*

**MUCT 415B Scoring for Instruments & Voices II (2):** Continued techniques of arranging and scoring for various types of choral and instrumental groups.

*Prerequisite: MUCT 415A or instructor's consent*

**MUCT 499 Directed Study (1-4):** Faculty directed study on various topics in the area of music theory. Open to music majors only.

*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):** Theory I A, B, and C available for non-degree certificate students. Refer to listing under Theory I A, B, and C. May be repeated to a total of 15 units.

**MUCT 899B Theory II for Certificate Program (3-5):** Theory II A, B, and C available for non-degree certificate students. Refer to listing under Theory II A, B, and C. May be repeated to a total of 15 units.

## Music Education

### LOWER DIVISION

**MUED 220A Singer's Diction I (2):** Fundamentals of pronunciation for singing in English and German; basic application of the International Phonetic Alphabet symbols. Offered odd years.

**MUED 220B Singer's Diction II (2):** Fundamentals of pronunciation for singing in Italian, Latin, and French; basic application of the International Phonetic Alphabet symbols. Offered odd years.

**MUED 244 String Methods & Techniques (2):** Basic techniques of the orchestral stringed instruments. Development of string and orchestral programs in schools. Offered even years.

**MUED 254A Flute Methods & Techniques (1):** Elementary instruction in pedagogy and performance in flute. Instrument rental fee. Offered even years.

**MUED 254B Single Reed Methods & Techniques (1):** Elementary instruction in pedagogy and performance in clarinet and/or saxophone. Instrument rental fee. Offered even years.

**MUED 254C Double Reed Methods & Techniques (1):** Elementary instruction in pedagogy and performance in oboe and/or bassoon. Instrument rental fee. Offered even years.

**MUED 264A Trumpet Methods & Techniques (1):** Elementary instruction in pedagogy and performance in trumpet. Instrument rental fee. Offered odd years.

**MUED 264B Trombone Methods & Techniques (1):** Elementary instruction in pedagogy and performance in trombone. Instrument rental fee. Offered odd years.

**MUED 264C Horn/Tuba Methods & Techniques (1):** Elementary instruction in pedagogy and performance in horn and/or tuba. Instrument rental fee. Offered odd years.

**MUED 274 Percussion Methods & Techniques (1):** Elementary instruction in pedagogy and performance in percussion. Instrument use fee. Offered odd years.

**MUED 294 Vocal Methods & Techniques (2):** Basic techniques of proper vocal production and teaching methods for voice. Not required for vocal majors. Offered even years.

## 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; and planning and managing programs, concerts, and tours. Classroom observation required. Offered odd years.

**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 325 Piano Pedagogy (2):** The study of published keyboard methods and pedagogical principles and techniques of keyboard instruction. Offered odd years.

**MUED 326 String Pedagogy & 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.

**MUED 327 Vocal Pedagogy (2):** A thorough study of the pedagogical techniques used in the private vocal studio with an emphasis on physiological and scientific aspects of vocal production. Breathing, phonation, resonance, and articulation as bases for an approach to voice teaching. Offered odd years.

**MUED 405 Instrumental Methods, 5-12 (3):** Role of the instrumental teacher in grades 5-12; organization and implementation of instrumental ensembles in the elementary, middle, and high schools with appropriate methods and literature. Classroom observation required. Offered even years.

**MUED 499 Directed Study (1-4):** Faculty-directed study on various topics in the area of music education. Open to music majors only.

## 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. Does not apply toward a major in music.

**MUHL 206 Popular Musics of the World (4):** This course focuses on musical forms that are popular by being created or broadcast through mass media. It includes a survey of diverse popular musical cultures from across the globe, exploring how these cultures both reflect and shape the social, spiritual, economic and political realities that surround them. Examination of several case studies that speak to larger issues of the place of music in today's world.

**MUHL 296 Special Topics (1-4):** Addresses a selected topic at the lower division level in Music based on special circumstances and opportunities. Content may vary; specific topics listed in course schedule. May be repeated with new content for additional credit.

### UPPER DIVISION

**MUHL 325 Piano Literature (2):** The study of published keyboard literature and interpretation skills. Offered odd years.

**MUHL 328 Wind & Percussion Literature (2):** The various periods of literature for the specific wind and percussion instruments: styles, interpretations, and developments of the instrument. Offered even years.

**MUHL 329 Song Literature I (2):** A survey of art song literature including the German Lied and French *mélodie* with an emphasis on class performance presentation. Offered even years.

*Additional Requirement: 6 units (minimum) MUPF 129A with a minimum grade of B*

**MUHL 330 Song Literature II (2):** A survey of art song repertoire of the United States, the British Isles, and Italy; comparative analysis of mainstream composers and their influence. Elements of style, interpretation, presentation, and program building. Offered even years.

**MUHL 335 History of Western Music Before 1600 (4):** The development of music in Europe from the Greeks to the end of the Renaissance. Medieval monophonic music, polyphony, instrumental music, the theories of music, and music and society. Attention given to political and cultural events influencing musical developments.

*Prerequisite: MUCT 213*

**MUHL 336 History of Western Music (1600-1800) (4):** The development of music from the end of Renaissance through the Classical era. Baroque and Classical musical styles, dramatic vocal music, instrumental music, patronage, public concerts, and the theory of music.

*Prerequisite: MUCT 213*

**MUHL 337 History of Western Music Since 1800 (4):** The development of music in Europe and the USA from the beginning of Romanticism to the present. Romantic and 20th-century styles, nationalism, new systems of tonal organization, impressionism, twelve-tone music, neoclassicism, aleatory music, and current trends.

*Prerequisite: MUCT 213*

**MUHL 338 World Music (2):** Introduction to the world's music traditions and cultures, including the Middle East, Asia, Africa, North and South America, and the Pacific Rim countries. Open to non-music majors.

**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. Open to nonmusic majors.

**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 496 Special Topics (1-4):** Addresses a selected topic at the upper division level in Music based on special circumstances and opportunities. Content may vary; specific topics listed in course schedule. May be repeated with new content for additional credit.

**MUHL 499 Directed Study (1-4):** Faculty-directed study on various topics in the area of music history. Open to music majors only.

## Music Performance

### LOWER DIVISION

*The following six courses are designed for nonmusic majors only. They do not apply toward a major or minor in music.*

**MUPF 105A Group Piano Class I (1):** Beginning piano through level three. May be repeated for additional units as necessary.

**MUPF 105B Group Piano Class II (1):** Continuing piano level 3-5. May be repeated for additional units as necessary.

*Prerequisite: MUPF 105A*

**MUPF 105C Group Piano Class III (1):** Continuing piano instruction building on the basic principles. May be repeated for additional units as necessary.

*Prerequisite: MUPF 105B*

**MUPF 106A Beginning Voice Class I (1):** Introduction to basic vocal techniques and their application and development through vocal exercises and group and solo singing of appropriate vocal literature. Does not apply to the music major. May be repeated for additional units as necessary.

**MUPF 106B Beginning Voice Class II (1):** A continuation of MUPF 106A to further practice and refine vocal technique through exercises and more advanced solo vocal literature. Does not apply to the music major. May be repeated for additional units as necessary.

*Prerequisite: MUPF 106A*

**MUPF 106C Beginning Voice Class III (1):** A continuation of MUPF 106B. Primary goal will be to continue to refine vocal technique and explore moderately advanced literature. Does not apply to the music major. May be repeated for additional units as necessary.

*Prerequisite: MUPF 106B*

**MUPF 216 Basic Conducting Skills (2):** The theory and application of basic conducting techniques.

*Prerequisites: MUCT 113 & 113L*

### UPPER DIVISION

**MUPF 315 Intermediate Conducting (2):** The application of theory and techniques unique to the conducting of both choral and instrumental ensembles.

*Prerequisite: MUPF 216*

**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.

*Prerequisite: MUPF 315*

**MUPF 317 Instrumental Conducting (2):** Score analysis, score preparation, and programming. Study of significant wind band and orchestra literature. Offered odd years.

*Prerequisite: MUPF 315*

**MUPF 369 Seminar in Applied Music (1-4):** Faculty-directed topics in the area of performance practice. May be repeated for additional credit with different content.

**MUPF 369A Seminar in Applied Music (2):** Faculty-directed topics in the area of performance practice. This course is approved for service-learning credit.

**MUPF 398 Recital in Music (1):** Minimum of 30 minutes of repertoire as approved by instructor. Recital may be shared by another student. Specific procedures and requirements available in the Department of Music Student Handbook.

**MUPF 417 Advanced Conducting (2):** Advanced score analysis and conducting techniques, significant wind band and orchestral literature.

*Prerequisites: MUPF 316 & 317*

**MUPF 496 Workshop in Music (1-4):** Faculty-directed workshop in the areas of performance, staging, sound, lighting, direction, and/or production of events.

**MUPF 498 Recital in Music (1):** Recital will consist of a minimum of 60 minutes of repertoire as approved by instructor. Specific procedures and requirements are available in the Department of Music Student Handbook.

**MUPF 499 Directed Study (1-4):** Faculty-directed study on various topics in the area of music performance. Open to music majors only.

*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):** Recital in music for Certificate program. May be repeated to a total of 6 units.

## Applied Music Studies

### Individual Instruction (1 or more)

*Courses may be repeated for additional credit. Attendance may be required at occasional class sessions. Credit at the 100 level does not apply toward a major in the primary performance area. Additional private instruction fee required of non-music majors. (See the Financial Information section of this Bulletin.)*

*Enrollment for upper division credit allowed only upon successful completion of upper division audition. 800 level courses give no credit toward any degree or diploma; they are noncredit certificate program courses only.*

The following individual instruction courses numbered 200 and above are open to **majors or minors in music only**. 100-level courses are appropriate for non-music students, or those seeking instruction in a non-primary instrument.

### Keyboard Instruments

Piano					
MUPF	124A1-9	224A	324A	424A	824A
Organ					
MUPF	124B1-9	224B	324B	424B	824B
Harp					
MUPF	124C1-9	224C	324C	424C	824C

### Stringed Instruments

Violin					
MUPF	125A1-9	225A	325A	425A	825A
Viola					
MUPF	125B1-9	225B	325B	425B	825B
Violoncello					
MUPF	125C1-9	225C	325C	425C	825C
Contrabass (Double Bass)					
MUPF	125D1-9	225D	325D	425D	825D
Guitar					
MUPF	125E1-9	225E	325E	425E	825E
Harp					
MUPF	125F1-9	225F	325F	425F	825F

### Woodwind Instruments

Flute					
MUPF	126A1-9	226A	326A	426A	826A
Oboe					
MUPF	126B1-9	226B	326B	426B	826B
Clarinet					
MUPF	126C1-9	226C	326C	426C	826C
Bassoon					
MUPF	126D1-9	226D	326D	426D	826D
Saxophone					
MUPF	126E1-9	226E	326E	426E	826E

### Brass Instruments

Horn					
MUPF	127A1-9	227A	327A	427A	827A
Trumpet					
MUPF	127B1-9	227B	327B	427B	827B
Trombone					
MUPF	127C1-9	227C	327C	427C	827C
Euphonium					
MUPF	127D1-9	227D	327D	427D	827D
Tuba					
MUPF	127E1-9	227E	327E	427E	827E

### Additional Options

Percussion					
MUPF	128A1-9	228A	328A	428A	828A
Voice					
MUPF	129A1-9	229A	329A	429A	829A
Conducting					
MUPF	129B1-9	229B	329B	429B	829B

## Ensemble Music

*Membership in University music groups is open to qualified students with the consent of the instructor. Music majors must be enrolled in a major ensemble each quarter in attendance with the exception of Music Education majors doing student teaching. Courses may be repeated for additional credit. Some University-owned instruments are available for band and orchestra. Purchase of concert attire is required for some ensembles.*

The following ensemble music courses are designed for **music majors only**. (Non music students refer to the section following this list for non-music majors).

**MUPF 271A, 371A Opera Workshop (1-2, 1-2):** Preparation of recitatives, arias, duets, ensembles, and scenes from the operatic literature, including choruses, for performance during the quarter. Works will be staged with costumes or performed concert style. Attention will be given to appropriate style and performance practice.

**MUPF 271B Opera Workshop (4, 4):** A course designed for advanced singers. Opera Workshop offers students the opportunity to learn stage acting, movement, character development, and directing within the sphere of musical performance, as well as basic technical training in set design, props, costumes, and make up. Preparation of recitatives, solo arias, duets, ensembles, and scenes from the operatic literature, including choruses, for the annual opera production. *This course is only offered on the quarter of performances, typically Winter quarter.*

**MUPF 277A, 377A University Chorale (1, 1):** A choral ensemble for the general student who enjoys singing but has limited time for rehearsals and performances. Limited performances.

**MUPF 277B, 377B Chamber Singers (1, 1):** A select choral ensemble for the serious choral student. Selected by audition only. Members are required to be enrolled in private lessons and University Chorale.  
*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 279A, 379A La Sierra University Orchestra (1, 1):** Open to all qualified students by audition, the La Sierra Symphony Orchestra performs significant orchestral literature. Repertoire includes music for chamber orchestra and full orchestra.  
*Prerequisite: Audition*

**MUPF 281, 381 Music Technology Ensemble (1, 1):** A select ensemble for music technology majors and minors exploring the application of computing and electronic devices in a performance setting. Preference given to students with junior or senior standing.  
*Prerequisite: MUET 285*

**MUPF 284A, 384A Chamber Music (0-1, 0-1):** Study and performance of selected chamber works for keyboard, strings, woodwinds, vocal, brass, & percussion.  
*Prerequisite: Consent of instructor or department chair*

**MUPF 285A, 385A Piano Ensemble (1, 1):** Open to all qualified student who enjoy performing literature specifically written for piano ensemble.  
*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 285D, 385D Big Band (1, 1):** Large Big Band jazz ensemble format. Rehearses and performs historical and contemporary styles.  
*Prerequisite: Consent of instructor*

**MUPF 286A, 386A Wind Ensemble (1, 1):** Open to all qualified students by audition, the Wind Ensemble performs music from all periods and styles, with an emphasis on significant wind music for small and large wind band.  
*Prerequisite: Audition*

*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):** Study and performance of significant literature in a large ensemble setting. Must be enrolled each quarter in residence. May be repeated to a total of 12 units.

**MUPF 844 Small Ensemble for Certificate Program (2):** Study and performance of selected chamber works. Must be enrolled each quarter in residence. May be repeated to a total of 12 units.

The following ensemble music courses are designed for **non music majors** only. (For course description, see the corresponding course previously listed; music majors, see previously listed courses).

MUPF 271A1-9, 371A1-9 Opera Workshop (1-2, 1-2)  
MUPF 277A1-9, 377A1-9 University Chorale (1, 1)  
MUPF 277B1-9, 377B1-9 Chamber Singers (1, 1)  
MUPF 277C1-9, 377C1-9 Men's Chorus (1, 1)  
MUPF 277E1-9, 377E1-9 Women's Chorus (1,1)  
MUPF 279A1-9, 379A1-9 La Sierra University Orchestra (1,1)  
MUPF 284A1-9, 384A1-9 Chamber Music (1,1)  
MUPF 285A1-9, 385A1-9 Piano Ensemble (1,1)  
MUPF 285B1-9, 385B1-9 Jazz Combo (1,1)  
MUPF 285D1-9, 385D1-9 Big Band (1,1)  
MUPF 286A1-9, 386A1-9 Wind Ensemble (1,1)

## Music Technology

### LOWER DIVISION

**MUET 105 Introduction to Music Technology (2):** An introductory course for all music majors covering computer software applications in music notation, digital audio recording, and sequencing. The course places special emphasis on how the various software applications are used in the transcription, arrangement, and composition of music. Other music and computer related topics may be covered. Basic music reading and keyboarding skills required.  
*Restriction: Music major or consent of the instructor*

**MUET 185 Electronic Music Systems I (4):** An introduction to MIDI (Musical Instrument Digital Interface) with an emphasis on current applications, including MIDI sequencing, recording, production, and arranging techniques. Use of the equipment and software is demonstrated through various creative projects. One lecture and one weekly lab or equivalent per week.  
*Prerequisite: MUET 105*

**MUET 211 Recording Technology I (4):** Introduction to the physical aspects of sound; sound level measurement, microphone techniques, psychoacoustics, and principles; and an overview of the recording studio. Digital recording technology is introduced. Students will have opportunity to apply the lecture material in a practical manner by recording ensembles and recitals. Includes laboratory.  
*Prerequisite: MUET 285*

**MUET 212 Recording Technology II (4):** 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. Includes laboratory.  
*Prerequisite: MUET 211*

**MUET 220 Recording Practicum (4):** A practicum in live concert and studio recording that demonstrates all the topics covered in MUET 211 and 212. Ear training for engineers is continued. Students may be required to work in teams.  
*Prerequisite: MUET 212*

**MUET 285 Electronic Music Systems II (4):** Conceptual and practical applications with advanced MIDI systems including various analog and digital synthesizers, samplers, computers, and MIDI programs. Use of the equipment and software is demonstrated through various creative projects. One lecture and one weekly lab or equivalent.  
*Prerequisite: MUET 185*

### UPPER DIVISION

**MUET 300 Music Technology Projects/Lessons (1-2):** Individual instruction in advanced topics in music technology and coaching on individual student projects. May be repeated for additional units as necessary.  
*Prerequisite: MUET 220*

**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.  
*Prerequisite: MUET 220*

**MUET 320 Recording Practicum II (2):** Principles covered in MUET 211 and 212 are put into practice. Students continue to perform various duties of a professional recording engineer.  
*Prerequisite: MUET 220*

**MUET 321 Recording Practicum III (2):** Continuation of MUET 320 with additional recording projects and advanced recording techniques.  
*Prerequisite: MUET 320*

**MUET 322 Recording Practicum IV (2):** A continuation of MUET 321. Advanced study of recording techniques and plug-ins.  
*Prerequisite: MUET 321*



**MUET 411 Internship in Music Technology (1-6):** Assignment to studios and/or corporations for on-the-job training.

*Restriction: Consent of the instructor*

**MUET 485 Audio Processing (4):** The analysis and the analog and digital alteration of audio signals through signal filtering, including equalization; reverb and delay; pitch and time shift; dynamic compression and expansion; stereo and surround image; and their application to live and recorded sound and forensic audio.

*Prerequisites: PHYS 307 & MUET 220*

*Restriction: Consent of the instructor*

**MUET 486 Topics in Music Technology (2-4):** Topics courses addressing issues, techniques, and tools in music technology. Content varies from quarter to quarter, with specific areas listed in the class schedule. May be repeated with new content for additional credit.

*Restriction: Consent of the instructor*

**MUET 486A Multimedia (4):** A study of the basic concepts and practices of interactive media. The course will survey strategies, design principles, techniques, and software commonly used in multimedia. Works will be analyzed for their effectiveness, design, and for their creative application of multimedia techniques and concepts.

**MUET 486B 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 486C Music of the 20th Century (4):** The development of music in the 20th century. Special focus will be given to music since 1940. Serialism, atonality, chance, minimalism, and avante-garde.

**MUET 498 Senior Music Tech Project (4):** The senior project represents the culmination of the student's work in 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 submitted on appropriate media, accompanied by a final paper and presentation which deals with the various creative processes, technological tools, and other relevant resources used in the completion of the project.

*Restriction: Consent of the instructor*

**MUET 499 Directed Study (1-4):** Faculty directed study on various topics in the area of music technology. Open to music majors only.

## Music and Religion

### UPPER DIVISION

**MURE 489 Music & Worship (4):** The nature and history of music in a worship context; the role, function, and relationships among musicians, music directors, ministerial staff, and congregations. Focus on worship music from multiple eras, religious and ethnic traditions, styles, and genres. Discussion of the issues, debates, and controversies existing around worship music. Open to non-music majors.

**MURE 499 Directed Study (1-4):** Faculty directed study on various topics in the area of music and religion. Open to music majors only.

# Program in Neuroscience

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## Program Faculty

### **Sean E. Evans, Chair of Sponsoring Department**

Associate Professor of Psychology (2010)  
PhD Loma Linda University 2005  
Clinical psychology, forensic psychology

### **Eugene E. Joseph**

Associate Professor of Biology (1989)  
PhD Morehouse School of Medicine 2004  
Anatomical and biomedical sciences

### **Elvis Geneston**

Assistant Professor of Physics (2008)  
PhD University of North Texas 2008  
Statistical physics, complex networks

### **In-Kyeong Kim**

Professor of Psychology (1995)  
PhD Cornell University 1990  
Cognitive psychology, perceptual and cognitive development

### **Christophe Le Dantec**

Assistant Professor of Psychology and Neuroscience (2014)  
Rouen Human Sciences University 2007  
Cognitive neuroscience, spatial and temporal perception

### **Paul M. Mallery**

Professor of Psychology (1993)  
PhD University of California, Los Angeles 1994  
Social and political psychology, intergroup relations

### **Suzanne Mallery**

Associate Professor of Psychology (2001)  
PhD Fuller Theological Seminary 1998  
Clinical psychology, pediatric psychology

### **Leslie R. Martin**

Professor of Psychology (1996)  
PhD University of California, Riverside 1996  
Personality and social psychology, health psychology

### **Shelly S. McCoy**

Assistant Professor of Psychology (2013)  
PhD University of California, Riverside 2013  
Developmental psychology, adolescence and emerging adulthood

### **Adeny Schmidt**

Professor of Psychology (1974)  
PhD University of California, Los Angeles (1986)  
Developmental psychology, research methodology

## Degrees Offered

Bachelor of Science degree in:

- Neuroscience

Bachelor of Arts degree in:

- Cognitive and Behavioral Neuroscience

Minor in:

- Neuroscience

## Mission Statement

Housed within the Department of Psychology but with a distinctly interdisciplinary flavor, the BS degree in Neuroscience and the BA degree in Cognitive and Behavioral Neuroscience are offered by the Psychology Department in conjunction with other departments. The core curriculum for the BS degree in Neuroscience integrates the fundamental elements of neuroanatomy, physiology, neural communication, sensation, and perception, and grounds them solidly in rigorous scientific methods. The degree requirements therefore outline a challenging academic sequence but maintain enough flexibility that students can personalize their courses of study. Graduates with this degree will be competitive applicants for graduate programs in neuroscience, neurobiology, and applied fields such as medicine and pharmacy. The core curriculum for the BA in Cognitive and Behavioral Neuroscience grounds students in psychology and neuroscience as foci for understanding cognition and behavior. Students select an area of emphasis in which they gain an in-depth understanding. For both degrees advanced coursework from areas such as clinical, cognitive, behavioral, and computational neuroscience, and neurobiology are required. Graduates from the BA program will be competitive applicants for graduate programs in interdisciplinary neuroscience and cognitive science as well as applied fields in areas such as clinical psychology and neuropsychology. All students within the program will be trained to think like neuroscientists, demonstrating empirical habits, mastery of knowledge, and practical research skills.

Consistent with the philosophy of the department of Psychology, we aim to provide students with a holistic educational experience that provides multi-modal learning opportunities and encourages personal responsibility and integrity. Throughout the curriculum critical evaluation skills are fostered and students are encouraged to think creatively and to value other viewpoints, even when these alternate possibilities increase the complexity or ambiguity of the problem or situation. A scholarly community in which students are mentored, guided, and challenged is one of the most important ways in which we encourage these vital qualities. It is here, in our daily interactions, that we come together to continually refine both our scientific and our spiritual development.

## Neuroscience Student Learning Outcomes

1. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of neuroscience.
2. Design and conduct basic studies to address empirical questions, using appropriate research methods.
3. Use critical thinking effectively.
4. Seek and evaluate scientific evidence for claims.
5. Tolerate ambiguity and realize that scientific explanations are often complex and tentative.
6. Demonstrate information competence in relevant areas.
7. Use information and technology ethically and responsibly.
8. 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).
9. Consider current trends and controversies in neuroscience and reflect on them in light of personal beliefs and Seventh-day Adventist values.

## MAJORS

### Bachelor of Science

#### NEUROSCIENCE

Required: at least 102.5 units in Neuroscience and related fields, including:

- The courses listed below (75.5-78 units)
- Required Cognates (25 units)

NEUR 261, 261L	Behavioral Neuroscience, with laboratory
BIOL 111, 111L	General Biology I, with laboratory
BIOL 112, 112L	General Biology II, with laboratory
BIOL 301, 301L	Cell & Molecular Biology, with laboratory
PSYC 104, 104L	General Psychology, with laboratory
NEUR 219*	Neuroscience Colloquium
PSYC 319	Career Colloquium
PSYC 321, 321L	Methods & Statistics I: Description & Correlation, with laboratory
PSYC 322	Methods & Statistics II: Experiment & Inference
NEUR 322L	Methods & Statistics laboratory II for Neuroscience
PSYC 323	Methods & Statistics III: Conducting Research
NEUR 323L	Methods & Statistics laboratory III for Neuroscience
NEUR 275	Research Techniques in Neuroscience

*\*Note: 0.5 units must be taken for each year of residence for a maximum of 2 units*

Remaining units to include:

#### 12 units from additional NEUR courses

##### Plus, choose 8 units from:

PSYC 374, 374L Cognitive Psychology, with laboratory  
 PSYC 435, 435L Learning & Behavior, with laboratory  
 PSYC 456, 456L Sensation & Perception, with laboratory

##### Plus, choose 8 units from:

BIOL 302, 302L Genetics, with laboratory  
 BIOL 303, 303L Developmental Biology, with laboratory  
 BIOL 436 Immunology  
 BIOL 466 Systems Physiology  
 BIOL 469 Animal Behavior  
 CHEM 470 Introduction to Medicinal Chemistry  
 PSYC 275 Abnormal Psychology  
 PSYC 314 Psychology of Gender  
 PSYC 364 Introduction to Health Psychology  
 PSYC 482G Eyewitness Memory  
 PSYC 484C Perceptual & Cognitive Development  
 PSYC 484H Adaptation: Theories & Evidence

**Choose from:**

MATH 131	Calculus I
	<b>OR</b>
CHEM 491	Biochemistry I
	<b>OR</b>
PSYC 356, 356L	Psychological Assessment & Measurement, with laboratory

Required Cognates (25 units):

CHEM 111, 111L	General Chemistry I, with laboratory
CHEM 112, 112L	General Chemistry II, with laboratory
CHEM 113, 113L	General Chemistry III, with laboratory
CHEM 281, 281L	Organic Chemistry I, with laboratory
CHEM 282, 282L	Organic Chemistry II, with laboratory

University Studies Requirement:

UNST/UHNR 404M	Senior Seminar: Religion, Values, &
<b>OR</b> 404B	Social Responsibility

**Bachelor of Arts**

**COGNITIVE & BEHAVIORAL NEUROSCIENCE**

Required: at least 72 units in Neuroscience and related fields, including:

NEUR 106, 106L	Integrated Foundations of Neuroscience
NEUR 219*	Neuroscience Colloquium
NEUR 261, 261L	Behavioral Neuroscience, with laboratory
NEUR 275	Research Techniques in Neuroscience
PSYC 321, 321L	Methods & Statistics I: Description & Correlation, with laboratory
PSYC 322	Methods & Statistics II: Experiment & Inference
NEUR 322L	Methods & Statistics laboratory II for Neuroscience
PSYC 323	Methods & Statistics III: Conducting Research
NEUR 323L	Methods & Statistics laboratory III for Neuroscience
PSYC 104, 104L	General Psychology with lab
PSYC 319	Career Colloquium
PSYC 374, 374L	Cognitive Psychology with lab
PSYC 435, 435L	Learning & Behavior with lab
UNST 404M	Senior Seminar: Religion, Values & Social Responsibility

*\*Note: 0.5 units must be taken for each year of residence for a maximum of 2 units*

Plus 16 units from one of the two major emphases:

**Clinical Emphasis:**

NEUR 354	Neuroplasticity
NEUR 365	Human Neuropsychology
NEUR 448, 448L	Neuroanatomy
NEUR 452	Neurological Disease & Disorder
NEUR 466	Neuropharmacology
PSYC 275	Abnormal Psychology
NEUR 464, 464L	Exceptional Child

**Cognitive & Computational Emphasis:**

NEUR 346	Intro to Cognitive Neuroscience
NEUR 377, 377L	Intro to EEG
NEUR 484K	Neuroscience of Consciousness, Free Will, & Responsibility
NEUR 484	Executive Functions
PSYC 482G	Eyewitness Memory
PSYC 484C	Perceptual & Cognitive Development
NEUR 484D	Neural Networks
CPTG 121	Introduction to Computer Science I

Additional areas of study (elective units):

**Behavioral Area:**

BIOL 469	Animal Behavior
NEUR 477, 477L	Invertebrate Neurobiology & Behavior
PSYC 484H	Adaptation: Theories & Evidence

**Philosophical Area:**

NEUR 484K	Neuroscience of Consciousness. Free Will, & Responsibility
NEUR 484	Executive Functions
PHIL 204	Intro to Philosophy
PHIL 208	Logic: How to Think Accurately
PSYC 478	History & Systems of Psychology

**Sensation & Perception Area:**

PSYC 456, 456L	Sensation & Perception
PSYC 484C	Perceptual & Cognitive Development
PSYC 488D	Psychology of Music
NEUR 484	Visual System

**Developmental Area:**

NEUR 354	Neuroplasticity
PSYC 484C	Perceptual & Cognitive Development
PSYC 484I	Adolescence & Emerging Adulthood

**MINOR****NEUROSCIENCE**

Required: 28 units, (12 upper division), including:

- The courses listed below (19 units)
- Remaining 9 units to be selected from Neuroscience major-approved courses with a minimum of 8 units in NEUR

PSYC 104, 104L	General Psychology, with laboratory
NEUR 275	Research Techniques in Neuroscience
BIOL 111, 111L	General Biology I, with laboratory
NEUR 106,106L	Integrative Foundations of Neuroscience, with laboratory
NEUR 261, 261L	Behavioral Neuroscience, with laboratory

*Note: A minor must have a minimum of 12 units that are not used to fulfill the requirements for the major.*

**Courses**

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

**LOWER DIVISION**

**NEUR 106 Integrative Foundations of Neuroscience (4):** This course provides students with a framework for understanding the diversity of approaches and contributions of fields such as biology, computer science, chemistry, medicine, physics, and psychology to the interdisciplinary study of neuroscience. The class focuses on key concepts, levels of analysis, and strengths and limitations of each approach as it is applied to basic problems in neuroscience. The course provides students with a working knowledge of the most important foundational scientific concepts that are necessary to understand neuroscience

*Prerequisites: Eligible for MATH 121 & ENGL 111*

**NEUR 106L Integrative Foundations of Neuroscience Laboratory (1):** This lab focuses on basic phenomena in neuroscience drawn from a variety of disciplinary approaches.

*Corequisite: NEUR 106*

**NEUR 219 Neuroscience Colloquium (0.5):** An exploration of current topics in psychology and neuroscience and professional issues in the field. Students register for this colloquium each year of residence as a major in the neuroscience program. Enrollment in the quarter of the student's choice for participation throughout the year. Attendance at eight colloquia is required per half-unit of enrollment. S/U grade. May be repeated up to 4 times for credit.

**NEUR 261 Behavioral Neuroscience (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.

*Prerequisites: BIOL 111, 111L or NEUR 106, 106L; PSYC 104; NEUR 261L (can be concurrently enrolled)*

**NEUR 261L Behavioral Neuroscience Laboratory (1):** Investigation of the structural and functional organization of the brain and nervous system, including sensory and motor processing.

*Prerequisite: NEUR 261 (can be concurrently enrolled)*

**NEUR 275 Research Techniques in Neuroscience (4):** An extensive review of the techniques currently in use in the field of neuroscience. Students will understand advantages, limitations, and applications of these approaches to neuroscience research.

*Prerequisites: NEUR 261 & NEUR 261L*

**NEUR 295A Introductory Research I (1-4):** Focus on reading and interpreting research studies; gaining familiarity with study designs; synthesizing prior findings for integration into literature reviews.

*Prerequisites: PSYC 104, 104L OR NEUR 106, 106L; consent of the instructor*

*Additional Requirement: A minimum overall GPA of 2.50*

**NEUR 295B Introductory Research II (1-4):** Focus on simple methods of data collection and data entry.

*Prerequisites: PSYC 104, 104L OR NEUR 106, 106L; consent of the instructor*

*Additional Requirement: A minimum overall GPA of 2.50*

**NEUR 295C Introductory Research III (1-4):** Focus on making data sets usable, including dealing with missing data.

*Prerequisites: PSYC 104, 104L OR NEUR 106, 106L; consent of the instructor*

*Additional Requirement: A minimum overall GPA of 2.50*

**NEUR 295D Introductory Research IV (1-4):** Focus on methods of data analysis.

*Prerequisites: PSYC 104, 104L OR NEUR 106, 106L; consent of the instructor*

*Additional Requirement: A minimum overall GPA of 2.50*

**NEUR 295E Introductory Research V (1-4):** Focus on presentation of findings.

*Prerequisites: PSYC 104, 104L OR NEUR 106, 106L; consent of the instructor*

*Additional Requirement: A minimum overall GPA of 2.50*

**NEUR 299 Directed Study (1-4):** Limited to department majors who wish to pursue independent investigations in neuroscience under the direction of a department faculty member. Approximately 30 clock hours of work per quarter per unit of credit.

*Prerequisite: Consent of instructor*

*Additional Requirement: For program majors only*

## UPPER DIVISION

**NEUR 322L Methods & Statistics II: Laboratory for Neuroscience (1):** Experimental research methods are explored through replicating and conducting studies, and inferential statistics are explored through analyzing data and presenting results from those studies. Practice in the use of SPSS to analyze results from these studies. Concurrent registration in PSYC 322 is required.

**NEUR 323L Methods & Statistics III: Laboratory for Neuroscience(1):** Additional laboratory work in conducting research, analyzing data using SPSS, and reporting results. Concurrent registration in PSYC 323 required.

**NEUR 346 Introduction to Cognitive Neuroscience (4):** Introduction to the major components of how the human brain makes the human mind. This course explores neural coding and behavioral dimensions of perception, attention, memory, language, learning, and intelligence. Plasticity and developmental changes of brain that affect human cognition are also covered. Offered alternate years.

*Prerequisites: NEUR 261 & 261L*

**NEUR 354 Neuroplasticity (4):** Review of mechanisms that underlie the lifelong ability of the brain to reorganize, develop, and adapt to injury, change, and experience. Includes study of environmental influences on neurodevelopment, ethical implications of new technologies, and the contributions of neuroplasticity to symptoms of disease and disorder such as tinnitus and chronic pain. Offered alternate years.

*Prerequisites: NEUR 261 & 261L*

**NEUR 365 Human Neuropsychology (4):** Examines the experimental and clinical measurement and evaluation of human brain function. Focus on the neural basis of higher cognitive functions. Offered alternate years.

*Prerequisites: NEUR 261 & 261L*

**NEUR 377 Introduction to Electroencephalography (4):** Electroencephalography (EEG) is used in both clinical and experimental settings to examine the electrical activity of the brain along the scalp. The course provides an introduction to the theoretical and practical uses of EEG techniques, including the relative advantages (good temporal resolution, non-invasiveness, and use in humans and animals) and limits (low spatial resolution, difficulty with localization).

*Prerequisites: NEUR 261 & 261L*

**NEUR 377L Introduction to Electroencephalography Lab (0):** This lab focuses on EEG techniques and procedures commonly applied in variety of settings, including: clinical, experimental, virtual environments, and human-machine interfaces. Techniques include electrode placement, recording, analysis, and interpretation of EEG data.

*Corequisite: NEUR 377*

*Prerequisites: NEUR 261 & 261L*

**NEUR 448 Neuroanatomy (5):** Exploration of the neuroanatomy of the human nervous system. Course focuses on the structure, function, and relationships of the central and peripheral sub-categories of the nervous system; neurological development; and disorders and diseases of the nervous system. Concurrent enrollment in NEUR 448L required. Cross listed as BIOL 448.

*Prerequisites: NEUR 261 & 261L or BIOL 303 & 303L or BIOL 466*

**NEUR 448L Neuroanatomy Lab (0):** Direct examination of the human and mammalian brain through dissection, examination of prepared slides and prosections, and work with computer models. Concurrent enrollment in NEUR 448 is required. Cross-listed as BIOL 448L.

*Prerequisites: NEUR 261 & 261L*

**NEUR 452 Neurological Disease & Disorder (4):** Examines the neuroscience underlying diseases and disorders of the nervous system across the lifespan, including psychiatric disorders such as autism and schizophrenia, degenerative disorders including Parkinson's disease and dementias of childhood and old age, and genetic disorders that damage the brain such as phenylketonuria.

*Prerequisites: NEUR 261 & 261L*

**NEUR 466 Neuropharmacology (4):** An advanced course examining how drugs interact with and modify the neural function underlying emotion and behavior. This course provides an introduction to basic principles of pharmacology and neurochemistry.

*Prerequisites: NEUR 261 & 261L, CHEM 282 & 282L*

**NEUR 477 Invertebrate Neurobiology & Behavior (4):** Using invertebrates as model systems, this course demonstrates fundamental principles of neurobiology across a diverse variety of organisms ranging in neural complexity and environmental niche. The course focuses on simple neural circuits that control behaviors and process information as well as the variations and similarities in mechanisms used to accomplish different tasks in various invertebrates.

*Prerequisite: NEUR 261 & 261L, or BIOL 466*

**NEUR 477L Invertebrate Neurobiology & Behavior Lab (1):** One two-hour laboratory per week, focused on experimental techniques and exercises to illustrate topics discussed in the lecture portion of the course. Techniques include dissection of neural structures, behavioral observations, electrophysiology, and other current research techniques in neurobiology.

*Corequisite: NEUR 477*

*Prerequisites: NEUR 261 & 261L, or BIOL 466*

**NEUR 484 Topics in Neuroscience (4):** Topics of current interest in the field of neuroscience. Content varies; different sections may be repeated for additional credit. Most classes are offered alternate years. See the class schedule each quarter for additional offerings.

*Prerequisites: NEUR 261 & 261L*

**NEUR 495A Intermediate Research I (1-4):** Designed for students conducting independent research; focus on synthesizing prior findings for integration into literature review.

*Prerequisites: PSYC 323, NEUR 323L & consent of the instructor*  
*Additional Requirement: A minimum overall GPA of 3.00*

**NEUR 495B Intermediate Research II (1-4):** Designed for students conducting independent research; focus on study design.

*Prerequisites: PSYC 323, NEUR 323L & consent of the instructor*  
*Additional Requirement: A minimum overall GPA of 3.00*

**NEUR 495C Intermediate Research III (1-4):** Designed for students conducting independent research; focus on data collection techniques.

*Prerequisites: PSYC 323, NEUR 323L & consent of the instructor*  
*Additional Requirement: A minimum overall GPA of 3.00*

**NEUR 495D Intermediate Research IV (1-4):** Designed for students conducting independent research; focus on working with data including dealing with missing data, creating scale scores and data transformations.

*Prerequisites: PSYC 323, NEUR 323L & consent of the instructor*  
*Additional Requirement: A minimum overall GPA of 3.00*

**NEUR 495E Advanced Research I (1-4):** Designed for students conducting independent research; focus on basic data analysis, primarily descriptive statistics.

*Prerequisites: PSYC 323, NEUR 323L & consent of the instructor*  
*Additional Requirement: A minimum overall GPA of 3.00*

**NEUR 495F Advanced Research II (1-4):** Designed for students conducting independent research; focus on commonly-used data analysis including correlations, t-tests, regressions, and ANOVAs as is appropriate to the project.

*Prerequisites: PSYC 323, NEUR 323L & consent of the instructor*  
*Additional Requirement: A minimum overall GPA of 3.00*

**NEUR 495G Advanced Research III (1-4):** Designed for students conducting independent research; focus on complex data analysis including MANOVA, factor analysis, and survival analysis as is appropriate to the project.

*Prerequisites: PSYC 323, NEUR 323L & consent of the instructor*  
*Additional Requirement: A minimum overall GPA of 3.00*

**NEUR 495H Advanced Research IV (1-4):** Designed for students conducting independent research; focus on preparing data for presentation including poster presentations, oral presentations, and manuscripts for publication, as is appropriate to the project.

*Prerequisites: PSYC 323, NEUR 323L & consent of the instructor*  
*Additional Requirement: A minimum overall GPA of 3.00*

**NEUR 499 Directed Study (1-4):** Independent investigation in neuroscience under the direct supervision of a department faculty member. Approximately 40 hours of work per quarter per unit of credit.

*Prerequisite: Consent of the department chair*  
*Restriction: For department majors with junior or senior standing*

# Program in Philosophical Studies

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## Program Faculty

### **Fritz Guy, Coordinator**

Research Professor of Philosophical Theology (1961, 1990)  
DD hc La Sierra University 2002  
PhD University of Chicago 1971  
History of philosophy, philosophy of religion, ethics,  
philosophy of time

### **James W. Beach**

Associate Professor of Mathematics (1979)  
DA Idaho State University 1977  
Logic

### **Gary Chartier**

Associate Dean, School of Business  
Distinguished Professor of Law and Business Ethics (2001)  
LLD University of Cambridge 2015  
JD University of California at Los Angeles 2001  
PhD University of Cambridge 1991  
Law and legal theory, ethics, political theory

### **Andrew C. Howe**

Associate Professor of History (2005)  
PhD University of California, Riverside 2005  
History of ideas, post-modern thought

### **Maury D. Jackson**

Assistant Professor of Practical Theology (2009)  
DMin Claremont School of Theology 2007  
Philosophy of religion, ethics

### **John R. Jones**

Associate Professor of New Testament Studies and World  
Religions (1990)  
PhD Vanderbilt University 1982  
Asian philosophy, phenomenology of religion

### **John Ng Wong Hing**

Assistant Professor of Mathematics (1996)  
MA University of California, Los Angeles 1979  
Logic, foundations of mathematics

### **John W. Webster**

Dean, H.M.S. Richards Divinity School  
Professor of Theology and History of Christianity (1999)  
PhD Princeton Theological Seminary 1995  
Moral philosophy, philosophy of religion

## Degrees Offered

An individual major, designed in consultation with the respective coordinators of the programs in individual majors and in philosophical studies, is available for students with a vocational interest in philosophical studies.

Minor in:

- Philosophy

*A minor in philosophical studies is intended to provide a useful complement to a student's major academic, professional, or pre-professional interests. It is intended also to be a helpful background for graduate study not only in various areas of philosophy but also in related areas of the humanities, such as literary criticism or intellectual history, or in other areas such as law or religion.*

## Objectives

The Program in Philosophical Studies is designed to provide interested students a set of opportunities:

1. To encounter and explore some of the major philosophical ideas that have shaped human understanding, culture, and history.
2. To develop a high level of skill in critical and constructive thinking.

## Individual Majors

Individual majors can readily integrate philosophical studies with one or more other academic disciplines such as religion, intellectual history, the natural sciences, and the human sciences. Several suggested curricula are listed below. These majors require a minimum of 60 quarter units, including 20 units of courses in philosophical studies. For additional information consult the coordinator of the Program in Philosophical Studies.



**Individual Majors** (*Involving Philosophical Studies*)

Core Curriculum (24 units): Required for all individual majors involving philosophical studies

**Choose either:**

PHIL 105	The Western Intellectual Traditions: from the Greeks to the Post-Moderns
<b>OR</b>	
PHIL 204	Introduction to Philosophy

**Plus:**

PHIL 208	Logic: How to Think Accurately
PHIL 317	Foundation of Western Thought: from the Greeks to the Middle Ages
PHIL 318	The Making of Modern Thought: from Rationalism to Pragmatism
PHIL 319	Contemporary Thought: from Logical Positivism to Postmodernism
PHIL 327	Asian Philosophical Traditions: India, China & Japan

**GENERAL PHILOSOPHICAL STUDIES**

Required: at least 60 units (30 upper division) in philosophy and related fields, including:

- Core Curriculum (24 units)
- The courses listed below (36 units)

**12 units of Philosophy & Religion:**

PSYC 488C	Psychology of Religion
RELG 235	Introduction to Religious Studies

**Plus, choice of:**

RELG 237	World Religions
<b>OR</b>	
RELG 306	Sacred Texts: The Literature of the World's Religions
<b>OR</b>	
RELM 444	Comparative Religions

**Plus, 12 units of Philosophy & Natural Science selected from:**

NSCI 404	Humans & the Environment
NSCI 405	Scientific Thinking & Religious Belief
NSCI 406	Nature & Human Values
NSCI 407	Religion & Rationality

**Plus, 12 units of Philosophy & Human Science selected from:**

RELE 447	Religion & Society
RELT 464	Religious Development & Moral Learning
SOCI 374	Impacts of Globalization
SOCI 404	Foundations of Social Thought

**PHILOSOPHY & COGNITIVE SCIENCE**

Required: at least 60 units (30 upper division) in philosophy, psychology, and related fields, including:

- Core Curriculum (24 units)
- The courses listed below (36 units)

**4 units of Philosophy of Science:**

PSYC 478	History & Systems of Psychology
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**Plus, 32 units of Cognitive Science selected from:**

BIOL 439	Neurobiology
BIOL 469	Animal Behavior
NEUR 261	Introduction to Neuroscience
PSYC 104, 104L	General Psychology & Lab
PSYC 374	Cognitive Psychology
PSYC 435	Learning & Behavior
PSYC 456	Sensation & Perception
PSYC 484C	Perceptual & Cognitive Development
PSYC 488C	Psychology of Religion

**PHILOSOPHY & CULTURAL STUDIES**

Required: at least 60 units (30 upper division) in philosophy and related fields, including:

- Core Curriculum (24 units)
- The courses listed below (36 units)

**12 units of Moral & Political Philosophy selected from:**

PHIL 404	Foundations of Social Thought
PHIL 405	Moral Philosophy: Conduct & Character
PHIL 454	Applied Ethics & Social Issues
PHIL 474	Political Philosophy: Justice, Power & Community
PHIL 485	American Political Thought

**Plus, 8 units of Philosophy & Literary Theory:**

PHIL 487A	Classical Rhetoric & Criticism
PHIL 487B	Contemporary Literary Criticism

**Plus, 16 units of Cultural Studies selected from:**

ANTH 325	Peoples of the World
COMM 344	Gender & Communication
HIST 366	Concepts in Gender Studies
HIST 430D	Gender & Work
HIST 430Q	Asian-American History
HIST 430R	Popular Culture in the United States
HPSC 106	Race, Ethnicity & Class in American History
SOCI 345	Social Organization
SOCI 374	Impacts of Globalization
SOCI 414	The Family

## PHILOSOPHY & INTELLECTUAL HISTORY

Required: 64 units (30 upper division) of philosophy and related fields, including:

- Core Curriculum (24 units)
- The courses listed below (40 units)

### 24 units of Intellectual History:

RELH 445 History of Christianity I: Formation  
RELH 446 History of Christianity II: Reformation  
RELH 447 History of Christianity III: Transformation  
HIST 430R Popular Culture in the United States  
PHIL 485 American Political Thought  
PSYC 478 History & Systems of Psychology

### Plus, 16 units of Historical Inquiry:

HPSC 275 Critical Analysis  
HPSC 375 Research Methods  
HPSC 497 Senior Colloquium  
HPSC 498 Senior Thesis

## PHILOSOPHY, POLITICS, & ECONOMICS

Required: at least 60 units (30 upper division) in philosophy and related fields, including:

- Core Curriculum (24 units)
- The courses listed below (36 units)

### 16 units of Moral & Political Philosophy selected from:

PHIL 404 Foundations of Social Thought  
PHIL 405 Moral Philosophy: Conduct & Character  
PHIL 454 Applied Ethics & Social Issues  
PHIL 474 Political Philosophy: Justice, Power & Community  
PHIL 485 American Political Thought

### Plus, 12 units of Economics:

ECON 254 Principles of Macroeconomics  
ECON 255 Principles of Microeconomics

### Plus, choice of:

ECON 357 International Economics  
**OR**  
ECON 366 Economic Growth & Development

### Plus, 8 units of American Law & Politics:

PLSC 225 Introduction to Law  
PLSC 316 Comparative Government

## PHILOSOPHY & RELIGION

Required: 60 units (30 upper division) of philosophy and related fields, including:

- Core Curriculum (24 units)
- The courses listed below (36 units)

### 12 units of Philosophy & Phenomenology of Religion selected from:

PHIL 436 Philosophy of Religion: God, Faith & Reason  
PSYC 488C Psychology of Religion  
RELG 235 Introduction to Religious Studies

### Plus, choice of:

RELG 237 World Religions  
**OR**  
RELG 306 Sacred Texts: The Literature of the World's Religions  
**OR**  
RELM 444 Comparative Religions

### Plus, 12 units of Philosophy & Human Science

ANTH 325 Peoples of the World  
RELE 447 History of Christianity III: Transformation  
RELT 464 Religious Development & Moral Learning

### Plus, 12 units of History of Christianity

RELH 445 History of Christianity I: Formation  
RELH 446 History of Christianity II: Reformation  
RELH 447 History of Christianity III: Transformation

## PHILOSOPHY & THEOLOGY

Required: 60 units (30 upper division) of philosophy, theology and ethics, including:

- Core Curriculum (24 units)
- The courses listed below (36 units)

### 12 units of Moral & Political Philosophy selected from:

PHIL 404 Foundations of Social Thought  
PHIL 405 Moral Philosophy: Conduct & Character  
PHIL 454 Applied Ethics & Social Issues  
PHIL 474 Political Philosophy: Justice, Power & Community

### Plus, 16 units of Theology:

PHIL 436 Philosophy of Religion  
RELT 434 Dimensions of Salvation  
RELT 435 Christian Understanding of God & Humankind  
RELT 453 Christian Theology

### Plus, 8 units of Ethics selected from:

RELE 447 Religion & Society  
RELE 448 Christian Professional & Business Ethics  
RELE 455 Christian Understanding of Sexuality  
RELE 459 Issues in Religious Ethics

## MINOR

### PHILOSOPHY

Required: 32 units in philosophy and related fields, including:

- The courses listed below (16 units)
- 16 additional units selected (in consultation with the program coordinator) from courses and other related courses taught within the Program in Philosophy offered through various departments

PHIL 208	Logic: How to Think Accurately
PHIL 317	Foundations of Western Thought: from the Greeks to the Middle Ages
PHIL 318	Foundations of Western Thought: from Rationalism to Pragmatism
PHIL 319	Contemporary Thought: from Logical Positivism to Postmodernism

### COURSES

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

#### LOWER DIVISION

**PHIL 105 The Western Intellectual Traditions: From the Greeks to the Postmoderns (4):** An overview of Western worldviews, both popular and elite, from the ancient Greeks to the postmoderns. Includes a discussion of their social contexts and their interactions with the worldviews of other world civilizations. Cross-listed as HIST 105.

**PHIL 204 Introduction to Philosophy (4):** An introduction to the central questions and methods of philosophical inquiry, reviewing issues such as reality, knowledge, religion, morality, and human society.

**PHIL 208 Logic: How to Think Accurately (4):** Analysis of principles of deductive and inductive reasoning, using methods of classical and modern logic.

#### UPPER DIVISION

**PHIL 317 Foundations of Western Thought: From the Greeks to the Middle Ages (4):** From pre-Socratic philosophy through the late Middle Ages, with major emphasis on Plato, Aristotle, Augustine, and Thomas Aquinas.  
*Restriction: Must have junior or senior standing*

**PHIL 318 The Making of Modern Thought: From Rationalism to Pragmatism (4):** From the 17th through the 19th centuries, with major emphasis on René Descartes, John Locke, David Hume, Immanuel Kant, and William James.  
*Restriction: Must have junior or senior standing*

**PHIL 319 Contemporary Thought: From Logical Positivism to Postmodernism (4):** From process philosophy to postmodernism, with major emphasis on A.J. Ayer, Martin Heidegger, Ludwig Wittgenstein, Thomas Kuhn, and Richard Rorty.  
*Restriction: Must have junior or senior standing*

**PHIL 327 Asian Philosophical Traditions: India, China & Japan (4):** An investigation of the major philosophical themes and movements among the civilizations of India, China, and Japan. Includes questions of knowledge, reality, the self, nature, society, and social ethics. Consideration is also given to issues of human rights, as well as to environmental and political philosophy, in connection with the so-called “Asian values” debate. Cross-listed as RELG 327.  
*Prerequisite: PHIL 204 with a minimum grade of C*

**PHIL 374 Cognition & Memory (4):** An introduction to the psychological investigation of perceptual and cognitive processes, emphasizing pattern recognition, attention, memory, knowledge representation, problem solving, decision making, language, and intelligence. Offered alternate years. Cross-listed as PSYC 374.

**PHIL 404 Foundations of Social Thought (4):** Survey of social thought ranging from ancient worldviews to the modern social theories in anthropology and sociology. Cross-listed as SOCI 404.

**PHIL 405 Moral Philosophy: Conduct & Character (3-4):** A philosophical investigation of major moral theories associated with notions such as virtue, natural law, duty, and responsibility. Moral concepts (e.g. ‘the good,’ ‘the right,’ ‘the just’) will be studied, and their application to problems concerning the individual and society explored. Readings will include the works of moral philosophers, both ancient and modern. Cross-listed as RELE 405.  
*Prerequisite: Consent of the instructor*

**PHIL 436 Philosophy of Religion: God, Faith, & Reason (4):** Reasons for belief in the reality and relevance of God for contemporary life and thought, and related issues. Cross-listed as RELT 436.  
*Restriction: Must have junior or senior standing or consent of the instructor*

**PHIL 454 Applied Ethics & Social Issues (2-4):** Implications of moral principles for selected problems in social policy. Cross-listed as RELE 454.

**PHIL 474 Political Philosophy: Justice, Power & Community (4):** Main currents of political philosophy from Plato to the present. Cross-listed as PLSC 474.

**PHIL 485 American Political Thought (4):** American political ideas from the colonial period to the present. Cross-listed as PLSC 485.

**PHIL 487A Classical Rhetoric & Criticism (4):** A consideration of the formative theories of persuasion and interpretation, dating from the Greek, Roman, and early Christian eras. Particular emphasis is given to the relevance of classical theory to contemporary rhetoric and literature. Offered alternate years. Cross-listed as COMM 487A and ENGL 487A.

**PHIL 487B Contemporary Literary Criticism (4):** An examination of modern and post-modern literary theory, including the schools of formalism, psychoanalysis, feminism, post-structuralism, and cultural criticism. Readings survey the writers, philosophers, and social commentators whose contributions shaped and continue to shape current methodologies of interpretation. Offered alternate years. Cross-listed as ENGL 487B.

**PHIL 499 Directed Study (1-4):** Upper division independent study in consultation with an advisor.

# Department of Physics

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## Department Faculty

### Elvis Geneston, Chair

Associate Professor of Physics (2008)  
PhD University of North Texas 2008  
Non-equilibrium statistical physics, complex networks

### Gary Case

Associate Professor of Physics (2013)  
PhD University of California, Riverside 1998  
Astrophysics

### Ivan E. Rouse

Professor of Physics (1978)  
PhD Washington State University 1974  
Condensed matter

## Degrees Offered

Bachelor of Science degrees in:

- Physics
- Biophysics

Minors in:

- Physics
- Biophysics

## Preparation for Teaching

Students interested in learning more about the preparation involved for teaching at the secondary level should consult with the Physics faculty and refer to the School of Education's Department of Curriculum and Instruction section in this bulletin.

## Preparation for Medicine & Dentistry

Students planning to go on to medical or dental school will be well-prepared by taking the Biophysics BS degree. The biophysics major has a very broad background in the sciences with an emphasis on physics and biophysics. The biophysical background is unique in the approach it takes to studying biological problems from a physics point of view. In addition, much of the technology used in the practice of medicine and dentistry can be better understood with a background in biophysics.

## Mission and Goals

The mission of the Physics Department faculty is to:

1. Promote an appreciation of the relationship of the world to its Creator Jesus Christ;
2. Appreciate the value and beauty of physics for understanding the physical world around them;
3. Prepare students for post-baccalaureate studies in science;
4. Provide service courses to other academic departments and programs.

## Learning Outcomes

### 1. Competency in Subject Areas

#### A. Physics - Competency in Physics:

- Students develop the ability to formulate, deconstruct, and solve complex physics problems using mathematics up through calculus, differential equations and linear algebra.
- Students develop depth of understanding in the fundamental subject areas: mechanics, electromagnetism, thermal and statistical physics, and quantum mechanics as they relate to physical phenomena.

#### B. Biophysics - Competency in Biophysics:

- Students develop the ability to formulate, deconstruct, and solve complex biophysics problems using mathematics up through calculus.
- Students develop depth of understanding in the fundamental subject areas: human body mechanics, properties of biological materials, biomedical imaging, cellular physics and statistical and thermal physics as they relate to physical and biophysical phenomena.

## 2. Computer Tools and Instrumentation:

- Students use basic laboratory data analysis techniques, including distinguishing statistical and systematic errors, propagating errors, and representing data graphically.
- Students effectively use mathematical and experimental software packages and equipment necessary for designing and implementing experiments in biophysics and physics.

## 3. Communication of Scientific Material to Colleagues and the General Public:

- Students communicate using presentations and written information using appropriate use of software and multimedia modes of communication. The communication should be well-organized, logical, and scientifically sound biophysics and physics.

## 4. Preparation for Life After College:

- Students are prepared for graduate study in physics, biophysics or other related disciplines.
- Students are prepared for careers in scientifically oriented jobs in industry and business.

## Rhetorical Experiences in Physics

Students majoring in biophysics fulfill the University requirement for upper division rhetorical skills by taking approved courses to develop speaking and writing skills like those involved in the preparation and delivery of oral papers and printed publications in the professional physics community. In addition, students must devote at least one quarter as a physics lab assistant or physics tutor. In response to this experience, students write a set of reflections based on a questionnaire, which becomes part of their advisor's file.

## Senior Assessment

Senior students must participate in the department's assessment program, which may include taking a comprehensive physics assessment test during the winter or spring term of the senior year on a date announced by the department.

## MAJOR

### Bachelor of Science

#### PHYSICS

Required: at least 98 units, with 59 units in physics and 39 in related fields, including:

- Core Curriculum (59 units)
- Required Core Cognates (39 units)

Core Curriculum (59 units):

PHYS 231, 231L	General Physics I, laboratory
PHYS 232, 232L	General Physics II, laboratory
PHYS 233, 233L	General Physics III, laboratory
PHYS 301	Mathematical Physics
PHYS 308	Computational Physics
PHYS 315	Modern Physics
PHYS 326	Human Body Mechanics
PHYS 327	Advanced Mechanics
PHYS 344	Quantum Physics
PHYS 385	Physics Seminar ( <i>to be taken twice</i> )
PHYS 415	Advanced Physics Lab I
PHYS 416	Advanced Physics Lab II
PHYS 464	Statistical & Thermal Physics
PHYS 481	Electromagnetic Theory I
PHYS 482	Electromagnetic Theory II

#### Plus, choose 4 elective units from:

PHYS 353	Electronics
PHYS 355	Optics & Lasers
PHYS 475	Radiation Physics
Any Math or Biophysics courses	

Required Cognates (39 units):

CHEM 111, 111L	General Chemistry I, laboratory
CHEM 112, 112L	General Chemistry II, laboratory
CHEM 113, 113L	General Chemistry III, laboratory
CPTG 121	Intro to Computer Science I
MATH 131	Calculus I
MATH 132	Calculus II
MATH 133	Calculus III
MATH 231	Introduction to Linear Algebra
MATH 232	Differential Equations

**BIOPHYSICS**

Offered with the department of biology.

Required: at least 106 units, with 69 in biology and physics, including:

- Core Curriculum (69 units)
- Required Cognates (37 units)

Core Curriculum (69 units):

BIOL 111, 111L	General Biology I, with laboratory
BIOL 112, 112L	General Biology II, with laboratory
BIOL 113, 113L	General Biology III, with laboratory
BIOL 301	Cell & Molecular Biology
PHYS 219	Introduction to Biophysics
PHYS 231, 231L	General Physics I, laboratory
PHYS 232, 232L	General Physics II, laboratory
PHYS 233, 233L	General Physics III, laboratory
PHYS 301	Mathematical Physics
PHYS 326	Human Body Mechanics
PHYS 336	Physics of Biomaterials
PHYS 346	Biomedical Imaging
PHYS 356	Cellular Physics
PHYS 385	Physics Seminar ( <i>to be taken twice</i> )
PHYS 415	Advanced Physics Lab I
PHYS 464	Statistical & Thermal Physics

**Plus, choose 6 elective units from:**

BIOL 466	Systems Physiology
CHEM 491, 491L	Biochemistry I, with laboratory
CHEM 492, 492L	Biochemistry II, with laboratory
CHEM 493, 493L	Biochemistry III, with laboratory
MATH 461	Biomathematical Modeling I
MATH 462	Biomathematical Modeling II
PHYS 308	Computational Physics
PHYS 315	Modern Physics
PHYS 475	Radiation Physics
PHYS 298/498	Directed Research

Any other Biology, Physics or Neuroscience course

Required Major Cognates (37 units):

CHEM 111, 111L	General Chemistry I, laboratory
CHEM 112, 112L	General Chemistry II, laboratory
CHEM 113, 113L	General Chemistry III, laboratory
CHEM 281, 281L	Organic Chemistry I, with laboratory
CHEM 282, 282L	Organic Chemistry II, with laboratory
MATH 131	Calculus I
MATH 132	Calculus II
MATH 133	Calculus III

**MINORS****BIOPHYSICS**

Required: 31 units in physics, including:

- The courses listed below (19 units)
- 8 units of upper division courses applicable to the Biophysics major
- 4 additional units of courses applicable to the Biophysics major

PHYS 231, 231L	General Physics I, with laboratory
PHYS 232, 232L	General Physics II, with Laboratory
PHYS 233, 233L	General Physics III, with laboratory
PHYS 326	Human Body Mechanics

**PHYSICS**

Required: 31 units in physics, including:

- The courses listed below (19 units)
- 8 units of upper division courses applicable to the Physics major
- 4 additional units of courses applicable to the Physics major

PHYS 231, 231L	General Physics I, with laboratory
PHYS 232, 232L	General Physics II, with Laboratory
PHYS 233, 233L	General Physics III, with laboratory
PHYS 326	Human Body Mechanics

## COURSES

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

### 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 MATH 013 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.

*Prerequisites: PHYS 117 & MATH 007 or MATH 013 or equivalent*

**PHYS 219 Introduction to Biophysics (1):** This course discusses the fundamental thinking process of physics using concrete examples. Students will study biophysical phenomena through discussions, reading expert papers, watching videos, or listening to short presentations. They will learn, through discussions and practice, how to write scientific abstracts for conferences and paper publication. They will be given training on how to use Library database. The different styles of writing a scientific paper will be discussed.

*Prerequisite: ENGL 113 or ENGL 124*

**PHYS 231 General Physics I (4):** Kinematics and dynamics of particles and rigid bodies, properties of matter, momentum, energy. (Recommended preparation for General Physics includes high school courses in algebra I and II, geometry, trigonometry, and physics.) Four lectures per week. Students with calculus background should enroll in the B section of the course. Students with only algebra and trigonometry background should enroll in the A section of the course. Must be taken concurrently with PHYS 231L.

*Prerequisite for PHYS 231A: MATH 122 or equivalent*

*Prerequisite for PHYS 231B: MATH 132 or equivalent*

**PHYS 231L General Physics I Laboratory (1):** One three-hour laboratory per week presenting experimental aspects of the topics presented in PHYS 231A or 231B. Must be taken concurrently with PHYS 231. Students must earn a C or better to move to both A and B sections of PHYS 232 and PHYS 232L.

**PHYS 232 General Physics II (4):** Electric and magnetic forces and fields, DC and AC properties of circuits, electromagnetic induction. Four lectures per week. Must be taken concurrently with PHYS 232L.

*Prerequisite for PHYS 232A: PHYS 231A*

*Prerequisite for PHYS 232B: PHYS 231B*

**PHYS 232L General Physics II Laboratory (1):** One three-hour laboratory per week presenting experimental aspects of the topics presented in PHYS 232A or 232B. Must be taken concurrently with PHYS 232. Students must earn a C or better to move to both A and B sections of PHYS 233 and PHYS 233L.

**PHYS 233 General Physics III (4):** Geometrical and physical optics, harmonic motion and wave phenomena, quantum physics of the atom and nucleus. Four lectures per week. Must be taken concurrently with PHYS 233L.

*Prerequisite for PHYS 233A: PHYS 232A*

*Prerequisite for PHYS 233B: PHYS 232B*

**PHYS 233L General Physics III Laboratory (1):** One three-hour laboratory per week presenting experimental aspects of the topics presented in PHYS 233A or 233B. Must be taken concurrently with PHYS 233.

**PHYS 298 Directed Research (1-4):** Lower division level completion of a laboratory research project under the supervision of an on-campus faculty member or approved off-campus research supervisor. May be repeated for additional credit. Minimum three hours laboratory per week per unit of credit.

*Prerequisite: Consent of the instructor*

**PHYS 299 Directed Study (1-4):** Lower division level directed study of a problem suited to the background and experience of the student. May be repeated for additional credit. Minimum of 25 clock hours per unit required for a passing grade.

*Prerequisite: Consent of the instructor*

### UPPER DIVISION

**PHYS 301 Mathematical Physics (4):** This course is a study of selected mathematical techniques of universal applicability across the different branches of theoretical physics. Emphasis is placed on the physicist's approach to formulating and solving problems with sophisticated mathematical tools. Topics include vector analysis, linear algebra, complex variables, Fourier and Laplace transforms, and solutions to selected ordinary and partial differential equations in physics.

*Prerequisites: MATH 133; PHYS 233 & 233L*



**PHYS 304 Astronomy (4):** Observational astronomy, the solar system, physics of stars, and stellar systems. Three lectures and one laboratory per week.

*Prerequisite:* MATH 115 or 121

*Restriction:* Not open to freshmen except by consent of the instructor

**PHYS 307 Musical Acoustics (4):** An introduction to the field of acoustics emphasizing sound production by musical instruments, propagation of sound from source to listener (including electronic reproduction) and psychoacoustic perception of sound. A study of room acoustics and physics of sound design. Three lectures and one two-hour lab per week. Offered alternate years.

*Prerequisites:* MATH 121 & PHYS 117

**PHYS 308 Computational Physics (2):** Introduction to computational methods for simulating physical systems. Numerical methods, which are used in solving problems in physics and chemistry, including solutions of differential equations, matrix operations and eigenvalue problems, interpolation and numerical integration, modeling of data and Monte Carlo methods. Offered every other year

*Prerequisites:* MATH 133, PHYS 233 & 301

**PHYS 315 Modern Physics (4):** Discussion of relativity, Bohr theory, atomic structure, classical and quantum probability and measurement, wave/ particle duality, radioactivity, nuclear reactions and fundamental particles. Experiments are done to measure gamma ray spectra, the half-life of a radioactive isotope and gamma ray absorption. Offered alternate years.

*Prerequisites:* MATH 133, PHYS 233, 233L, & 301

**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, linear and angular kinematics (position, velocity, and acceleration), linear and angular kinetics (force, center of mass, work, energy, impulse, and momentum). This course will include laboratory activities.

*Prerequisites:* MATH 133, & PHYS 233 & 233L

**PHYS 327 Advanced Mechanics (4):** Central force motion, small oscillation theory, Lagrangian and Hamiltonian methods, continuum mechanics. Offered alternate years.

*Prerequisites:* PHYS 326 & MATH 232

**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. Offered alternate years.

*Prerequisites:* BIOL 113 & 113L, MATH 133, & PHYS 233 & 233L

**PHYS 344 Quantum Physics (4):** An introduction to quantum concepts applied to atoms, nuclei, simple molecules, and solids. Schrodinger's equation, wave mechanics, quantum theory of the one-electron atom. Offered alternate years..

*Prerequisites:* MATH 232 & PHYS 327

**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. Offered alternate years.

*Prerequisites:* BIOL 113 & 113L, MATH 133, & PHYS 233 & 233L

**PHYS 353 Electronics (2):** Basic concepts in electronics. An overview of circuit laws, components, troubleshooting and use of test equipment. Hands-on experience and practical applications are included. This course includes a significant amount of lab experience. Offered alternate years.

*Prerequisite:* PHYS 117

**PHYS 355 Optics & Lasers (4):** Geometrical Optics: The nature and speed of light, laws of geometrical optics (reflection, refraction and dispersion), image formation by lenses and mirrors, light aberration, some optical instruments, interference of light, thin films, Michelson's interferometer, diffraction of light, resolving power, the diffraction grating, X-ray diffraction, and polarization of light. Introduction to Laser Physics: Spontaneous and stimulated emission of radiation, Einstein's coefficients, population inversion, laser amplification and oscillation, laser frequencies, laser rate equation, laser types (gas lasers, solid-state lasers, semiconductor lasers). Offered alternate years.

*Prerequisites:* MATH 133, PHYS 233 & 233L

**PHYS 356 Cellular Physics (4):** Physics of biomolecules, molecular forces, structural organization of proteins, and nucleic acids; active and passive transport; Fick's Laws; first and second laws of thermodynamics; random walk; diffusion and osmosis; elementary neurobiophysics; Nernst potential; action potential. Offered alternate years.

*Prerequisites:* BIOL 301, MATH 133, & PHYS 233 & 233L, 464

**PHYS 385 Physics Seminar (1):** Informal seminars on biophysics and related topics of mutual interest to faculty and students. Seminars to assist students in preparing a formal paper in AIP style. May be repeated for a maximum of two units.

**PHYS 389 Rhetorical Experiences in Physics (0):** Students majoring in biophysics enroll in this course during the quarter(s) they perform the duties of laboratory teaching assistant (TA) or tutor. A short paper responding to a set of reflective questions about their learning experience as a TA and/or tutor is required. Must be taken at least once while in residence at La Sierra University.

**PHYS 415 Advanced Physics Laboratory I (2):** Experimental methods and instrumentation chosen to synthesize concepts studied in advanced physics courses.

*Prerequisites: PHYS 233 & 301*

**PHYS 416 Advanced Physics Laboratory II (2):** Project-based lab course, with a research project chosen in consultation with a Physics faculty. Projects will be either experimental or computational. Formal research paper and oral presentation required at the end of the course.

*Prerequisites: PHYS 233 & 301*

**PHYS 464 Statistical & Thermal Physics (4):** Thermodynamic systems, heat, work, laws of thermodynamics, formal mathematical relations, cycles, phase equilibrium, and multicomponent systems. Elementary kinetic theory, introduction to microscopic view of entropy, ensemble theory, and applications of statistical mechanics. Offered alternate years.

*Prerequisites: PHYS 233 & 301*

**PHYS 475 Radiation Physics (4):** Introduction to the physics of ionizing radiation and its interaction with matter, principles of radiation protection and safety, and government regulations regarding the distribution and use of radionuclides and radiation machines. Emphasis will be given on nuclear structure and radioactivity, radiation measurement and detection, biological effects of radiation, protection from overexposure, and federal and state standards. A total of five (5) laboratory exercises will give students a hands-on experience on radiation measurement and detection. Course may be taken for service learning credit. Offered alternate years.

*Prerequisite: PHYS 233*

**PHYS 481 Electromagnetic Theory I (4):** Electrostatics: Coulomb's law. Electric lines of force. Evaluation of electric field and potential in vacuum and with conducting and dielectric materials. Energy and forces in electrostatic systems. Boundary-value problems. Static magnetic fields: Biot-Savart's and Ampere's laws. Fields in magnetic materials. Offered alternate years.

*Prerequisites: MATH 232 & PHYS 233*

**PHYS 482 Electromagnetic Theory II (4):** Electromagnetic induction. Mutual and self-induction. Energy and forces in static and quasi-stationary fields. Maxwell's equations. Conservation laws. Plane waves. Waveguides. Radiation and reception of electromagnetic waves. Transformation of electric and magnetic fields between systems with uniform velocity. Offered alternate years.

*Prerequisite: PHYS 481*

**PHYS 486 Topics in Physics (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 495 Thesis Research (3-6):** A student completing a thesis in Physics is required to complete at least six hours of research work in a physics or biophysics related area. The student must defend his thesis before a committee of three persons where two committee faculty must be from the department of physics. This committee must include the student's academic advisor and research advisor. The student research project does not need to be original, but the student must demonstrate a clear understanding of his research topic and reproduce major results.

*Restriction: Must have junior or senior standing*

**PHYS 498 Directed Research (1-4):** Upper division level completion of a laboratory research project under the supervision of an on-campus faculty member or approved off-campus research supervisor. May be repeated for additional credit. Minimum three hours laboratory per week per unit of credit.

*Prerequisite: Consent of the instructor*

**PHYS 499 Directed Study (2-4):** Upper division level directed study of a problem suited to the background and experience of the student. May be repeated for additional credit. A minimum of 25 clock hours per unit required for a passing grade.

*Prerequisite: Consent of the instructor*

# Department of Psychology

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## Department Faculty

### Sean E. Evans, Chair

Associate Professor of Psychology (2010)  
PhD Loma Linda University 2005  
Clinical psychology, forensic psychology

### In-Kyeong Kim

Professor of Psychology (1995)  
PhD Cornell University 1990  
Cognitive psychology, perceptual and cognitive development

### Christophe Le Dantec

Assistant Professor of Psychology and Neuroscience (2014)  
Rouen Human Sciences University 2007  
Cognitive neuroscience, spatial and temporal perception

### Paul M. Mallery

Professor of Psychology (1993)  
PhD University of California, Los Angeles 1994  
Social and political psychology, intergroup relations

### Suzanne Mallery

Associate Professor of Psychology (2001)  
PhD Fuller Theological Seminary 1998  
Clinical psychology, pediatric psychology

### Leslie R. Martin

Professor of Psychology (1996)  
PhD University of California, Riverside 1996  
Personality and social psychology, health psychology

### Shelly S. McCoy

Assistant Professor of Psychology (2013)  
PhD University of California, Riverside 2013  
Developmental psychology, adolescence and emerging adulthood

### Adeny Schmidt

Professor of Psychology (1974)  
PhD University of California, Los Angeles 1986  
Developmental psychology, research methodology

## Collaborating Faculty

### Paul E. Haerich

Professor of Psychology (1989)  
PhD University of Florida 1989  
Psychobiology, human cognitive psychophysiology

### Maribel Najera

Assistant Professor of Criminal Justice (2015)  
MS California State University, Long Beach 2014  
Victimology, marriage and family therapy

## Degrees Offered

Bachelor of Arts degree in:

- Psychology

Bachelor of Science degree in:

- Neuroscience (See Program in Neuroscience)

Minors in:

- Psychology
- Health Psychology
- Forensic Psychology
- Neuroscience (see Program in Neuroscience)

## 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.

## Learning Outcomes

1. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology.
2. Design and conduct basic studies to address psychological questions, using appropriate research methods.
3. Use critical thinking effectively.
4. Identify appropriate applications of psychology in solving problems.
5. Seek and evaluate scientific evidence for psychological claims.
6. Tolerate ambiguity and realize that psychological explanations are often complex and tentative.
7. Demonstrate information competence in relevant areas.
8. Use information and technology ethically and responsibly.
9. Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, persuading, arguing, teaching).
10. Reflect on experiences and find meaning in them, including as they relate to their personal spiritual commitments and the Seventh-day Adventist orientation of the University.

## Psychology Honors

Psi Chi is the International Honor Society in Psychology, founded in 1929 with the goal to encourage, stimulate, and maintain excellence in scholarship, and to advance the science of psychology. Since its establishment in the year 2000, the La Sierra University chapter has inducted more than 100 students into life membership providing them with access to grants, student research programs, presentations at national meetings, and publications.

The Psychology Department Honors is designed for highly-qualified students who wish to further their research experience in psychology. Students who complete the program must be members of Psi Chi; graduate with a cumulative 3.5 GPA; do an original research project under the supervision of the Psychology Department faculty (through either PSYC 495 or the University Honors Program's Scholarship Project); and present their research in a public forum approved by the department faculty.

## Undergraduate Research

The Psychology Department believes deeply in the importance of undergraduate research, and its curriculum fosters the development of empirical skills. In addition, interested students are encouraged to become actively involved in independent faculty-mentored research projects. Shelia Marshall McLean Student Research Grants are available to help fund outstanding undergraduate research projects. Members of Psi Chi can also apply for specialized undergraduate research funding.

## MAJORS

### Bachelor of Arts

#### PSYCHOLOGY

The Bachelor of Arts degree in psychology provides a rigorous foundation based in both the science and application of psychology. It prepares the student for graduate school through a series of courses that includes laboratory and extramural experiences while allowing sufficient options to pursue particular interests.

Required: at least 64 units, including:

- The courses listed below (40 units)
- Required Cognate (5 units)
- Remaining 19 units selected from PSYC or NEUR courses, two of which must be laboratory courses, and no more than 8 units of which can be NEUR

PSYC 104, 104L	General Psychology, with laboratory
PSYC 204	Introduction to the Psychology Major
PSYC 219*	Psychology Colloquium
PSYC 319	Career Colloquium
PSYC 321, 321L	Methods & Statistics I: Description & Correlation, with laboratory
PSYC 322, 322L	Methods & Statistics II: Experiment & Inference, with laboratory
PSYC 323, 323L	Methods & Statistics III: Conducting Research, with laboratory
PSYC 488	Seminar in Psychology
NEUR 261, 261L	Behavioral Neuroscience, with laboratory

*\*Note: 0.5 unit for each year of residence up to 4 years; minimum 0.5 units.*

**8 units to be selected from sub-specialties within psychology as listed below:**

PSYC 234	Developmental Psychology
PSYC 251	Social Psychology
PSYC 275	Abnormal Psychology
PSYC 314	Psychology of Gender
PSYC 344	Personality
PSYC 374	Cognitive Psychology
PSYC 435	Learning & Behavior
PSYC 454	Psychotherapy
PSYC 456	Sensation & Perception
PSYC 478	History & Systems of Psychology
PSYC 488G	Health Psychology

Required Cognates (5 units) as follows:

**Choice from:**

BIOL 111, 111L	General Biology I, with laboratory
	<b>OR</b>
NEUR 106, 106L	Integrative Foundations of Neuroscience, with laboratory

Required University Studies course:

UNST/UHNR 404M	Senior Seminar: Religion, Values, & Social Responsibility
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**Bachelor of Science**

A Bachelor of Science in Neuroscience is offered in collaboration with other departments (see program in Neuroscience for details).

**MINORS****PSYCHOLOGY**

Required: 30 units (12 upper division), including:

- The courses listed below (9 units)
- One Psychology class with a corresponding lab (such as PSYC 251 and 251L) (5 units)
- Remaining 16 units to be selected from Psychology major-approved courses with a minimum of 8 units of PSYC

PSYC 104, 104L	General Psychology, with laboratory
PSYC 106	Critical Thinking in Psychology (or PSYC 321, 321L)

**HEALTH PSYCHOLOGY**

Required: 28 units (12 upper division), including:

- The courses listed below (28 units)

PSYC 104, 104L	General Psychology, with laboratory
PSYC 106	Critical Thinking in Psychology (or PSYC 321, 321L)
NEUR 261, 261L	Behavioral Neuroscience, with laboratory
PSYC 488G	Health Psychology

**Remaining 10 units to be selected from:**

PSYC 251	Social Psychology
PSYC 456	Sensation & Perception
PSYC 482B	Physician-Patient Communication
PSYC 482D	Eating Disorders
PSYC 488F	Sport Psychology
HIST 430A	Disease in History

**FORENSIC PSYCHOLOGY**

Required (29 units, 12 upper division), including:

- The courses listed below (29 units)

PSYC 104, 104L	General Psychology, with laboratory
PSYC 106	Critical Thinking in Psychology (or PSYC 321, 321L)
PSYC 275	Abnormal Psychology
PSYC 374, 374L	Cognitive Psychology, with laboratory
PSYC 482M	Forensic Psychology

**Remaining 7 units to be selected from:**

PSYC 251	Social Psychology
PSYC 344	Personality
PSYC 356, 356L	Psychological Assessment & Measurement, with laboratory
PSYC 482A	Prejudice
PSYC 482G	Eyewitness Memory
PSYC 482L	Psychopathy
PSYC 488B	Psychology & the Law

Notes:

*A minor must have a minimum of 12 units that are not used to fulfill the requirements for the major.*

*Some of these courses may be offered alternate years: check with the Department of Psychology or the offering department for more information.*

## COURSES

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

### 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. Psychology and neuroscience majors must enroll in 104L.

*Prerequisite: ENGL 111 (can be concurrently enrolled)*

**PSYC 104L General Psychology Laboratory (1):** Provides experience in asking research questions, approaches to answering those questions, descriptive statistics, and probability. Written reports will follow APA guidelines and style. Required for psychology majors/minors and neuroscience majors; optional for all others.

*Prerequisite: PSYC 104 (can be concurrently enrolled)*

**PSYC 106 Critical Thinking in Psychology (4):** This class develops the skills necessary for evaluating the validity of claims; drawing proper inferences from data; and making effective, clear, and precise arguments supported by data. Using data from a variety of sources including television news media, internet websites, and published research articles, students will practice analyzing information, recognizing potential biases, critiquing the validity of data-based claims, and integrating new information with prior knowledge.

*Prerequisite: PSYC 104*

**PSYC 204 Introduction to the Psychology Major (1)** Students will learn strategies for successfully navigating the major. The focus is on expanding understanding of the discipline and profession of psychological science. Topics will help students develop clarity and direction about the major so that they can maximize and personalize their undergraduate training in the field.

*Prerequisite: PSYC 104 (can be concurrently enrolled)*

**PSYC 219 Psychology Colloquium (0.5):** An exploration of 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. Attendance at eight colloquia is required per half-unit of enrollment. S/U grade. May be repeated up to 4 times for credit.

**PSYC 234 Developmental Psychology (4):** Exploration of the major areas of lifespan development, including physical, cognitive, emotional, and social development, from conception through late adulthood with an emphasis on research methodology and scientific theories. Not open to students with credit in SOWK 311/312.

*Prerequisite: ENGL 111 (can be concurrently enrolled)*

**PSYC 234L Developmental Psychology Laboratory (1):** The laboratory provides experiences where students learn how to ask research questions, acquire observational skills, and learn how to code, analyze and report developmental data. Counts as one of two required labs, and may provide service-learning credit.

*Prerequisite: PSYC 234 (can be concurrently enrolled)*

**PSYC 251 Social Psychology (4):** Review of social psychological knowledge and understanding of individuals, groups, systems, and culture, including conformity, persuasion, social cognition, self-justification, aggression, prejudice, and interpersonal relationships. Cross-listed as SOCI 251.

*Prerequisite: PSYC 104*

**PSYC 251L Social Psychology Laboratory (1):** Experiences focusing on research methodology in social psychology. Includes the replication of classic and contemporary studies, the execution of a simple experiment, and APA style lab reports. Counts as one of two required labs.

*Prerequisite: PSYC 251 (can be concurrently enrolled)*

**PSYC 275 Abnormal Psychology (4):** Psychology of behavioral disorders, with emphasis on etiology, symptoms, and treatment.

*Prerequisite: PSYC 104*

**PSYC 295A Introductory Research I (1-4):** Focus on reading and interpreting research studies; gaining familiarity with study designs; synthesizing prior findings for integration into literature reviews.

*Prerequisites: PSYC 104, 104L & consent of the instructor*

*Additional Requirement: A minimum overall GPA of 2.50*

**PSYC 295B Introductory Research II (1-4):** Focus on simple methods of data collection and data entry.

*Prerequisites: PSYC 104, 104L & consent of the instructor*

*Additional Requirement: A minimum overall GPA of 2.50*

**PSYC 295C Introductory Research III (1-4):** Focus on making data sets usable, including dealing with missing data.

*Prerequisites: PSYC 104, 104L & consent of the instructor*

*Additional Requirement: A minimum overall GPA of 2.50*

**PSYC 295D Introductory Research IV (1-4):** Focus on methods of data analysis.

*Prerequisites: PSYC 104, 104L & consent of the instructor*

*Additional Requirement: A minimum overall GPA of 2.50*

**PSYC 295E Introductory Research V (1-4):** Focus on presentation of findings.

*Prerequisites: PSYC 104, 104L & consent of the instructor*

*Additional Requirement: A minimum overall GPA of 2.50*

**PSYC 299 Directed Study (1-4):** Limited to department majors who wish to pursue independent investigations in psychology under the direction of a department faculty member. Approximately 30 clock hours of work per quarter per unit of credit.

*Prerequisite: Consent of the department*

*Restriction: For department majors only*

## UPPER DIVISION

**PSYC 314 Psychology of Gender (4):** Survey of theory and research on the psychology of gender. Topics include the psychological and physiological development of gender, gender differences in personality, and the social construction of gender.

*Prerequisite: PSYC 104*

**PSYC 319 Career Colloquium (1):** Junior students enroll in this class to prepare for post-baccalaureate education and to learn strategies for successful application to and completion of graduate school, as well as future careers in the field of psychology.

*Prerequisite: PSYC 104 & PSYC 204*

**PSYC 321 Methods & Statistics I: Description & Correlation (4):** Descriptive and correlational research methods and statistics in psychology, including questionnaire construction and administration, descriptive statistics, hypothesis testing applied to means and frequencies, correlation, and regression. Effect size and power are introduced. Special emphasis on writing reports using APA style. Concurrent registration in PSYC 321L is required.

*Prerequisites: PSYC 104, 104L & either MATH 115, 121 or 155, or CPTG 117*

**PSYC 321L Methods & Statistics I: Description & Correlation Laboratory (0):** Descriptive and correlational psychological research techniques and statistical methods are explored through replicating and conducting studies, analyzing data, and presenting results. Practice in the use of computer software to analyze results from these studies. Concurrent registration in PSYC 321 is required.

**PSYC 322 Methods & Statistics II: Experiment & Inference (4):** Experimental research methods and inferential statistics in psychology, including mediation and moderation, causal relationships, reliability and validity, tests and ANOVA, repeated measure and effect size. Special emphasis on conducting a literature search and theoretically justifying hypotheses, research ethics, editing and improving technical writing, and the visual and oral presentation of results. Concurrent registration in PSYC 322L required.

*Prerequisites: PSYC 321 & 321L*

**PSYC 322L Methods & Statistics II: Experiment & Inference Laboratory (1):** Experimental research methods are explored through replicating and conducting studies, and inferential statistics are explored through analyzing data and presenting results from those studies. Practice in the use of SPSS to analyze results from these studies. Concurrent registration in PSYC 322 is required.

**PSYC 323 Methods & Statistics III: Conducting Research (4):** Conducting research in psychology, including validity, multiple regression, and the research process focusing on methodology, ethics, analyzing, and interpreting data. Students conduct research studies that are presented in a major paper and public poster presentations. Concurrent registration in PSYC 323L required.

*Prerequisites: PSYC 322 & 322L*

**PSYC 323L Methods & Statistics III: Conducting Research Laboratory (1):** Additional laboratory work in conducting research, analyzing data using SPSS, and reporting results. Concurrent registration in PSYC 323 required.

**PSYC 344 Personality (4):** A survey of the major topics in the field of personality, including personality theory; personality assessment; and the physiological, behavioral, and cultural roles of perception, learning and motivation in personality.

*Prerequisite: PSYC 104*

**PSYC 356 Psychological Assessment & Measurement (4):** Introduction to procedures used in psychological assessment, including assessment of cognitive, personality, academic, neuropsychological, and occupational functioning. Includes the integration of data from testing, interviews, case history, and direct observation. Focus on the reliability and validity of measures for particular applications. Concurrent registration in PSYC 356L is required.

*Prerequisites: PSYC 321 & 321L*

**PSYC 356L Psychological Assessment & Measurement Lab (1):** Additional laboratory work concerned with the integration of data from testing, interviews, case history, and direct observation. Concurrent registration in PSYC 356 is required.

**PSYC 374 Cognitive Psychology (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. Concurrent registration in PSYC 374L is required.

*Prerequisite: PSYC 104*

**PSYC 374L Cognitive Psychology Laboratory (0):** Includes laboratory investigation of classic experiments and concepts such as iconic memory, short-term memory search, attentional blink, word superiority effect, false memory, and decision-making heuristics. Concurrent registration in PSYC 374 is required.

**PSYC 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, interpersonal relations, and business are emphasized. Cross-listed as ECON 392.

*Prerequisite: Consent of the instructor*

**PSYC 401 Senior Field Experience (4):** This class is designed for psychology majors and requires the completion of a supervised field experience and a theoretical application paper. Students have up to one year to complete their required hours and theoretical application paper.

*Prerequisites: PSYC 104, 104L & consent of the department*

*Restrictions: For Psychology majors with senior standing only*

**PSYC 414 Interviewing & Counseling (4):** Development of basic practical interviewing and counseling skills and techniques central to therapeutic and educational counseling, crisis intervention, and vocational interviewing. Focus on legal and ethical issues in counseling and vocational interviews, structuring interviews, and facilitating growth and change. Concurrent registration in PSYC 414L is required.

*Prerequisite: PSYC 104*

**PSYC 414L Interviewing & Counseling Laboratory (0):** Supervised group practice in interviewing and counseling skills, using hypothetical scenarios. Concurrent registration in PSYC 414 is required.

**PSYC 435 Learning & 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. Concurrent registration in PSYC 435L is required.

*Prerequisites: PSYC 104 & 104L*

**PSYC 435L Learning & Behavior Laboratory (0):** Replication of classic learning experiments and application of major learning theories to everyday tasks. Concurrent registration in PSYC 435 is required.

**PSYC 454 Psychotherapy (4):** Advanced examination of current theoretical models of psychotherapy. Focus on views of mental health and illness as well as techniques specific to each model.

*Prerequisite: PSYC 104*

**PSYC 456 Sensation & Perception (4):** Introductory survey of the human senses and their role in perception. Consideration of how we sense the physical environment in many domains such as chemistry, physics, brain science, and physiology, in addition to experiments and observations on seeing, hearing, tasting, smelling, and touching. Offered alternate years. Concurrent registration in PSYC 456L is required.

*Prerequisites: PSYC 104, 104L, NEUR 261 & 261L*

**PSYC 456L Sensation & Perception Laboratory (0):** Includes laboratory investigation of experiments and observations on pattern perception, depth perception, visual and auditory illusions, color, music, gustatory, olfactory and tactile perceptions, and intermodal experience. Concurrent registration in PSYC 456 is required.

**PSYC 464 The Exceptional Child (4):** Study of determinants, characteristics, problems, and adjustments of children with mental, physical, emotional, or social disabilities and of gifted and talented children. Intervention techniques used with children with disabilities are explored. Attention is paid to the rights of children under the Americans with Disabilities Act and the Individuals with Disabilities Education Act. Credit not allowed for both EDPC 460 and this course. Concurrent registration in PSYC 464L is required. Offered alternate years.

*Prerequisite: PSYC 104*

**PSYC 464L The Exceptional Child Laboratory (0):** Students will have extensive experience with children with disabilities. Laboratory will focus on developing systematic observation skills, data collection and analysis of behaviors over time. May provide service-learning credit. Concurrent registration in PSYC 464 is required.



**PSYC 474 Industrial & Organizational 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 occasionally.

*Prerequisite: PSYC 104*

**PSYC 478 History & Systems of Psychology (4):** Philosophical and historical background of psychology, with consideration of contemporary schools and systems of psychology. Offered alternate years.

*Prerequisite: PSYC 104*

**PSYC 482 Topics in Psychology:** Topics of current interest in the field of psychology. These courses will provide students with opportunities to broaden and deepen their understanding of current topics in the field of psychology. Content varies as follows; different sections may be repeated for additional credit. Please note that some topics courses are offered as 2 or 4 units. See the class schedule each quarter for additional offerings.

**PSYC 482A Prejudice (2):** An examination of the cognitive, affective, and behavioral aspects of prejudice, including prejudice based on such categories as race, gender, ethnicity, stigma, and age. Both laboratory and field research are emphasized.

*Prerequisite: PSYC 104 or 234*

**PSYC 482B Physician-Patient Communication (2):** An advanced course on the characteristics of communication between physicians and patients. Emphasis placed on determinants of the quality of communication (including nonverbal cues), interaction of various communication styles, and impact on varied patient outcomes.

*Prerequisite: PSYC 104*

**PSYC 482D Eating Disorders (2):** The incidence, etiology, diagnosis, symptoms, treatment, and prognosis of bulimia, anorexia, obesity, body dysmorphic disorder, and other eating disorders. Emphasis placed on the effects of media and advertising on the young, as well as perceptions youth have of their bodies.

**PSYC 482G Eyewitness Memory (2):** Study of the factors influencing eyewitness testimony, including situational variables (i.e. temporal and violence factors), witness variables (i.e. witness expectancies, witness age, etc.), recovered memory vs. false memory, face recognition, the interview process, and expert evidence presented. Other topics include the impact of eyewitness testimony on the jury, child witnesses in sexual abuse trials, and other issues of pretrial identification methods.

*Prerequisite: PSYC 104*

**PSYC 482H Psychology of Creativity (2):** Explores the psychological processes associated with creativity, including characteristics of creative people, development of creativity over the life span, creativity and flow, nurturing the creative process, and creativity and madness.

*Prerequisite: PSYC 104 or 234*

**PSYC 482I Language Development (2):** An exploration of conceptual, social, and linguistic processes underlying children's language development; similarities and differences in these processes when developing a second language.

*Prerequisite: PSYC 104 or 234*

**PSYC 482L Psychopathy (2):** Theory and research on individuals who may appear charming but who manipulate and coerce for self-interest, lacking empathy for others. Topics include causal factors, expression, assessment, and treatment of psychopathy; and characteristic emotion and thought process of psychopaths.

**PSYC 482M Forensic Psychology (2):** Applications of psychology as a science and profession to issues relating to law and the legal system.

**PSYC 482N The Development of Aggression & Bullying (4):** This course explores the many factors that contribute to the development of aggressive behaviors and bullying in childhood and throughout the lifespan including both environmental and biological influences. Topics include theories of aggression, different forms of aggression, the development of aggressive behavior in childhood, bullying and cyberbullying, gender, family factors, biology, media and cultural influences. This course also considers intervention and prevention implications.

*Prerequisite: PSYC 104 (can be concurrently enrolled)*

**PSYC 482P Psychology of Peace & Conflict (4):** Examines psychological factors associated with achieving and maintaining peace, and the dynamics of conflict and cooperation among and between groups ranging in size from extended families or gangs through organizations and nations. Focus on issues such as war, terrorism, torture, reconciliation, conflict negotiation, and strategies to achieve resolution of conflicts and lasting peace.

*Prerequisite: ENGL 113*

**PSYC 484 Advanced Topics in Psychology:** These courses will expose students to original research in psychology. Building upon a solid grounding in research design and statistics, students will examine theory and empirical research from peer-reviewed journal articles. Content varies as follows; different sections may be repeated for additional credit. See the class schedule each quarter for additional offerings.

**PSYC 484A Intergroup Relations (4):** An examination of the way individuals in groups relate to each other focusing on the cognitive aspects of intergroup relations and the relation between identity and intergroup relations. Offered occasionally.

*Prerequisites: PSYC 251, 321, 321L & junior or senior standing*

**PSYC 484C Perceptual & Cognitive Development (4):** Advanced class on the early development of cognition and perception. Topics include physiological basis of perception, color perception, oculomotor development, speech perception, intermodal perception, proprioception memory, language, intelligence, social cognition, and contextual influences, with theoretical perspectives on the nature of cognitive development and their application.

*Prerequisites: PSYC 234, 321, 321L & junior or senior standing*

**PSYC 484H Adaptation: Theories & Evidence (4):** Survey of historical and contemporary theories of adaptation- and change-related psychological mechanisms. Addresses epistemological issues and critiques the empirical evidence for various theories.

*Prerequisites: PSYC 104, 321, 321L & junior or senior standing*

**PSYC 484I Adolescence & Emerging Adulthood (4):** An examination of three in-depth topics as they relate to adolescence and emerging adulthood including (1) the transition to adulthood and the college experience, (2) risky behaviors and (3) familial, peer and romantic relationships. We will discuss these major developmental issues with a focus on the relationship between the developing brain, socio-historical changes and cultural influences using original research from peer-reviewed journal articles. This class will cover each topic using theory and current empirical evidence.

*Prerequisites: PSYC 234, PSYC 321 & 321L*

**PSYC 488 Interdisciplinary Seminar:** Variable content to focus on the interface of psychology and one or more disciplines. See the class schedule each quarter for additional offerings.

**PSYC 488B Psychology & Law (4):** An introduction to the application of psychological topics to law, including the legal process, trials and juries, eyewitness testimony, presentation of scientific evidence, and the use of social science in the legal system.

*Prerequisite: PSYC 104*

**PSYC 488C Psychology of Religion (4):** An examination of religious behavior from a psychological (theoretical and methodological) perspective. Focus is on the development of religion and religious socialization, religious experience, religion and death, the social psychology of religious organizations, coping and adjustment, and religion and mental disorder.

*Prerequisite: PSYC 104*

**PSYC 488D Psychology of Music (4):** Focuses on the perception and cognition of music. Topics include the sense and perception of sound, timbre, consonance, dissonance, musical scales, attention and memory of melody, rhythm and the organization of time, and cross-cultural universals.

*Prerequisite: PSYC 104*

**PSYC 488E Political Psychology (4):** Application of psychological theory and research methods to political science topics. Examination of the way that politics is influenced by characteristics of people (abilities, personalities, values, and attitudes), as well as the way that people are influenced by the political environment (institutions, information, and norms). Major theories and approaches in personality and social psychology are used to explore the topics of political leaders, political followers, public opinion, tolerance and intolerance, and international relations. Cross-listed as PLSC 488E.

*Prerequisite: PSYC 104*

**PSYC 488F Sport Psychology (4):** An introduction to sport and exercise psychology as an academic discipline with a focus on using empirical evidence in an applied fashion. The ways in which psychological factors influence participation and performance in sport and exercise will be examined, as well as the effects of sport/exercise on psychological well-being of an individual. Topics include goal-setting; team cohesion; psychological skills training; competition anxiety; self-confidence and motivation; coach-athlete communication, attention, concentration, and imagery; and burnout in athletes. Cross-listed as EXSC 418E.

*Prerequisite: PSYC 104*

**PSYC 488G 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. May provide service learning credit. Offered alternate years.

*Prerequisite: PSYC 104*

**PSYC 495A Intermediate Research I (1-4):** Designed for students conducting independent research; focus on synthesizing prior findings for integration into literature review.

*Prerequisites: PSYC 323, 323L & consent of the instructor*

*Additional Requirement: A minimum overall GPA of 3.00*

**PSYC 495B Intermediate Research II (1-4):** Designed for students conducting independent research; focus on study design.

*Prerequisites: PSYC 323, 323L & consent of the instructor*

*Additional Requirement: A minimum overall GPA of 3.00*

**PSYC 495C Intermediate Research III (1-4):** Designed for students conducting independent research; focus on data collection techniques.

*Prerequisites: PSYC 323, 323L & consent of the instructor*

*Additional Requirement: A minimum overall GPA of 3.00*

**PSYC 495D Intermediate Research IV (1-4):** Designed for students conducting independent research; focus on working with data including dealing with missing data, creating scale scores and data transformations.

*Prerequisites: PSYC 323 & 323L & consent of the instructor*

*Additional Requirement: A minimum overall GPA of 3.00*

**PSYC 495E Advanced Research I (1-4):** Designed for students conducting independent research; focus on basic data analysis, primarily descriptive statistics.

*Prerequisites: PSYC 321, 321L, 322, 322L, 323, 323L & consent of the instructor*

*Additional Requirement: A minimum overall GPA of 3.00*

**PSYC 495F Advanced Research II (1-4):** Designed for students conducting independent research; focus on commonly-used data analysis including correlations, t-tests, regressions, and ANOVAs as is appropriate to the project.

*Prerequisites: PSYC 323, 323L & consent of the instructor*

*Additional Requirement: A minimum overall GPA of 3.00*

**PSYC 495G Advanced Research III (1-4):** Designed for students conducting independent research; focus on complex data analysis including MANOVA, factor analysis, and survival analysis as is appropriate to the project.

*Prerequisites: PSYC 323, 323L & consent of the instructor*

*Additional Requirement: A minimum overall GPA of 3.00*

**PSYC 495H Advanced Research IV (1-4):** Designed for students conducting independent research; focus on preparing data for presentation including poster presentations, oral presentations, and manuscripts for publication, as is appropriate to the project.

*Prerequisites: PSYC 323, 323L & consent of the instructor*

*Additional Requirement: A minimum overall GPA of 3.00*

**PSYC 499 Directed Study (1-4):** 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 the department*

*Restriction: For department majors with junior or senior standing only*

**UNST 404M Senior Seminar: Religion, Values & Social Responsibility (4):** The senior seminar culminating the University Studies program. Analyzing religious, moral, and social issues within students' major programs of study, students will reflect on their own faith as they apply theoretical principles to specific problems of contemporary life. Students will integrate their values with their academic experiences and their professional aspirations by drawing on their service and knowledge. Students will examine their commitments to service as socially responsible members of their various communities. May provide service-learning credit.

*Prerequisite: ENGL 113 or 124*

*Restriction: For Psychology or Neuroscience students with junior or senior standing only*

# Department of Social Work

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## Department Faculty

### **Jill Rasmussen, Chair**

Professor of Social Work (1996-2005; 2014)  
MSW University of Denver 1977  
Licensed Clinical Social Worker 1979

### **Noelia Becky Galvez-Nelson**

Assistant Professor of Social Work (2016)  
MSW Loma Linda University 2008  
Licensed Clinical Social Worker 2016

### **Marni M. Straine**

Assistant Professor of Social Work (2013)  
MSW Loma Linda University 2008

### **Daphne Thomas**

Associate Professor of Social Work (2005-2008; 2014)  
Director of Field Education  
MSW Smith College 2001  
Licensed Clinical Social Worker 2007

## Collaborating Faculty

### **Laurel E. Brown, MSW, PhD**

PhD Loma Linda University 2011  
Social Policy and Research

## Degree Offered

Bachelor of Social Work degree

## Accreditation

The undergraduate baccalaureate (BSW) degree program is fully accredited by the Council on Social Work Education.

## Program Admission

Students are formally admitted and inducted into the Social Work Program. Admission to the program requires the successful completion of SOWK 214 and 215, selected General Education courses, a minimum grade point average of 2.3, completion of the application for admission, a personal statement, a self-assessment, and approval by social work faculty. Students must demonstrate an understanding, openness, and ability to achieve ethical and professional behavioral standards established by the Council on Social Work Education. After formal acceptance, students are expected to maintain a minimum GPA of 2.3, demonstrate consistent academic progress, and maintain professional behavioral standards, in order to maintain their admission status.

## Goals

Social work is one of the most demanded helping professions and healing arts that utilizes evidence-based practice models. Through a variety of intervention modes, social work can make positive differences in the way people shape their lives as well as how they interact with others and their environment, thus improving the quality of individual and collective experiences throughout their life span.

Social work is a practice-oriented discipline with its own independent administrative and curriculum structures. Thus, the La Sierra University Social Work Department seeks to prepare its graduates to be ethically principled, culturally responsive generalist practitioners who value activism, yet are sensitive and responsive to individuals' rights to self-determination. Its educational goals are derived from its mission. The goals of La Sierra University Social Work Department are to:

1. Provide professional strengths-based ecologically oriented social work education at the baccalaureate level in the context of an accredited Christian university that values servant-leadership, activism, and the progressive nature of truth.
2. Create a program that is inclusive of and responsive to the educational needs of learners of all ages and backgrounds thereby producing entry-level generalist social workers who value the range of differences within each human diversity dimension and are fully prepared to engage in culturally responsive and competent practice with client systems at all levels: micro, mezzo and macro.

3. Infuse throughout the program the values and ethics that guide the profession, thereby developing ethically principled social work practitioners who are cognizant of their strengths and areas for growth and are committed to enhancing their personal growth, professional knowledge, and skills as life-long learners.
4. Produce strengths-based ecologically oriented social workers committed to creating a just society by advocating for social and economic justice, human rights, and equality for all, being mindful of and ready to respond proactively to the evolving and dynamic nature of social and societal contexts.
5. Create a climate that fosters critical thinking, an interest in scholarship and scientific inquiry, and a willingness to explore and evaluate new knowledge and understanding of our world, human behavior, and client systems.

## Learning Outcomes

The student learning outcomes reflect the program's mission and goals as well as the core competencies established by the Council on Social Work Education. It is expected that at the end of their time in the program, students will be able to successfully demonstrate all of the competencies. To this end, each class will address in an explicit way specific competencies with the goal of ensuring mastery of each by the time students are ready to graduate.

At the completion of the BSW, students will be able to demonstrate the following competencies:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities
10. Integrate spiritual and religious beliefs in social work practice
11. Participate in service-learning activities in response to community needs.

## MAJOR

### Bachelor of Social Work

*Work and/or life experience or portfolio credit may not be used to substitute for required major course work. Additionally, transfer credits for social work classes are only accepted from CSWE accredited programs.*

Required: at least 91 units, with 79-80 units in Social Work (58-59 upper division), including:

- The courses listed below (79-80 units)
- Required Cognates (12 units)

SOWK 204	Colloquium (2 units)
SOWK 205	Social Policy I
SOWK 214	Generalist Practice I
SOWK 215	Generalist Practice II
SOWK 252	Social Work Research I
SOWK 286	Topics in Social Work
SOWK 311	Human Behavior & the Social Environment I
SOWK 312	Human Behavior & the Social Environment II
SOWK 314	Social Work Methods: Individuals
SOWK 315	Social Work Methods: Groups
SOWK 316	Social Work Methods: Communities & Organizations
SOWK 317	Social Work Methods: Children & Families
SOWK 318	Generalist Practice III
SOWK 349	Social Work Research II
SOWK 388	Field Practicum Orientation
SOWK 405	Social Policy II
SOWK 451	Field Seminar I
SOWK 452	Field Seminar II
SOWK 453	Field Seminar III
SOWK 461	Field Practicum I
SOWK 462	Field Practicum II
SOWK 463	Field Practicum III
SOWK 495	Social Work Senior Capstone

Required Cognates (12 units):

BIOL 107	Human Biology (or equivalent)
MATH 155	Introductory Statistics (or equivalent)
PSYC 104	General Psychology

Required University Studies Course:

UNST 404P	Senior Seminar: Religion, Values, & Social Responsibility
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Recommended:

ECON 254	Principles of Macroeconomics
ECON 255	Principles of Microeconomics
HPSC 106	Race, Ethnicity & Class in American History
MGMT 304	The Practice of Management
PSYC 314	Psychology of Gender
SOCI 414	The Sociology of the Family & Intimate Relationships

- A Spanish minor (28 units) is recommended. Summer abroad programs are strongly recommended. (See the Department of World Languages listing for more information.)

## COURSES

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

### LOWER DIVISION

**SOWK 114 Influencing Change: Individual, Community & Global Perspectives (2):** Introduction to contemporary societal issues with an emphasis on understanding how individuals, groups, and communities can impact and create social change. Students interested in service and the helping professions will learn how various disciplines approach social issues. Students will be exposed to social consciousness and public service through involvement in the community. (Open to non-majors.)

**SOWK 204 Colloquium:** A seminar of selected topics related to generalist social work practice. Two units are required.

**SOWK 204A Introduction to Social Work (1):** Colloquium fall quarter introduces the student to the social work program. Whenever possible, it is recommended that students take this course their first quarter as a major.

**SOWK 204B Fields of Practice (1):** Colloquium winter quarter examines the fields of social work practice.

**SOWK 205 Social Policy I (4):** This course explores the historical development of the American social welfare system and the social work profession within the context of the economic, political, religious, and sociocultural influences of each period.

**SOWK 214 Generalist Practice I (4):** This course introduces the principles of generalist social work practice within an ecological-strengths based perspective. It focuses on the generalist intervention model across the micro-mezzo-macro continuum, introduces students to professional social work values and ethics, and explores issues of diversity that underline generalist practice.

*Prerequisites: ENGL 111 & 112 (can be concurrently enrolled)*

**SOWK 215 Generalist Practice II (4):** Continuation of SOWK 214 with an emphasis on generalist engagement, assessment, planning, intervention, evaluation, termination, and follow-up across the micro-mezzo-macro continuum. Special attention given to bio-psychosocial spiritual assessment, child neglect/abuse assessment, suicide assessment, crisis intervention, and content on diversity, oppression, and social justice.

*Prerequisites: ENGL 111, 112, & 113 (can be concurrently enrolled), & SOWK 214*

*Restriction: For Social Work majors only*

**SOWK 252 Social Work Research I (3):** Introduction to basic research concepts, approaches to research design and ethical research practices. Emphasis is placed on giving students foundational knowledge needed to critically evaluate published research in the pursuit of evidence-based practice and/or pursue further training in research methods.

*Prerequisite: MATH 155*

**SOWK 286 Topics in Social Work (2):** Topics of current interest in the field of social work. Different sections may be taken for additional credit.

**SOWK 286A Addictions (2):** This course is an introduction to addictions from a systems perspective, exploring how the addiction affects the individual, the family, and the larger community.

**SOWK 286B Gerontology (2):** This course is an introduction to the field of older adults. It examines the bio-psychosocial spiritual dynamics of this population using a life span developmental model. Special attention is given to the impact of economics, politics, social policies, and diversity on the daily lives of today's aging population.

**SOWK 286D Mental Health (2):** This course is an introduction to concepts of mental health and mental illness. It explores the various social work roles in the mental health field.

**SOWK 286E Criminal Justice (2):** This course overviews the American corrections system. It covers central theories, social work generalist practice, restorative justice, and current issues related to criminal justice.

**SOWK 286F Child Welfare (2):** This course is an introduction to services for children with an emphasis on the systems available through government and private agencies. Special attention is given to the impact of class, ethnicity, gender, oppression, and abuse on children.

**SOWK 286G Medical Social Work (2):** This course is an introduction to social work within the health care system. It explores the various social work roles in the medical field including involvement in a multi-disciplinary team.

**SOWK 296 Selected Topics (1-4 units):** Addresses a selected topic at the 200 level for Social Work, based on special circumstances and opportunities. Content may vary; specific topics are listed in course schedule. May be repeated with new content for additional credit.

**SOWK 299 Directed Study (1-4):** Directed study option to meet the special needs of an individual student.  
*Prerequisite: Department faculty & chair approval*

## UPPER DIVISION

**SOWK 311 Human Behavior & the Social Environment I (4):** This course applies a holistic model for understanding human development and behavior from the pre-natal through adolescent lifespan by drawing on a number of theories. Focus is on the bio-psycho-social spiritual factors affecting individuals, families, groups, and communities from an ecological-strengths perspective across the micro-mezzo-macro continuum. Diversity issues such as gender, sexuality, race, culture and socio-economic status are highlighted.  
*Prerequisites: SOWK 215 (can be concurrently enrolled), BIOL 107 (recommended) and PSYC 104 (recommended)*

**SOWK 312 Human Behavior & the Social Environment II (4):** This course applies a holistic model for understanding human development and behavior from young adulthood through senescence by drawing on a number of theories. Focus is on the bio-psycho-social spiritual factors affecting individuals, families, groups, and communities from an ecological-strengths perspective across the micro-mezzo-macro continuum. Diversity issues such as gender, sexuality, race, culture and socio-economic status are highlighted.  
*Prerequisites: SOWK 215 & 311*

**SOWK 314 Social Work Methods: Individuals (4):** Application of generalist practice behaviors to working with individuals. Focus is on developing effective worker-client interviewing skills, and establishing, maintaining, and terminating effective working relationships. Special attention is given to legal and ethical issues, case recording, and working with diverse populations. Must be taken before entering field practicum.  
*Prerequisites: SOWK 215, 311 & 312 (can be concurrently enrolled)*

**SOWK 315 Social Work Methods: Groups (4):** Application of generalist practice behaviors to working with groups. Special attention is given to a historical overview of group work, major theories about group dynamics, stages of group development and interventions with groups.  
*Prerequisite: SOWK 215*

**SOWK 316 Social Work Methods: Communities & Organizations (4):** Application of generalist practice behaviors to working with communities and organizations. Focus is on identification and analysis of community problems, understanding theoretical foundations and developing intervention strategies for change. Students participate in service-learning.  
*Prerequisite: SOWK 215*

**SOWK 317 Social Work Methods: Children & Families (4):** Application of generalist practice behaviors to working with children and families. Focus is on family systems theory within a developmental-strengths perspective, the primary stressors affecting families, and intervention strategies. Special attention is given to diverse family systems and the macro influences impacting family policy.  
*Prerequisites: ENGL 111, 112, 113, SOWK 214, 215, 311 & 312*  
*Corequisites: SOWK 451 & 461*  
*Restriction: Must have senior standing*

**SOWK 318 Generalist Practice III (4):** This course introduces the principles of case management and applies the generalist intervention model to practice settings. Emphasis on social work topics such as homelessness, mental health, and child welfare. Students participate in service-learning.  
*Prerequisite: SOWK 215*  
*Restriction: Must have junior standing*

**SOWK 349 Social Work Research II (4):** Introduction to data analysis using the Statistical Package for the Social Sciences (SPSS) and practice in the analysis and evaluation of introduction, methods, results, and conclusions sections of social science literature. Emphasis is placed on training students to become critical consumers of social science literature.  
*Prerequisite: SOWK 252*

**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 spring quarter immediately preceding field practicum.  
*Prerequisites: SOWK 215, 312 (can be concurrently enrolled), 314 (can be concurrently enrolled) & 318 (can be concurrently enrolled)*  
*Additional Requirement: Formal admission into the Social Work Program. Demonstration of the ability to maintain ethical and professional behaviors in the classroom and in a field agency.*

**SOWK 405 Social Policy II (4):** This course analyzes current social welfare policies and political issues at the local, state and federal levels. Emphasis on policies and legislation relevant to the vulnerable and oppressed in our society. Students participate in Lobby Days resulting in a lab fee.

*Prerequisite:* SOWK 205

**SOWK 451 Field Seminar I (2):** Fall quarter 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. SOWK 451, 452, 453 must be taken sequentially within the same academic year.

*Prerequisites:* SOWK 205, 312, 314, 315 (can be taken concurrently), 318 & 388

*Corequisites:* SOWK 317 & 461

*Restrictions:* Admission to the Social Work Program, senior standing & consent of the field director

**SOWK 452 Field Seminar II (2):** Winter quarter 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. SOWK 451, 452, 453 must be taken sequentially within the same academic year.

*Prerequisites:* SOWK 316 (can be taken concurrently), 451 & 461

*Corequisite:* SOWK 462

*Restriction:* Consent of the field director

**SOWK 453 Field Seminar III (2):** Spring quarter 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. SOWK 451, 452, 453 must be taken sequentially within the same academic year.

*Prerequisites:* SOWK 405 (can be taken concurrently), 452 & 462

*Corequisite:* SOWK 463

*Restrictions:* Consent of the field director

**SOWK 461 Field Practicum I (4):** Fall quarter internship program involving generalist practice with clients in local service agencies. Students complete a minimum of 140 hours each quarter in an approved agency. SOWK 461, 462, 463 must be taken sequentially within the same academic year.

*Prerequisites:* SOWK 205, 312, 314, 315 (can be taken concurrently), 318 & 388

*Corequisites:* SOWK 317 & 451

*Restrictions:* Admission to the Social Work Program, senior standing & consent of the field director

*Additional Requirement:* Demonstration of the ability to maintain ethical and professional behaviors in the classroom and in a field agency

**SOWK 462 Field Practicum II (4):** Winter quarter internship program involving generalist practice with clients in local service agencies. Students complete a minimum of 140 hours each quarter in an approved agency. SOWK 461, 462, 463 must be taken sequentially within the same academic year.

*Prerequisites:* SOWK 316 (can be taken concurrently), 451 & 461

*Corequisite:* SOWK 452

*Restriction:* Consent of the field director

*Additional Requirement:* Demonstration of the ability to maintain ethical and professional behaviors in the classroom and in a field agency

**SOWK 463 Field Practicum III (4):** Spring quarter internship program involving generalist practice with clients in local service agencies. Students complete a minimum of 140 hours each quarter in an approved agency. SOWK 461, 462, 463 must be taken sequentially within the same academic year.

*Prerequisites:* SOWK 405 (can be taken concurrently), 452 & 462

*Corequisite:* SOWK 453

*Restriction:* Consent of the field director

*Additional Requirement:* Demonstration of the ability to maintain ethical and professional behaviors in the classroom and in a field agency

**SOWK 495 Social Work Senior Capstone (3-4):** Integrates the baccalaureate experience by critically applying the core social work knowledge, skills, and values. In this integrative experience, students participate in the senior comprehensive exam.

*Prerequisites:* Completion of, or concurrent registration with, all required social work courses

**SOWK 496 Selected Topics (1-4):** Addresses a selected topic at the 400 level for Social Work, based on special circumstances and opportunities. Content may vary; specific topics are listed in course schedule. May be repeated with new content for additional credit.

**SOWK 499 Directed Study (1-4):** An upper division directed study option to meet the special needs of an individual student.

*Prerequisite:* Department faculty & chair approval



**UNST 404P Senior Seminar: Religion, Values & Social Responsibility in Social Work (4):** The senior seminar culminating the University Studies Program. Social work students apply theoretical principles and the bio-psychosocial spiritual assessment to issues they will encounter in contemporary life. Seniors explore and analyze their own core faith issues and beliefs and the impact of such on client systems within the context of the core values and principles of social work. They reflect on and use the profession's Code of Ethics to direct practice, engage in socially responsible and ethical behavior, and address ethical dilemmas. Important to this integrative experience are students engaging in self-reflection and demonstrating a belief in and desire for, on-going, life-long learning. This 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.

*Restriction: For Social Work majors with senior standing only*

# Department of World Languages

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## Department Faculty

### **Carlos Parra, Chair**

Professor of Spanish Language & Literature (2015)  
PhD Duke University 2001  
Romance languages and literary studies

### **Esther Saguar Sierra**

Lecturer II of Spanish  
Director of Studies Abroad  
Licenciatura in Philology, Spanish and Literature, University of Zaragoza 1977

## Collaborating Faculty

### **Ginan Naeem Amen**

Adjunct Professor of Arabic (2008)  
BS University of Basra, Iraq  
Math and second language teaching

### **Lorena Gutiérrez-Cortés**

Adjunct Professor of Spanish (2008)  
MA California State University, San Bernardino  
Spanish/Hispanic literature, linguistics, and civilization

### **Mary Myong Sook Shin**

Adjunct Professor of Korean (2016)  
JD University of California, Hastings College of Law  
MA University of Arizona  
Curriculum and instruction

### **Claire K. Liu**

Adjunct Professor of Chinese (2014)  
MA University of Wisconsin, Madison  
MA University of California, Los Angeles  
Modern Chinese intellectual history  
Modern Chinese literature and language

### **Courtney Lloyd**

Adjunct Professor of American Sign Language (2017)  
MA National University  
Deaf and Hard-of-Hearing Education

### **Yoshimitsu Mineyama**

Adjunct Professor of Japanese (2008)  
MPH Loma Linda University  
ALC Japanese Teaching Methodology Program Certificate

### **Lourdes E. Morales-Gudmundsson**

Professor of Spanish (1995)  
PhD Brown University 1981  
Spanish renaissance and contemporary Spanish American literature

### **Myrtha Pizarro**

Adjunct Professor of French and Spanish (2015)  
PhD California Coast University 1980  
Doctor of Education, Loma Linda University (1985)

### **Manuel Rodriguez**

Adjunct Professor of Spanish (2015)  
MA Loma Linda University 1979  
MA California State University 1987  
Hispanic Studies

## Degrees Offered

Bachelor of Arts degree in:

- Spanish

Minors in:

- Arabic
- French
- German
- Italian
- Portuguese
- Spanish

## Adventist Colleges Abroad

In cooperation with Adventist Colleges Abroad, the department offers to both the student majoring in language and to 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 assigned advisor 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. Although enrolled overseas, students are registered at this University; are considered in residence; and are eligible for scholarships, loans, and grants offered by the University. Credit earned is recorded each quarter by the Office of the Registrar.

*For more information concerning this program and its offerings, refer to the Adventist Colleges Abroad listing earlier in this bulletin.*

## Preparation for Teaching

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

## Mission Statement

Because communication through language is a God-given gift, reflects the fundamental values of a culture, and lies at the heart of human experience, the Department of World Languages is dedicated to equipping both the general student and the language major linguistically, culturally, and intellectually to communicate effectively in and about languages and literatures other than English in a pluralistic American society and abroad. (See American Council for the Teaching of Foreign Languages Standards for Foreign Language Learning in the 21st Century, Lawrence, KS: Allen Press, 2006: 7.)

## Objectives

Students enrolled in language acquisition courses gain oral proficiency and cultural awareness to meet the University's language requirement. Service learning, as well as summer and year abroad programs in collaboration with Adventist Colleges Abroad, deepens students' experiences with language and culture. Students in the major program develop scholarship essential for teaching and for graduate study while acquiring skills in analytical thinking and understanding of cultural diversity.

## World Languages Learning Outcomes

Students Learning Outcomes (SLO) as follows:

1. Listening & Reading Comprehension
2. Oral & Written Proficiency
3. Intra-/Inter-linguistic Competency
4. Cultural Understanding
5. Associations
6. Extra-Curricular Use of Language
7. Integration of Faith & Learning

## Summer World Language Courses

During the summer months, the World Languages Department offers a number of world languages. Courses will be offered in the afternoon and will be open to students, university community, as well as the community at large. Consult the current summer school schedule for details.

## ACA Summer Programs

Six-week summer programs are also available through the Adventist Colleges Abroad schools located in Argentina, Austria, Brazil, China, Greece, Italy, Japan, Mexico, Spain, and the Ukraine. (For additional information, see the "Adventist Colleges Abroad" section listed elsewhere in this Bulletin.)

## MAJOR

### Bachelor of Arts

#### SPANISH

The Spanish major is offered jointly through La Sierra University and the Adventist Colleges Abroad (ACA) schools in Argentina and Spain. Students wishing to declare the Spanish major must take the Spanish Placement Examination 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 Languages Department.

Required: at least 55 units, with 51 units (42 upper division) in Spanish and 4 in related fields including:

- The courses listed below (46 units)
- Required Cognates (8 units)
- 3 terms abroad (Year abroad may be waived with evidence of having completed secondary level studies in the student's native Spanish-speaking country)

#### 4 units Prior to ACA studies, choose from:

SPAN 153

Beginning Spanish III

**OR**

SPAN 213

Spanish for Spanish Speakers

## Courses taken in Argentina or Spain

Courses listed below that substitute for a required course cannot also count as a major elective.

### Argentina and/or Spain:

SPAN 351-53/451-53	Advanced Spanish Grammar (3 qtrs)
SPAN 361-63/461-63	Advanced Spanish Composition (3 qtrs)
SPAN 371-71/471-73	Advanced Spanish Conversation (3 qtrs)
SPAN 332-33	Latin-American Literature (Argentina) (2 qtrs)
SPAN 331-33	History of Spanish Literature (Spain) (3 qtrs)

### 4 units from the following courses (Argentina):

SPAN 301-303	Folklore of Argentina (6)
SPAN 305-306	Geography of Argentina (2)
SPAN 345-346	History of Argentina (4)

### 4 units from the following courses (Spain):

SPAN 312-313	Spain & its Culture (4)
SPAN 315-317	History of Spain & Europe (6)

### Major electives abroad:

SPAN 341-343	Preparation for D.E.L.E.-D.B.E. Examination (3 qtrs) Preparation for CELU-Advanced I Examination (ARGENTINA) (3 qtrs)
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### Upon return from ACA Argentina/Spain

#### Choose either:

SPAN 365	Cervantes & Don Quixote (4 units)
<b>OR</b>	
SPAN 430	Peninsular Spanish Literature through Cinema (4 units)

#### Choose either:

SPAN 468	Themes: Contemporary Spanish Literature (4 units)
<b>OR</b>	
SPAN 469	Themes: Contemporary Latin American Literature (4 units)

### Complete this required course:

SPAN 498	Major Assessment Preparation (2 units) (2 quarters prior to graduation)
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### Complete 8 units from required cognate courses:

ENGL 206	Introduction to Literature
<b>Select one of the following courses (or substitution approved by World Languages Dept. and CAS):</b>	
HIST 354	Colonial Latin America
HIST 355	Modern Latin America
HIST 430L	Mexico

*NOTE: Native Spanish-speaking students who completed secondary education in a country where Spanish is an official language are exempt from completing one academic year abroad in either Argentina or Spain through ACA. Please, meet with World Languages Department Adviser for required sequence of courses to complete major in Spanish.*

## MINORS

A minor in a human language other than English (LOTE) may not include courses numbered 151, 152, or 153.

### SPANISH

A minor in Spanish may be completed on campus at La Sierra University or through the academic year abroad program at Adventist Colleges Abroad (ACA) in Argentina or Spain.

#### On-Campus:

28 units including SPAN 201 & 202 (or 213), SPAN 307, SPAN 329, & one literature course.

#### Through ACA:

28 units in 300-level Spanish courses (includes 201 and 202)

### OTHER LANGUAGE MINORS:

A minor in Arabic, French, German, Italian, or Portuguese is also available through the Adventist Colleges Abroad year-long program and La Sierra University. No previous language study is required.

#### French:

28 units in French courses at the intermediate level or higher or the Alliance Française Language Diploma

#### German:

28 units in German courses at the beginning or intermediate levels 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 or the PLIDA (Progetto Lingua Italiana Dante Alighieri) certificate.

## COURSES

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

*Students may not register for any lower division world language courses without taking the corresponding world language placement examination.*

### General

#### LOWER DIVISION

**WDLG 151,152,153 Selected Beginning Language I, II, III (4, 4, 4):** The study of the fundamental structure of a language other than those designated with a specific La Sierra University prefix. Audio, video, and computer exercises reinforce materials studied in class. May be repeated for credit provided a different language is chosen. This difference will be indicated by the letters following the course number. These courses include a language lab requirement.

*Prerequisite: Selected language placement examination*

**WDLG 201, 202, 203 Selected Intermediate Language I, II, III (4, 4, 4):** Continuation of the study of a selected language, with emphasis on oral and written composition reinforced by oral drills, audio, video, and computer exercises. May be repeated for credit with a different language. These courses include a language lab requirement.

*Prerequisite: Selected language placement examination*

**WDLG 213 Language for Heritage Speakers (4):** A course designed for native speakers of a language other than English. Language development in the areas of vocabulary building, writing, and reading. See WDLG 213A (Spanish) and WDLG 213B (Korean) in this section of the bulletin.

*Prerequisite: Language placement examination (if available)*

**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.

*Prerequisite: Consent of the instructor*

**The following classes will be offered periodically:**

GRMN 151, 152, 153 Beginning German I, II, III (4, 4, 4)

ITLN 151, 152, 153 Beginning Italian I, II, III (4, 4, 4)

#### UPPER DIVISION

**WLDG 401 Foreign Language Teaching Methodologies (3):** A course designed for second language majors. Includes an introduction to applied linguistics, an overview of the different methodologies applied to the acquisition of a second language, the phenomena of contrastive analysis, error analysis, and other factors involved in second language acquisition. These theories and phenomena are applied to the teaching of specific grammar points that may present difficulty for the second language learner.

**WDLG 425 Culture & Civilization (4):** An overview of a civilization other than an English-speaking one. Themes include geography, peoples, historical periods and important events, literature, art, architecture, music, and unique contributions to world culture. May be repeated with new content for additional credit.

**WDLG 437 Masterpieces of Literature (4):** A study of masterpieces of the literatures produced by cultures other than English-speaking ones. Focused on major works and authors, their characteristics, themes, and contributions to world culture. May be repeated with new content for additional credit.

**WDLG 445 International Language Colloquium (2):** A seminar-type class dedicated to the study of cross-cultural issues interfacing with world languages, literatures, and/or civilizations. May be repeated with new content for additional credit.

**WDLG 495 Research (2-4):** Students will conduct research concerning a non-English world language/culture or literature. An oral report of the research will be presented to the students and staff of the department.

*Additional Requirements: Research topics must be approved by the department faculty by the end of the junior year & completed in written form prior to the final quarter of the senior year*

**WDLG 496 Workshops in World Language (1-4):** Workshops on various topics relating to non-English language acquisition, culture, civilization, or linguistics. May be repeated with new content for additional credit.

**WDLG 499 Directed Study (1-4):** In-depth independent research and writing in some area of a non-English world language/culture or literature.

## American Sign Language

### LOWER DIVISION

**ASLG 151 Beginning American Sign Language I (4):** This course introduces the basics of American Sign Language (ASL) and is designed for students who have little or no previous knowledge of ASL. Readiness for learning will be approached via visual-gestural communication techniques, visual discrimination, and visual memory exercises. Information about the Deaf Community and Deaf Culture will be introduced.

**ASLG 152 Beginning American Sign Language II (4):** This course is designed to continue development of American Sign Language (ASL) skills with primary focus on refining the use of basic ASL sentence types. Students will learn routine communicative functions of the language: asking, requesting, providing clarification, giving and asking for directions. Information about the Deaf Community and Deaf Culture will be included.

*Prerequisite: ASLG 151 with a grade of "C" or better, or equivalent, & consent of the Department Chair.*

**ASLG 153 Beginning American Sign Language III (4):** This course builds on skills learned in ASLG 152, adding more complex ASL grammatical features and vocabulary, short stories, narratives, and dialogues. Information about the Deaf Community and Deaf Culture will be included.

*Prerequisite: ASLG 152 with a grade of "C" or better, or equivalent, & consent of the Department Chair.*

## Arabic

### LOWER DIVISION

**ARAB 151 Beginning Arabic I (4):** A collegiate-level beginning course in the study of the language and culture of Arabic-speaking peoples through the use of audio/video tapes, computer software, internet resources and/or drills. Designed for students who have never studied Arabic. There is a language lab requirement for this course.

*Prerequisite: Arabic placement examination*

**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 examination or a grade of C or better in ARAB 151*

**ARAB 153 Beginning Arabic III (4):** A third-level beginning course in the study of the language and culture of Arabic-speaking peoples through the use of audio/video tapes, computer software and/or drills. There is a language lab requirement for this course.

*Prerequisite: Arabic placement examination or a grade of C or better in ARAB 152*

## Chinese

### LOWER DIVISION

**CHIN 151 Beginning Chinese I (4):** A collegiate-level beginning course in the study of 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 examination*

**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 examination or a grade of C or better in CHIN 151*

**CHIN 153 Beginning Chinese III (4):** The third level of a beginning course in the study of the language and culture of Chinese-speaking peoples through the use of audio/video tapes, computer and online resources, and/or drills. There is a language lab requirement for this course.

*Prerequisite: Chinese placement examination or a grade of C or better in CHIN 152*

## French

### LOWER DIVISION

**FREN 151 Beginning French I (4):** A collegiate-level beginning course in the study of the language and culture of French-speaking peoples through the use of audio/video tapes, computer software, and/or drills. There is a language lab requirement for this course.

*Prerequisite: French placement examination*

**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 examination or a grade of C or better in FREN 151*

**FREN 153 Beginning French III (4):** A third-level beginning course in the study of the language and culture of French-speaking peoples through the use of audio/video tapes, computer software and/or drills. There is a language lab requirement for this course.

*Prerequisite: French placement examination or a grade of C or better in FREN 152*

**FREN 201 Intermediate French I (4):** A first-level intermediate course in the study of the language and culture of French-speaking peoples with emphasis on conversation, composition, vocabulary building, and culture-based discussions. There is a language lab requirement for this course.

*Prerequisite: French placement examination or a grade of C or better in FREN 153*

**FREN 202 Intermediate French II (4):** A second-level intermediate course in the study of the language and culture of French-speaking peoples with emphasis on conversation, composition, vocabulary building, and culture-based discussions. There is a language lab requirement for this course.

*Prerequisite: French placement examination or a grade of C or better in FREN 201*

**FREN 203 Intermediate French III (4):** A high intermediate continuation of the study of the language and culture of the Francophone peoples with emphasis on conversation, composition, vocabulary building, and non-guided discussions. There is a language lab requirement for this course.

*Prerequisite: French placement examination or a grade of C or better 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.

*Prerequisite: Consent of the instructor*

## UPPER DIVISION

**FREN 499 Directed Study (1-4):** Involves in-depth independent research and writing in some area of French language/culture or literature.

*Prerequisite: FREN 202*

## Italian

### LOWER DIVISION

**ITLN 151 Beginning Italian I (4):** A collegiate-level beginning course in the study of language and culture of Italian-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: Italian placement examination*

**ITLN 152 Beginning Italian II (4):** The second level of a beginning course in the study of the language and culture of Italian-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: Italian placement examination or a grade of C or better in ITLN 151*

**ITLN 153 Beginning Italian III (4):** The third level of a beginning course in the study of the language and culture of Italian-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: Italian placement examination or a grade of C or better in ITLN 152*

## Japanese

### LOWER DIVISION

**JAPN 151 Beginning Japanese I (4):** A collegiate-level 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 examination*

**JAPN 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 examination or a grade of C or better in JAPN 151*

**JAPN 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 examination or a grade of C or better in JAPN 152*

## Korean

### LOWER DIVISION

**WDLG 213B Korean for Korean-speakers (4):** See WDLG 213 Language for Heritage Speakers under the General section of the World Languages Department listings. (Previously listed as KORE 213)

## Spanish

### LOWER DIVISION

**SPAN 151 Beginning Spanish I (4):** A collegiate-level beginning course in the study of the language and culture of Spanish-speaking peoples through the use of audio/video tapes, computer software, and/or drills. There is a language lab requirement for this course.

*Prerequisite: Spanish placement examination*

**SPAN 151M Beginning Spanish I for Healthcare Professionals(4):** A college level beginning course in the study of language and cultures of Spanish-speaking communities with an emphasis on practical language usage in healthcare settings. No prior experience in Spanish at the college level necessary. Language lab requirement in this course.

*Prerequisite: Spanish placement examination*

**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 examination or a grade of C or better in SPAN 151*

**SPAN 152M Beginning Spanish III for Healthcare Professionals(4):** A collegiate-level beginning course in the study of the language and culture of Spanish-speaking peoples with an emphasis on practical language usage in health and medical settings. Designed for students who have had SPAN 151 or equivalent. There is a language lab requirement for this course.

*Prerequisite: Spanish placement examination or a grade of C or better in SPAN 151*

**SPAN 153 Beginning Spanish III (4):** The third level of a beginning course in the study of the language and culture of Spanish-speaking peoples through the use of audio/video tapes, computer software, and/or drills. There is a language lab requirement for this course.

*Prerequisite: Spanish placement examination or a grade of C or better in SPAN 152*

**SPAN 153M Beginning Spanish III for Healthcare Professionals (4):** A continuation of the collegiate-level beginning course in the study of the language and culture of Spanish-speaking peoples with an emphasis on practical language usage in health and medical settings. Designed for students who have had SPAN 152M or equivalent. There is a language lab requirement for this course.

*Prerequisite: Spanish placement examination or a grade of C or better in SPAN 152M*

**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 examination or a grade of C or better in SPAN 153 or SPAN 153M*

**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 examination or a grade of C or better in SPAN 201*

**SPAN 203 Intermediate Spanish III (4):** A high intermediate continuation of the study of the language and culture of the Spanish-speaking peoples with emphasis on conversation, composition, vocabulary building, and non-guided discussions. There is a language lab requirement for this course.

*Prerequisite: Spanish placement examination or a grade of C or better in SPAN 202*

**WDLG 213A Spanish for Spanish-speakers (4):** See WDLG 213 Language for Heritage Speakers under the General section of the World Languages Department listings. (Previously listed as SPAN 213)



## UPPER DIVISION

## 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. Includes medical terminology in Spanish.  
*Prerequisite: SPAN 213 or the Spanish placement examination*

**SPAN 312 Advanced Spanish Reading & Composition (4):**

Practice in writing through reading of journalistic, poetic, and creative prose writing. Organization of content as well as punctuation, accenting, and spelling are studied and practiced.

*Prerequisite: SPAN 213 or the Spanish placement examination*

**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 312*

**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 year abroad (minimum 2-3 quarters)*

**SPAN 417 Translation & 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*

**SPAN 426 Spanish Civilization (4):** A study of Spanish civilization that traces influences, characteristics, and contributions to Western civilization.

*Prerequisite: SPAN 213 or SPAN 312, or year abroad (minimum 2-3 quarters)*

**SPAN 428 Spanish-American Civilization (4):** A study of Spanish-American civilization that traces influences, characteristics, and contributions to Western civilization.

*Prerequisite: SPAN 213 or SPAN 312, or year abroad (minimum 2-3 quarters)*

## 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 SPAN 312*

**SPAN 347 Peninsular Spanish Literature Xth Century - 1898 (4):** A survey of Spanish literature from the Xth century through the Generation of '98 (XIXth century). Students will do readings, listen to lectures, participate in group or class discussions, make oral presentations, written reports, and create one final critical essay on one short novel. This course is conducted entirely in Spanish and is designed for students who have an advanced level of proficiency in listening and speaking, reading and writing the Spanish language. Offered alternate years.

*Prerequisite: SPAN 213 or SPAN 312*

**SPAN 348 Spanish-American Literature 1492-1888 (4):** A survey of Spanish-American literature from Pre-Columbian literature through Pre-Modernismo (XIXth century). Students will do readings, listen to lectures, participate in group or class discussions, make oral presentations, written reports, and create one final critical essay on one short novel. This course is conducted entirely in Spanish and is designed for students who have an advanced level of proficiency in listening and speaking, reading and writing the Spanish language. Offered alternate years.

*Prerequisite: SPAN 213 or SPAN 312*

**SPAN 365 Cervantes & Don Quixote (4):** A reading of Miguel de Cervantes's classic work, *Don Quixote of La Mancha*, in the context of XVIIth century Spain. Themes relating to reality vs. fiction, tradition vs. modernity, honor, humor, and others will be explored in class discussions and papers. This course is taught in English. Spanish majors will do their reading and writing in Spanish. Offered alternate years.

*Prerequisite: ENGL 113 or 124*

**SPAN 430 Peninsular Spanish Literature through Cinema (4):** A study of representative literary works of Spain from the Middle Ages through the 19th century with cinematic representations. Readings and films based on short stories, theater, the novel, and poetry as well as non-fiction. This course conducted entirely in Spanish. Offered alternate years.

*Prerequisite: SPAN 307*

**SPAN 468 Themes: Contemporary Spanish Literature: XXth Century (4):** A survey of representative authors and works from the late XIXth century Spanish literary movements through the late XXth century. Students will read selected works in the textbook, listen to lectures, participate in group or class discussions, make oral presentations, written reports, and create one final critical essay on one whole work. This course will be conducted entirely in Spanish and is designed for students who have an advanced level of proficiency in listening and speaking, reading and writing the Spanish language. Offered alternate years.

*Prerequisite: SPAN 307*

**SPAN 469 Themes: Contemporary Latin American Literature: XXth Century (4):** A survey of representative authors and works from Latin American Modernismo (late XIXth century) to the late twentieth century. Students will read selected works in the textbook, listen to lectures, participate in group or class discussions, make oral presentations, written reports, and create one final critical essay on one work. This course will be conducted entirely in Spanish and is designed for students who have an advanced level of proficiency in listening and speaking, reading and writing the Spanish language. Offered alternate years.

*Prerequisite: SPAN 307*

#### **GENERAL**

**SPAN 498 Major Assessment Preparation (2):** This course is designed to provide academic support for majors in Spanish who will be taking the Major Assessment required for graduation. One member of the faculty will meet weekly with candidate as mentor and guide to provide the opportunity to cover material pertinent to this assessment. Candidate will take these 2 units prior to graduation. Results of this Major Assessment Preparation (2 units) will be assigned as final grade for this course. Note: No candidate will be allowed to take the Major Assessment without having completed the preparation offered in this course.

**SPAN 499 Directed Study (1-4):** Involves in-depth independent research and writing in some area of language and culture or of literature.

# The Tom and Vi Zapara School of Business

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**John Thomas**, PhD, Dean

**Gary Chartier**, PhD, JD, LLD Associate Dean

## Mission

The Tom and Vi Zapara School of Business is a diverse, Seventh-day Adventist community of scholarship and learning that empowers students to enrich God's world by developing their business competencies in a context of Christian values, creativity, and community engagement.

## Expression of the Mission

The Zapara School of Business seeks to be the premier business school in the Seventh-day Adventist Church and the premier private business school in southern California's Inland Empire.

Business makes the world a better place. The Zapara School understands business practice as an aspect of the quest for human flourishing. Every time people create or distribute products that directly or indirectly serve the various aspects of well-being, they flourish—and promote flourishing. When people put business skills and business creativity to work outside the marketplace to solve social problems, they also flourish—and promote flourishing. And when people choose generously to use profits from business activity to foster the good of creation outside the marketplace, they both flourish and promote flourishing, too.

The School encourages its students, the members of its faculty and staff, and its other constituents, therefore, to embody excellence and image God's creativity by creating value and making a difference.

The School delivers undergraduate and graduate business curricula that stimulate creativity, reflect La Sierra University's mission, and encourage moral responsibility, spiritual growth, and entrepreneurship. It intends to foster a commitment to innovation and creativity as crucial drivers of human progress; the expansion of opportunities for extended social cooperation—across geographic, political, and cultural borders; the consequent creation and distribution of products that meet consumer demand; humane patterns of work life; acknowledgment of special responsibilities to employees, local communities, and other stakeholders; socially conscious investment; and recognition of the value of life outside the workplace.

The School recognizes the importance of business education in cultivating the development of students as whole persons. It welcomes students—from all faiths and none, from a wide range of academic and professional backgrounds. And it seeks to add value, enabling students to become the best they can be.

The School educates students—its own majors and others—for active participation in their communities by facilitating their awareness of society and culture, fostering their embrace of personal meaning and rich interpersonal connection, equipping them to collaborate effectively, and helping them to integrate their work with the other aspects 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. And it is committed to responding in a nimble, compassionate, customer-friendly way to the academic and personal needs of its students.

Zapara School curricula emphasize ethics, spirituality in the workplace, and transformative social entrepreneurship. The focused study of these themes fosters intellectual development and expands students' moral and spiritual horizons. The School supports cocurricular programming and experiences offering students distinctive opportunities to grow as leaders, develop business skills, and engage in global service. By directly assisting people in need, engaging in social entrepreneurship or community education and organizing, or analyzing and enhancing institutions, students come to understand the significance of their studies and develop greater empathy while fostering human flourishing.

The School also contributes to flourishing in its role as a community of scholarship. It encourages faculty members and students to engage in wide-ranging creative, intellectual inquiry, validated through professional practice and publication, that enlarges human understanding for the benefit of the church and God's world.

## Leadership in the Curricula

The ZSB is dedicated to helping its students become *leaders* who will enhance the lives of people and their communities using business skills and business creativity and bring restoration and healing to a hurting world. Rooted in its Seventh-day Adventist Christian vision—marked by appreciation for the unique value and potential of each individual, the liberating nature of social cooperation, and the transformative value of service—the School's commitment to leadership rests on five pillars:

- *Character*—embracing a shared vision rooted in restoration and healing; treating others with dignity, respect, and kindness; promoting justice and peace; fostering and modeling flourishing; being authentic and transparent; acting with courage, humility and accountability.
- *Community*—understanding and valuing people with diverse characteristics, perspectives, and lifestyles; empowering others to act; collaborating with and supporting others; resolving conflict; acknowledging others; embracing win-win thinking; promoting global awareness.
- *Creativity and critical thinking*—challenging the status quo; solving problems using innovation and imagination; acknowledging and understanding that we are parts of God’s good creation; rediscovering our created potential; finding meaning in everything we do; integrating, analyzing, and embracing new ideas; exhibiting curiosity and adaptability; valuing multi-disciplinary approaches; thinking big.
- *Skills*—making effective use of reason, argument, and evidence; nourishing discipline-related skills; engaging in research, communication, and self-expression; mastering the use of technology in business; demonstrating excellence.
- *Execution*—accomplishing the task and modeling the way; applying the results of learning; serving others; being pro-active; being a change agent; increasing individual, business, and societal value; assessing, synthesizing, and evaluating; creating, designing, constructing, producing, developing, and inventing; nurturing others by inspiring, mentoring, and guiding; synergizing.

The School encourages leadership development through coursework and co-curricular activities—including the Paul Cone Program in Leadership, which includes a yearly weekend orientation seminar, lectures and colloquium events for both campus and community, and a year-long team-focused competition.

We are a diverse community of learners called to proclaim and enact God’s creativity, peace, and healing in the world through business and entrepreneurial activity. Our deepest motivation comes from a glimpse of God’s grace, an awareness of God’s creativity and the goodness of God’s creation, and the conviction that we must respond to God’s creativity and grace by fostering the flourishing of what divine love has made.

We celebrate the human spirit—utilizing creativity to enrich both our own lives and those of others. Thus, we relish the process of innovation and transformation, even when it is demanding and difficult, because it allows us the extraordinary opportunity to participate in God’s creative and redemptive work in the world. Because we are called to lead, and to bring restoration and healing to a suffering world, our work—by its very nature—has the potential to be experienced as play.

## Student Learning Outcomes

**The Zapara School of Business’ academic objectives for its students are straightforward:**

1. Students will be skilled in critical thinking and decision making, employing appropriate analytical and quantitative techniques to engage in effective problem-solving.
2. Students will apply functional area concepts and theories appropriately.
3. Students will be sensitive to the ethical requirements, spiritual dimensions, collaborative core, service potential, and global context of business activities.

## School of Business Additional Opportunities

### Paul Cone Program in Leadership

In honor of Paul Cone, the Zapara School has instituted a Paul Cone Program in Leadership. Among the components of the Program are

- *the Paul Cone Leadership Development seminar*, which takes place at the beginning of each academic year, and which may feature elements including an introduction to the mission and values of the Zapara School, an overview of curricular elements and degree requirements, opportunities to discover and become involved in Enactus projects, intensive leadership training exercises, an orientation to the Cone Practicum, and micro-courses delivered by faculty members and guest lecturers
- *the Paul Cone Practicum in Leadership*, a year-long team-building and leadership development exercise that provides each student the opportunity to compete, throughout the year, as a member of one of four teams, on fronts including grades, fundraising for the ZSB, a for-profit microbusiness, a not-for-profit enterprise, and the organization of ZSB cocurricular activities
- *the Paul Cone Lecture Series*, which exposes Zapara School students and faculty members to guest speakers who exemplify Paul Cone’s commitment to academic excellence and creativity.

### Rent-a-Brain

The ZSB’s consulting group, Rent-a-Brain, provides students and faculty members alike with valuable experience and significant growth opportunities. It serves business, labor, and community organizations by providing advice regarding management, marketing, finance, ethics, and other topics.

## Center for Philanthropy

La Sierra University's Center for Philanthropy is housed in the ZSB. The mission of the Center is to encourage the practice of effective philanthropic giving and fundraising and the integration of philanthropy into the mission of effective charitable and not-for-profit enterprises. It educates leaders who will create, implement, and promote innovative models of philanthropy in partnership with those who seek effective, long-lasting social change. As a contributor to La Sierra University's mission of global service, it is a significant resource for students, faculty members, the philanthropic community, and the countless ordinary people it serves.

## Center for Conflict Resolution

The Center for Conflict Resolution helps people resolve and manage conflicts justly and peaceably without resorting to the legal system or using violence. It does this in three ways: by offering courses, lectures, and certificate programs focused on alternative dispute resolution; by providing professional mediatorial services (delivered through a free-standing corporation); and by facilitating research designed to lead to the peaceful resolution of conflict. The Center for Conflict Resolution will cooperate with entities including La Sierra University's Center for Entrepreneurship and its Enactus Program by fostering just economic development as a means to peaceful conflict resolution. The Center's mission is an apt expression of La Sierra University's Seventh-Day Adventist heritage—marked by a commitment to peacemaking and global service.

## Edward C. Allred Center

The Edward C. Allred Center exists to promote free market economics through the education of students, especially those at Seventh-day Adventist high schools. The Center provides high school students with interactive, online materials that teach them the principles and practices of financial literacy and personal finance. In the summer, it offers on the University campus a boot camp on entrepreneurship for selected high school students and a workshop on free market economics for high school teachers. The Center also awards prizes for high school students and their teachers who respectively write on and teach the principles of free market economies.

## TransResearch Consortium

The TransResearch Consortium, drawing on the scholarship of faculty members at La Sierra University, Claremont Graduate University, and Portland State University, but headquartered at La Sierra, explores political and economic change related to the developing global economy, with a particular focus on the role and impact of countries in East Asia and South Asia.

## The Zapara School Resource Center

The Zapara School Resource Center offers academic, professional, and personal support services, including tutoring, assistance with job placement, life coaching, resume preparation assistance, internship/practicum identification assistance, proctoring, and substitute teaching.

## Innovation Lab

As an applied expression of the ZSB's mission, the Innovation Lab encourages students to explore hands-on entrepreneurship through product development and prototyping for class or team projects, or for individual entrepreneurial pursuits. The lab offers students full access to a 3D scanner, 3D printer, and CAD system.

## Start-Up Garage

The ZSB Start-Up Garage offers students the opportunity to develop and take to market their entrepreneurial ideas through mentorship with faculty members and field experts as well as a resident entrepreneur, together with the open-door policy of the dean. Students may submit business ideas for review through a competitive process and may be awarded nominal start-up funding and/or access to one of two start-up garage office spaces in the ZSB building.

## Joe Patton New Venture Business Plan Award

The ZSB honors the life of Joe Patton as entrepreneur, businessperson, and community servant through the Joe Patton New Venture Business Plan Competition, sponsored by the Joe Patton Trust and Jan White. Full-time ZSB students interested in starting their own businesses are encouraged to submit start-up business plans for review. A grant of \$5,000 is awarded each year to the best business plan submitted. Please see the ZSB website for details.

## Enactus

Enactus (formerly Students in Free Enterprise) is an international non-profit organization that works with leaders in business and higher education to mobilize university students to make a difference in their communities while developing the skills they need in order to become socially responsible business leaders. Some 57,000 students, organized in roughly 1,600 teams, operating in thirty-nine countries apply business concepts to develop outreach projects that improve the quality of life and standard of living for people in need. An annual series of regional, national, and international competitions provides a forum for teams to present the results of their projects, and be evaluated by business leaders serving as judges. In addition to the community-serving aspect of the program, Enactus' leadership and career initiative create meaningful opportunities for learning and exchange as well as the placement of students and alumni with companies in search of emerging talent.

Organized in 1991, the La Sierra University Enactus team is sponsored by the ZSB. The team's many educational and service projects have had a tremendous impact on our local and global community, further validated by the team's six SIFE National and International championship wins, including two Enactus (SIFE) World Cup competitions in 2002 and 2007. The team invites students from all disciplines who are interested in developing their potential in leadership, entrepreneurship, and social responsibility to join the organization, resulting in a group rich with diverse academic and cultural backgrounds. Led by students and supported by Sam Walton Fellows John Razzouk, S. Eric Anderson, and Warren Trenchard, the team's work actively embodies the mission of the university. Learn more at [lasierra.edu/enactus](http://lasierra.edu/enactus).

## Placement and Internships

The ZSB 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. The School also schedules other placement-related events throughout each academic year with various organizations and firms. See the Coordinator of Student Services for internship and placement information.

## Further Learning Opportunities

### Adventist Colleges Abroad

Adventist Colleges Abroad (ACA) offers overseas study opportunities in various parts of the world. The ZSB 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 ZSB urges qualified students to participate in the Honors Program.

## Degrees Offered

The ZSB offers curricula leading to the two following baccalaureate degrees:

- Bachelor of Science in Accounting
- Bachelor of Science in Business

The Bachelor of Science in Business is available with regular concentrations in:

- Business and Society
- Finance
- Health Care Management
- Human Resource Management
- Management
- Marketing
- Political Economy
- and an individually designed customized concentration (with ZSB approval)

## Business Core

The Business Core is required as part of every major offered by the ZSB. It consists of 45-48 units (in addition to 4 cognate units), as follows:

ACCT 221	Financial Accounting I	4
ACCT 222	Financial Accounting II	4
ACCT 223	Managerial Accounting	4
ECON 254	Principles of Macroeconomics	4
ECON 255	Principles of Microeconomics	4
FNCE 354	Managerial Finance	4
MGMT 219	Business Colloquium*	1-4
MGMT 304	The Practice of Management	4
MGMT 327	Information Technology Management	4
MGMT 347	The Legal Environment of Business	4
MGMT 491	Management Strategy	4
MKTG 305	Marketing Principles	4

*\*(1) At its discretion, the ZSB dean's office may reduce the MGMT 219 requirement for a student who transfers into the ZSB from another higher educational institution or from another school of the university. (2) Under exceptional circumstances, the ZSB dean's office may permit seniors to enroll in MGMT 229 as a means to fulfill colloquium requirements; consent of the instructor and the student's advisor is required.*

*Business Core Cognate: MATH 155*

# Department of Accounting, Economics & Finance

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## Regular Members of the Faculty

### Jonathan E. Beagles

Associate Professor of Accounting and Management (2017)  
PhD University of Arizona 2017  
Organization theory, network theory, nonprofit and international NGO governance

### Fredrick Clarke

Assistant Professor of Economics (2010)  
PhD Claremont Graduate University 2010  
International trade, game theory

### H. Robert Gadd

Professor of Accounting (2017)  
PhD University of Texas at Arlington 2000  
CPA  
Account/auditor decision making, accountant/auditor expertise

### George O. Ogum

Associate Professor of Finance (1997)  
DBA University of Memphis 1990  
International finance, financial management, corporate finance, financial econometrics

### Kristine Webster

Associate Professor of Accounting and Finance (1995, 2006)  
MBA Loma Linda University 1991  
CPA 1992  
CFE 2013, Cr.FA 2013  
Taxation, fraud, forensic accounting

### Danette Zurek

Lecturer in Accounting (2006)  
MBA Andrews University 1998, CPA 1992  
Auditing, financial accounting, managerial accounting, taxation, government and non-profit accounting

## Members of the Faculty by Courtesy

### S. Eric Anderson

Professor of Management and Economics (2011)  
PhD University of North Texas 1992  
International economics

### Gary Chartier

Associate Dean, Zapara School of Business  
Distinguished Professor of Law and Business Ethics (2001)  
LLD University of Cambridge 2015  
JD University of California at Los Angeles 2001  
PhD University of Cambridge 1991  
Economic development

### John Thomas

Dean, Zapara School of Business  
Bashir Hasso Professor of Entrepreneurship (1989)  
PhD Claremont Graduate University 2001  
Behavioral finance, economic development

## Members of the Collaborating Faculty

### Joseph Hallgren

Adjunct Assistant Professor of Finance (2014)  
MBA Loma Linda University 2006  
Health care finance

### Keith Howson

Adjunct Professor of Accounting  
PhD University of Newcastle 2002, CA 2010, CMA 2000  
Financial and managerial accounting, not-for-profit accountability, accounting education

### Michael Kinnen

Adjunct Assistant Professor of Finance  
MBA University of California at Irvine (2001)  
Financial strategy, accounting

### Charles Teel, Jr.

Professor of Religion and Society (1967)  
PhD Boston University 1972  
Economic development

### Guru Uppala

Adjunct Assistant Professor of Quantitative Methods (2013)  
MA University of Arkansas (1995)  
Quantitative research tools in business

### Zining Yang

Adjunct Assistant Professor of Economics (2015)  
PhD Claremont Graduate University 2015  
Economics, game theory

Some courses applicable to the BS in Business: Political Economy are delivered by faculty members from the Department of History, Politics, and Sociology and the Department of Theological Studies. These faculty members are thus also members of the ZSB Collaborating Faculty.

## Curricula Offered

Bachelor of Science degrees in:

- Accounting
- Business, with concentrations in:
  - Finance
  - Political Economy

## MAJORS

Specific requirements for the various majors are listed below. The Zapara School of Business dean's office may, at its discretion, waive a major requirement entirely or approve a course substitution as an alternate means of meeting the requirement.

### Bachelor of Science

#### ACCOUNTING

An accounting student wishing to prepare for a professional examination leading to the Certified Public Accountant, Certified Management Accountant, Certified Fraud Examiner, or other professional accounting designation should consult the Coordinator of the Department of Accounting, Economics, and Finance.

Required: 81-84 units, as follows:

- Business Core (45-48 units)  
*See Zapara School of Business section earlier in this Bulletin for specific requirements*
- Major-specific requirements (36 units):

ACCT 341	Intermediate Accounting I	4
ACCT 342	Intermediate Accounting II	4
ACCT 343	Intermediate Accounting III	4
ACCT 354	Federal Income Tax: Individuals	4
ACCT 362	Cost Determination & Analysis	4
ACCT 374	Accounting Information Systems	4
ACCT 446	Auditing Theory & Practice	4
ACCT 458	Government & Nonprofit Accounting	4

- Plus, 4 units of major-specific electives to be selected from upper division ACCT and FNCE courses not used to fulfill any other requirement.

#### BUSINESS:

#### FINANCE

Required: 69-72 units, as follows:

- Business Core (45-48 units)  
*See Zapara School of Business section earlier in this Bulletin for specific requirements*
- Major-specific requirements (16 units):

ACCT 341	Intermediate Accounting I	4
FNCE 364	Financial Markets and Institutions	4
FNCE 365	Investment Analysis	4
FNCE 478	Financial Analysis & Decision Making	4

- Plus, 8 units of major-specific electives to be selected from upper division ACCT and FNCE courses not used to fulfill any other requirement (at least 4 units must be from FNCE)

*\* With the approval of the SB dean's office, the number of colloquium units required for the degrees offered through the Department of Accounting, Economics, and Finance may be prorated for students transferring from other institutions or from other schools of the University.*

#### POLITICAL ECONOMY

Required: 69-72 units, including:

- Business Core (45-48 units)  
*See Zapara School of Business section earlier in this Bulletin for specific requirements*
- Plus, 24 units of major-specific requirements:

ECON 366	Economic Growth & Development	4
ECON 357	International Economics	4
ECON 392	Essentials of Game Theory	4
FNCE 364	Financial Markets & Institutions	4
FNCE 487	International Finance	4
MGMT 424	Global Poverty	4

*\* With the approval of the SB dean's office, the number of colloquium units required for the degrees offered through the Department of Accounting, Economics, and Finance may be prorated for students transferring from other institutions or from other schools of the University.*

*\* Internship hours may be used to fulfill elective requirements within the major, and students are strongly urged to complete internships when they are available.*



## COURSES

*A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor. Internship hours may be required as part of any course, or used to fulfill course requirements, in accordance with the course syllabus.*

## Accounting

### LOWER DIVISION

**ACCT 221 Financial Accounting I (4):** Recording of financial transactions, development, and presentation of financial statements, introduction to internal controls and underlying guidelines in accounting.

*Prerequisites: ENGL 111 or 124 (or equivalent, can be taken concurrently) & MATH 007 or 013 (or equivalent)*

**ACCT 222 Financial Accounting II (4):** Examination of financial transactions related to assets, liabilities and equities across the various forms of business entities with a focus on transaction processing, preparation and analysis of financial statements.

*Prerequisite: ACCT 221*

**ACCT 223 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 222*

**ACCT 299 Directed Study (4):** Selected issues in accounting pursued in an independent study format.

*Prerequisite: Consent of the instructor & the dean's office*

### UPPER DIVISION

**ACCT 341 Intermediate Accounting I (4):** The history and rule-making process of accounting, the major financial statements, and generally accepted accounting principles applicable to the time-value of money, cash, receivables, and inventory.

*Prerequisite: ACCT 222*

**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 Intermediate Accounting III (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 221*

**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 tax planning.

*Prerequisite: ACCT 354*

**ACCT 362 Cost Determination & Analysis (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 223*

**ACCT 364 Ethics in Accountancy (4):** Special issues in business ethics related to the roles and responsibilities of the accounting and auditing professions, including legal and regulatory guidelines and licensing requirements, as well as managerial responsibilities related to accounting ethics.

*Prerequisite: ACCT 343*

**ACCT 374 Accounting Information Systems (4):** Introduction to the use, design, and control of accounting information systems. Application of professional software packages to transaction analysis and preparation of financial statements. Exposure to career choices, and actual work done by accountants.

*Prerequisite: ACCT 222*

**ACCT 421 Controllership (4):** Accounting techniques, concepts, and procedures related to the functions and responsibilities of the controller.

*Prerequisites: ACCT 223*

**ACCT 434 International Financial Reporting Standards (4):** International financial reporting standards, including convergence efforts and elimination of different country-specific versions of international financial reporting standards, impact of existing statutory reporting, and changes in specific accounting practices.

*Prerequisite: ACCT 342*

**ACCT 446 Auditing Theory & Practice (4):** A study of the procedures and practices in the investigation and verification of financial data, preparation of the auditor's report, as well as the professional ethics and legal liability of auditors.  
*Prerequisite: ACCT 343*

**ACCT 458 Government & 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; as well as multinational operations and foreign currency transactions.  
*Prerequisite: ACCT 343*

**ACCT 466 Fraud Examination (4):** The principles and methods of fraud detection and deterrence and the interviewing of witnesses.  
*Prerequisite: ACCT 343*

**ACCT 468 Advanced Auditing (4):** Topics selected from among: 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):** Critical engagement with the current scholarly literature in accounting. May be repeated for additional credit with consent of the instructor.  
*Restrictions: Consent of the instructor & the dean's office*

**ACCT 484 Accounting Internship (1-4):** A ten-week structured and supervised work experience culminating in an academic paper. May be repeated for up to 12 units of additional credit with the consent of the instructor and the dean's office.  
*Prerequisites: ACCT 342 & consent of the instructor*

**ACCT 486 CPA Examination Review (4):** Integrated overview of accounting and related topics in preparation for the examination leading to the Certified Public Accountant designation.  
*Prerequisite: ACCT 343*

**ACCT 495 Topics in Accounting (1-4):** Advanced issues in accounting. May be repeated for additional credit with consent of the instructor.  
*Restriction: Consent of the instructor*

**ACCT 499 Directed Study (1-4):** Independent study under the supervision of a faculty member. May be repeated for up to 12 units of additional credit with the consent of the instructor and the dean's office.  
*Restrictions: Consent of the instructor & the dean's office*

## Economics

### LOWER DIVISION

**ECON 254 Principles of Macroeconomics (4):** The nature and causes of economic growth, inflation, recession, and unemployment. Government monetary and fiscal policy, Keynesian and monetarist economic models, and an introduction to the American financial system.  
*Prerequisite: MATH 115 or 121 or 155 or CPTG 117 (for all options, student can be concurrently enrolled)*

**ECON 255 Principles of Microeconomics (4):** Supply and demand analysis, competition, oligopoly, and monopoly. Economic choices, pricing and production, international trade. Comparative economic systems.  
*Prerequisite: MATH 115 or 121 or 155 or CPTG 117 (for all options, student can be concurrently enrolled)*

### UPPER DIVISION

**ECON 357 International Economics (4):** Introduction to international business theory and practice: theory of trade and integration, international economic institutions and their context, comparative economic systems, and application of economic principles to the functional areas of business on the global level.  
*Prerequisites: ECON 254 & 255*

**ECON 366 Economic Growth & Development (4):** An examination of key factors driving economic growth in nations. The focus is on the roles of physical and human capital accumulation, export promotion and international trade, technology, the formation of institutions, and political stability in economic development. Time is spent on theory behind, empirical evidence for, and the policy implications of economic development.  
*Prerequisites: ECON 254 & 255*

**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. Cross-listed as PSYC 392.

**ECON 424 Topics in Quantitative Analysis for Business (4):** Topics in the use of quantitative tools to inform business strategy; variable content. May be repeated for additional credit to a maximum of 12 units.  
*Prerequisite: Consent of the instructor*

**ECON 476 Reading Tutorial in Economics (1-4):** Critical engagement with the current scholarly literature in economics. May be repeated for additional credit with consent of the instructor.  
*Restrictions: Consent of the instructor & the dean's office*

**ECON 495 Topics in Economics (1-4):** Advanced issues in economics. May be repeated for additional credit with consent of the instructor.  
*Restriction: Consent of the instructor*

**ECON 499 Directed Study (1-4):** Independent study under the supervision of a faculty member. May be repeated for up to 12 units of additional credit with the consent of the instructor and the dean's office.  
*Restrictions: Consent of the instructor & the dean's office*

## Finance

### LOWER DIVISION

**FNCE 104 Personal Financial Management (4):** This course is designed to help students understand their relationships with money in a society shaped by complex financial structures and institutions. It emphasizes financial concepts in individual lives as well as society. It focuses on major financial decisions people make in allocating resources and planning expenditures.

### UPPER DIVISION

**FNCE 335 Personal Finance (4):** The study of major financial decisions of individuals in allocating resources and planning expenditures. Personal financial planning and budgeting, insurance, the use of credit, housing, transportation, consumer protection, investments, and retirement.

**FNCE 354 Managerial Finance (4):** Time value of money, valuation, risk and rates of return, financial analysis, financial forecasting, working capital management, capital budgeting, cost of capital, and long term financing.  
*Prerequisites: ACCT 221, 222 & 223, ECON 254, ECON 255; or consent of instructor*

**FNCE 364 Financial Markets and Institutions (4):** A survey of the American financial system in a global context. Considers the nature of the financial system, the role and mechanics of interest rates, the operation of money and capital markets, central banking, and the major categories of financial institutions.  
*Prerequisite: FNCE 354*

**FNCE 365 Investment Analysis (4):** Introduction to the behavior of security markets and individual investment policy. Quantitative and qualitative aspects of risk and return associated with investment decisions. Investment planning and analysis of markets.  
*Prerequisites: FNCE 354*

**FNCE 384 Real Estate Principles (4):** The nature and description of real estate; estates in real property and forms of ownership; acquisition and transfer of title, encumbrances, finance, appraisal, escrows and title insurance; landlord-tenant relationships; taxation; and careers. Offered on demand.  
*Prerequisites: FNCE 354 & 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.  
*Prerequisites: FNCE 354*

**FNCE 476 Reading Tutorial in Finance (1-4):** Critical engagement with the current scholarly literature in finance. May be repeated for additional credit with consent of the instructor.  
*Restrictions: Consent of the instructor & the dean's office*

**FNCE 477 Risk Management & 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.

*Prerequisites: FNCE 354*

**FNCE 478 Financial Analysis & 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. May be repeated for up to 12 units of additional credit with the consent of the instructor and the dean's office.

*Restriction: 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 495 Topics in Finance (1-4):** Advanced issues in finance. May be repeated for additional credit with consent of the instructor.

*Restriction: Consent of the instructor*

**FNCE 499 Directed Study (1-4):** Independent study under the supervision of a faculty member. May be repeated for up to 12 units of additional credit with the consent of the instructor and the dean's office.

*Restrictions: Consent of the instructor & the dean's office*

# Program in Customized Majors

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## Program Faculty

### Gary Chartier, Coordinator

Associate Dean, Zapara School of Business  
Distinguished Professor of Law and Business Ethics (2001)  
LLD University of Cambridge 2015  
JD University of California at Los Angeles 2001  
PhD University of Cambridge 1991  
Law and legal theory, ethics, political theory

## Curricula Offered

The Program in Customized Majors oversees the customized BS program.

## Customized Curriculum

1. A person with academic objectives not readily achievable through an existing Zapara School of Business baccalaureate program may receive a Bachelor Science degree in a customized major field from the ZSB after the completion of a special curriculum approved by the School.
2. A customized BS curriculum must include the Business Core and at least twenty-four additional units.
3. A proposal for a customized major should ordinarily include the following:
  - A. A list of the courses to be included in the proposed curriculum;
  - B. A title for the major, which will appear on the student's diploma and transcript if the curriculum is approved; and
  - C. Documents or other materials supportive of the proposal, including any information requested regarding the rationale for the curriculum, the curriculum's intended academic focus, and the goals it is intended to serve.
4. A customized BS curriculum meeting the requirements contained in this policy may be designed and approved simultaneously for a specific cohort of students.
5. A customized BS major proposal must be approved in accordance with a review process established by the dean's office. The Program in Customized Majors is primarily responsible for certifying the academic credibility of each proposed customized BS curriculum during the review process. Thus, it may require revisions in a proposal, or reject it entirely. The Program will notify the Office of University Records once a customized BS major has been approved.
6. While the University will attempt to ensure that a person whose customized major has been approved will be able to complete requirements for the major on schedule, the approval of a customized BS curriculum constitutes only a commitment on the university's part to make reasonable efforts to ensure the major's completion. Approval of a customized major is 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 degree to be completed as planned.

# Department of Management & Marketing

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## Regular Members of the Faculty

### **S. Eric Anderson**

Professor of Management and Economics (2011)  
PhD University of North Texas 1992  
Health care management, strategic management, health care economics and finance, political economy, international trade

### **Gary Chartier**

Associate Dean, Zapara School of Business  
Distinguished Professor of Law and Business Ethics (2001)  
LLD University of Cambridge 2015  
JD University of California at Los Angeles 2001  
PhD University of Cambridge 1991  
Law and legal theory, ethics, political theory

### **Jere L. Fox**

Associate Professor of Law and Management (2011)  
MA La Sierra University 2007  
JD Pepperdine University 1977  
Estate planning, trust and probate law, business law, constitutional law and the church

### **Dulce L. Peña**

Associate Professor of Law and Human Resource Management (2011)  
MA Fielding Institute 2010  
JD Pepperdine University 1990  
MNA Loma Linda University 1987  
Employment law, leadership, conflict resolution

### **Elias G. Rizkallah, Chair**

Professor of Marketing and Management (2001)  
PhD Northwestern University 1982  
International marketing, strategic marketing planning, marketing management, consumer behavior

### **John Thomas**

Dean, Zapara School of Business  
Bashir Hasso Professor of Entrepreneurship (1989)  
PhD Claremont Graduate University 2001  
Behavioral finance, political economy, development studies, social entrepreneurship

### **Lorraine Abaro Thomas**

Associate Professor of Management, Marketing, and Law (2015)  
PsyD Loma Linda University 2015  
DrPH Loma Linda University 2015  
LLM Georgetown University 2004  
JD UCLA School of Law 1993  
Management, marketing, consumer behavior, advertising, health care law, leadership

## Members of the Faculty by Courtesy

### **Jonathan E. Beagles**

Associate Professor of Accounting and Management (2017)  
PhD University of Arizona 2017  
Organization theory, network theory, nonprofit and international NGO governance

## Members of the Collaborating Faculty

### **Cheryl Bauman**

Lecturer in Office Administration;  
Colloquium Coordinator  
BS Loma Linda University 1974  
Student services, business colloquium management

### **Dom Betro**

Adjunct Associate Professor of Social Entrepreneurship (2001)  
MSW Fordham University School of Social Service 1977  
Social entrepreneurship

### **Eduardo Brugman**

Adjunct Assistant Professor of Management (2013)  
MBA La Sierra University (2012)  
Information systems management

### **James Erickson**

Director, La Sierra University Center for Philanthropy  
Adjunct Professor of Non-Profit Management  
LHD *hc* La Sierra University 2007  
EdD Indiana University 1970  
Philanthropic fund-raising, not-for-profit organizational strategy

### **Brad Feldman**

Adjunct Professor of Entrepreneurship (2015)  
MBA Duke University 1996  
CPA 1994

### **Christian W. Johnston**

Adjunct Assistant Professor of Law (2014)  
JD Pepperdine University School of Law (1999)  
Business law, health care law

### **Mark Khalaf**

Adjunct Assistant Professor of Law (2014)  
JD Southwestern University School of Law 2002  
Business law

**Craig Kinzer**

Adjunct Assistant Professor of Management  
PhD University of California at Riverside 2007  
Business communication, management strategy,  
management and literature, medieval English

**Robert Krone**

Distinguished Visiting Professor of Strategic Management  
PhD University of California at Los Angeles 1972  
Strategic planning, electronic distance learning, systems  
analysis, policy formulation, organization theory

**Kevin McCarthy**

Adjunct Assistant Professor of Philanthropy and  
Management (2013)  
BA, Michigan State University 1975  
Practice of management, philanthropy

**Heather Miller**

Adjunct Assistant Professor of Management (2013)  
MBA La Sierra University (2007)  
Business Communication

**Edward Motschieder**

Associate Director of the Center for Conflict Resolution  
Adjunct Assistant Professor of Management  
DMin United Theological Seminary 1990  
Conflict resolution

**Richard W. S. Pershing**

Director of the Center for Conflict Resolution  
Adjunct Assistant Professor of Management and Law  
JD Western State University 1990  
Conflict resolution, business law

**John Razzouk**

Adjunct Assistant Professor of Management and Marketing (2009)  
MBA La Sierra University (2011)  
Strategic marketing

**Dan Smith**

Adjunct Assistant Professor of Business Ethics (2012)  
DMin Andrews University 1987  
Business ethics, workplace spirituality

**Terry Swenson**

Adjunct Assistant Professor of Workplace Spirituality (2013)  
DMin George Fox University Theological Seminary 2009  
Workplace spirituality

**Charles Teel, Jr.**

Professor of Religion and Society (1967)  
PhD Boston University 1972  
Ethics

**Warren C. Trenchard**

Director, Edward C. Allred Center  
Adjunct Professor of Management and Social Entrepreneurship  
PhD University of Chicago 1981  
Social entrepreneurship, management strategy

**John Wyatt III**

Adjunct Professor of Business Law  
JD University of Dayton 1978  
Governmental regulation of business, government  
procurement, contract management

Some courses applicable to the BS in Business and Society are delivered by faculty members from the Department of History, Politics, and Sociology, the Program in Philosophical Studies, and the Department of Theological Studies; some courses applicable to the BS in Health Care Management are delivered by faculty members from the Department of Biology and the Department of Chemistry; and some courses applicable to the BS in Marketing are delivered by faculty members from the Department of Art, the Department of Communication, and the Department of Psychology. These faculty members are thus members of the ZSB Collaborating Faculty.

## Curricula Offered

Bachelor of Science degree in:

- Business, with concentrations in:
  - Business and Society
  - Human Resource Management
  - Health Care Management
  - Management
  - Marketing

Minors available in: Management & Marketing

## MAJORS

Specific requirements for the various majors are listed below. The Zapara School of Business dean's office may, at its discretion, waive a major requirement entirely or approve a course substitution as an alternate means of meeting the requirement.

## Bachelor of Science

### BUSINESS:

### BUSINESS AND SOCIETY

The BS in Business and Society is designed especially to prepare business students for the study and practice of law, with a particular emphasis and business and economic issues related to law.

Required: 69-72 units, including:

- Business Core (45-48 units)  
*See Zapara School of Business section earlier in this Bulletin for specific requirements*
- 8 units of major-specific requirements:

PLSC 225	Introduction to Law	4
MGMT 447	Topics in Business Law	4

Plus 16 units of major-specific electives, to be selected from the following courses (or others with approval of the department):

ECON 392	Essentials of Game Theory	4
FNCE 364	Financial Markets and Institutions	4
HIST 190	Historical Trials/Modern Applications	4
HPSC 274	American Government	4
MGMT 368	Principles of Conflict Resolution	4
MGMT 427	Enterprise, Organization, and Anarchy	4
MGMT 467	Legal Issues in Health Care	4
PSYC 482G	Eyewitness Memory	4
PSYC 488B	Psychology and Law	4
SOCI 404	Foundations of Social Thought	4
	Any PHIL course	4
	Any upper-division PLSC course	4
	Any upper-division RELE course	4

### HEALTH CARE MANAGEMENT

The BS in Health Care Management is designed for the student who wishes to combine the study of business with preparation for admission to post-baccalaureate study in one of the health professions. While incorporating core requirements for admission to medical and dental school, it also features a lean array of business courses designed to equip students to understand the business environment within which a private professional practice operates and the business vocabulary and issues they will need to comprehend in order to navigate the increasingly complex world of managed health care.

Required: 59-62 units, including:

- Business Core (45-48 units)  
*See Zapara School of Business section earlier in this Bulletin for specific requirements*
- 14 units of major-specific electives:

CHEM 491, 491L	Biochemistry I, with laboratory	5
CHEM 492, 491L	Biochemistry II, with laboratory	5
CHEM 493, 491L	Biochemistry III, with laboratory	5
BIOL 301, 301L	Cellular and Molecular Biology with laboratory	5
BIOL 302, 302L	Genetics, with laboratory	5
BIOL 434	Histology	4
BIOL 446	Human Gross Anatomy	5

- Plus 55 units of major-specific cognates:

BIOL 111, 111L	General Biology I, with laboratory	5
BIOL 112, 112L	General Biology II, with laboratory	5
BIOL 113, 113L	General Biology III, with laboratory	5
CHEM 111, 111L	General Chemistry I, with laboratory	5
CHEM 112, 112L	General Chemistry II, with laboratory	5
CHEM 113, 113L	General Chemistry III, with laboratory	5
CHEM 281, 281L	Organic Chemistry I, with laboratory	5
CHEM 282, 282L	Organic Chemistry II, with laboratory	5
PHYS 231, 231L	General Physics I, with laboratory	5
PHYS 232, 232L	General Physics II, with laboratory	5
PHYS 233, 233L	General Physics III, with laboratory	5

- Recommended additional courses:

MGMT 436	Health Care Management	4
MGMT 467	Legal Issues in Health Care	4
FNCE 465	Fundamentals of Health Care Finance	4

*A student who wishes to qualify for admission to a post-baccalaureate health professional degree program should verify and plan to meet all relevant field-specific and institution-specific requirements, which may include the completion of classes in addition to those listed here.*

### HUMAN RESOURCE MANAGEMENT

Required: 69-72 units, including:

- Business Core (45-48 units)  
*See Zapara School of Business section earlier in this Bulletin for specific requirements*
- 16 units of major-specific requirements:

MGMT 356	Human Resource Management	4
MGMT 445	Compensation	4
MGMT 464	Women in Management	4
MGMT 475	Leadership and Organizational Effectiveness	4



- Plus, 8 units of major-specific electives to be selected from among the following courses (or others with the approval of the department):

FNCE 365	Investment Analysis	4
PSYC 474	Industrial & Organizational Psychology	4
MGMT	Any upper-division course not used to fulfill another requirement	4

## MANAGEMENT

Required: 69-72 units, including:

- Business Core (45-48 units)  
*See Zapara School of Business section earlier in this Bulletin for specific requirements*
- 24 units of upper-division MGMT courses, or others with the approval of the department chair or the ZSB dean's office.

## MARKETING

Required: 69-72 units, including:

- Business Core (45-48 units)  
*See Zapara School of Business section earlier in this Bulletin for specific requirements*
- 12 units of Marketing electives, to be selected from upper-division MKTG courses.
- 12 units of Marketing or Marketing-related electives, to be selected from among upper-division MKTG courses or from ARTS, COMM, or PSYC courses *specifically* approved by the Department of Management and Marketing. Individual courses *must* be approved by the department. A course not approved by the department will not meet major requirements. The following courses, in particular, may *not* ordinarily be used to meet major requirements and should *not* be completed for this purpose: COMM 104, COMM 170, COMM 202, PSYC 104, PSYC 106, and PSYC 219.

\* *With the approval of the ZSB dean's office, the number of colloquium units required for the degrees offered through the Program in Marketing and Management may be prorated for students transferring from other institutions or from other schools of the University.*

\* *Internship hours may be used to fulfill elective requirements within the major, and students are strongly urged to complete internships when they are available.*

## MINORS

### MANAGEMENT

Required: 28 units of management courses, including:

- MGMT 304
- Remaining units to be selected in consultation with ZSB advisor

### MARKETING

Required: 28 units of marketing courses, including:

- MKTG 305
- Remaining units to be selected in consultation with ZSB advisor

## COURSES

*A student must receive a grade of C or better in order for a class to count as a prerequisite for another course. This applies to both individual and sequenced classes unless otherwise specified. Waiver of any specified course prerequisite requires the approval of the course instructor. Internship hours may be required as part of any course, or used to fulfill course requirements, in accordance with the course syllabus.*

## Management

### LOWER DIVISION

**MGMT 219 Business Colloquium (0.5):** Topics of interest to scholars and students of business.

**MGMT 229 Business Colloquium: Intensive (1-4):** Intensive engagement with topics of interest to scholars and students of business.

*Prerequisite: Consent of the instructor*

**MGMT 295 Topics in Management (4):** Advanced issues in management. May be repeated for additional credit with consent of the instructor.

*Prerequisite: Consent of the instructor*

### UPPER DIVISION

**MGMT 304 The Practice of Management (4):** An introduction to management as an integrated practice, with a focus on organizational behavior, operations and production management, and human resource management.

**MGMT 314 Philosophy of Work (4):** Explores a range of philosophical issues related to the meaning and organization of work.

**MGMT 327 Information Technology Management (4):** Strategies for the effective use of technology in organizational management. Focuses on understanding the importance of information technology for diverse applications within an organization. Topics will include hardware, software, data resources, telecommunications, and networks.

**MGMT 344 Professional Practice Management (4):** Techniques, strategies, and processes for organizing the business side of a professional practice. Examples drawn from multiple professions. Includes attention to organizational behavior and human resource management issues likely to arise in a professional practice context.

**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 347 The Legal Environment of Business (4):** The social and political environment of business, with a particular focus on the role of law and regulation on the shape of business activity. Includes both descriptive and critical aspects. Addresses appropriate topics selected from among issues including government regulation and public policy; real and personal property; contracts; business organizations; labor and employment law; agency; sales and the Uniform Commercial Code; business-related torts and crimes; constitutional issues in business law; wills, trust, and estates; commercial paper; secured transactions; debtors' and creditors' rights; and bankruptcy.

**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. The course will also explore the use of analytics in human capital management.

*Prerequisite: MGMT 304*

**MGMT 367 Concepts & Issues in Social Entrepreneurship (4):** An introduction to the application of business skills and techniques, the entrepreneurial spirit of creativity, and openness to the risk often necessary in solving social problems.

**MGMT 368 Principles of Conflict Resolution (4):** An overview of the theory and practice of conflict resolution in the workplace, causes of conflict, and designing systems to leverage conflict as an opportunity to bring about needed change and visioning in the workplace. Also addresses relevant issues in labor and employment law.

**MGMT 375 Managerial Communication (4):** Effective organizational communication, written and oral; consultations, meetings, and conferences; document design; use of appropriate communication technologies; linking prcommunication with organizational strategy.

*Prerequisites: ENGL 113 or 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 388 eLab (4):** Virtual research environment focused on value creation and competitive advantage in the digital economy. May be repeated for additional credit with consent of the instructor.

*Prerequisite: Consent of the instructor*

**MGMT 424 Global Poverty (4):** An examination of the causes of the global wealth gap and an assessment of alternative policy responses to this gap, with particular attention to the effects of aid programs and of globalization on poverty reduction. Integrates perspectives from economics, politics, law, philosophy, and religion. Not open to students with credit in MGMT 495G. Cross-listed as RELE 459.

**MGMT 427 Enterprise, Organization, & Anarchy (4):** The design of industrial organizations, and the potential contributions of for-profit and not-for-profit organizations to the provision of social and other public services, including "public goods," in the absence of the state. Seminar format.

**MGMT 429 Emotional Intelligence in the Workplace (4):** This course focuses on emotional intelligence (EI), the intentional use of emotions in guiding thinking and behavior, in the workplace. It examines the use of EI to create positive and productive worksite conditions and support individual employee success, explores research focused on EI, and encourages practical applications of EI research.

**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 & 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 & 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 445 Compensation (4):** The major methods used in determining effective wage and salary systems, including factor, point, ranking, and classification system; performance appraisal and objective measuring methods; examination of health and welfare programs and retirement related benefits; legal requirements affecting today's manager; and techniques of integrating governmental regulation with corporate objectives for financial and non-financial rewards.

*Prerequisite: MGMT 356*

**MGMT 447 Advanced Topics in Business Law (4):** Explores issues of special interest to those specializing in business fields. May be repeated for additional credit with the consent of the instructor.

*Prerequisite: MGMT 347*

**MGMT 448 Groups and Teams (4):** This course explores theories and concepts needed to understand and manage groups. It examines team composition and dynamics, team effectiveness, the skills needed to diagnose opportunities and threats that face teams, teamwork expertise, and strategies for effective team leadership.

**MGMT 459 Principles of Entrepreneurship (4):** This course is designed to be a journey of self-discovery. It is about you the student, and requires you to look inward, explore, uncover new insights, apply what one learns about oneself, and improve the world around us. It is also an integrative course that brings together all the pieces and parts of your business school education. Our focus is basically on entrepreneurship, or the "pursuit of opportunity without regard to resources currently considered controlled." Entrepreneurship is approached first as a mindset, an attitude, and a way of thinking. It is also approached as a behavior, an activity, and a manageable process. Ultimately, we shall try to explore entrepreneurship as a philosophy of life. The centerpiece of this course is the creation by students of a comprehensive business plan for a viable venture. The venture idea on which the plan is based must be original and innovative. The business plan must be of sufficient quality that it could be presented to a venture capitalist or any other kind of financier.

*Prerequisite: ACCT 223, ECON 254, ECON 255, FNCE 354, MGMT 347, MKTG 305*

**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.

**MGMT 465 Experiential Learning in Management (4):** A challenging exercise designed to test and hone each student's ability to integrate skills from diverse areas of business while pursuing a coherent and creative strategy for a simulated firm.

**MGMT 466 Introduction to Business Analytics (4):** This course examines ways in which data analysis technologies can be used to improve decision-making. It enables students to understand the kinds of questions that analytics can enable them to answer, explores the fundamental principles and techniques of data mining, places data-mining techniques in context, develops data-analytic thinking, and provides opportunities to work with data mining software, and equips students to interact competently on the topic of data mining for business intelligence.

*Prerequisite: MATH 155*

**MGMT 467 Legal Issues in Health Care (4):** Common law principles, government regulations, and public policy issues as they pertain to health care services.

**MGMT 469 Leadership for Economic Growth (4):** A skill-based practicum that challenges students to draw on integrative and discipline-specific skills to foster the empowerment of economically vulnerable communities. May be repeated for additional credit with the consent of the instructor.

*Prerequisite: Consent of the instructor*

**MGMT 475 Leadership & 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.

**MGMT 476 Reading Tutorial in Management (1-4):** Critical engagement with the current scholarly literature in management. May be repeated for additional credit with consent of the instructor.

*Prerequisites: Consent of the instructor & the dean's office*

**MGMT 484 Management Internship (4):** A ten-week structured and supervised work experience culminating in an academic paper. Open only to students who have completed appropriate prerequisite classes.

**MGMT 486 International Environment & Management (4):** The international environment of business; its cultural, economic, legal, and political aspects; markets and business customs; dealing with foreign governments; protecting investments.

**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 488A Entrepreneurship Internship Lab (1-4):** The entrepreneurship internship lab allows students to participate in an internship with a start-up company. Internships can be in traditional, global, or socially focused areas.

*Prerequisite: Consent of the instructor*

**MGMT 488B Social Entrepreneurship Lab (1-4):** In the Social Entrepreneurship Lab students explore social entrepreneurship first-hand by working with local nonprofit and for-profit enterprises that have social missions. After careful analysis, students make strategic recommendations to the participating organizations and firms in order to leverage greater growth.

*Prerequisite: Consent of the instructor*

**MGMT 488C Start Up Garage Lab (1-4):** The Startup Garage Lab is an experiential lab course that focuses on the design, testing, and launch of a new idea. Students work in teams through an iterative process of understanding user needs, ideating and prototyping new products and services. Teams will present their prototypes to a panel of entrepreneurs, investors and faculty members.

*Prerequisite: Consent of the instructor*

**MGMT 491 Management 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.

**MGMT 494 Practicum in Philanthropy (1-4):** Provides academic credit for supervised work activity that draws on graduate-level skills in philanthropic fund-raising and philanthropic management and that is documented by an appropriate exercise or set of exercises. Enrollment is dependent on the student's proposal of a practicum site and identification of an appropriate supervisor as well as on the approval of the appropriate ZSB program coordinator.

*Prerequisites: Consent of the instructor and the dean's office.*

**MGMT 495 Topics in Management (4):** Advanced issues in management. May be repeated for additional credit with consent of the instructor.

*Prerequisite: Consent of the instructor*

**MGMT 499 Directed Study (1-4):** Independent study under the direction of a supervisor on a topic selected by the faculty member and the student, with regular and periodic conferences with the instructor.

*Prerequisites: Consent of the instructor & the dean's office*

**UNST 404C Senior Seminar: Religion, Values, & Social Responsibility in Business (4):** An exploration of the moral and political dimensions of business practice from the perspective of Christian faith. Examines business ethics at the personal, institutional, societal, and international levels, and seeks to encourage students to use business skills and business creativity to foster positive social change. Service-learning component.

## Marketing

### UPPER DIVISION

**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.

**MKTG 358 Marketing Management (4):** Integration and reinforcement of marketing principles and concepts through simulation and case studies. Emphasis is placed on managerial and analytical techniques designed to cultivate the student's decision-making skills.

*Prerequisite: MKTG 305*

**MKTG 365 Marketing Research (4):** Highlights the importance of marketing information and information technology in management decision making. Includes the marketing research process—methods and applications, techniques of data collection, analysis, and interpretation, with emphasis on consumer surveys and test marketing.

*Prerequisites: MATH 155 & 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.

*Prerequisite: MATH 155 or equivalent, MKTG 305*

**MKTG 386 Advertising (4):** The role and use of advertising and other promotional techniques within the marketing function. Development of an advertising plan including media selection, creative strategy and advertising appeal, and budgeting. Legal, ethical, and international aspects of advertising are highlighted.

*Prerequisite: MKTG 305*

**MKTG 426 Sales Management (4):** Management of the sales territories, personnel, and activities. Includes territory management, the personal selling process, managing the sales force (sales force strategy and structure; recruiting, selecting, training, motivating, and supervising salespeople).

*Prerequisite: MKTG 305*

**MKTG 436 Retailing Management (4):** Overview of the different retail organizations and retail activities. Organization and management of retail institutions. Emphasis on retail store operations—location, layout, planning, managing human resources, pricing, and customer services. Design of retail and merchandising strategies.

*Prerequisite: MKTG 305*

**MKTG 438 Quantitative Methods in Marketing (4):** Quantitative skills needed for managerial decisions related to marketing. Topics include strategic marketing decisions, market segments evaluation, target market selection, profitability analysis and financial ratios, new products/projects evaluation, pricing and margins, distribution alternatives evaluation, operating efficiency indicators, inventory management and control, setting promotional budget, and budget allocation among different promotional tools.

**MKTG 444 eCommerce Marketing & 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 storefronts to attract consumer interest in online products and services.

**MKTG 476 Reading Tutorial in Marketing (1-4):** Critical engagement with the current scholarly literature in marketing. May be repeated for additional credit with consent of the instructor.

*Prerequisites: Consent of the instructor & the dean's office*

**MKTG 484 Marketing Internship (1-4):** A ten-week structured and supervised work experience culminating in an academic paper. Open only to students who have completed appropriate prerequisite classes.

*Prerequisite: MKTG 305*

**MKTG 487 International Marketing (4):** Methods utilized for developing marketing strategies in the global market. Cultural, political, legal, economic, and distribution differences within foreign markets.

*Prerequisite: MKTG 358*

**MKTG 495 Topics in Marketing (1-4):** Advanced issues in marketing. May be repeated for additional credit with consent of the instructor.

*Prerequisite: Consent of the instructor*

**MKTG 495A Services Marketing (4):** The course focuses on the unique challenges of managing services and delivering quality service to customers. Course content is equally applicable to organizations whose core product is service, e.g., banks, transportation companies, hotels, non-profit organizations, hospitals, educational institutions, professional services, telecommunications, and to organizations that depend on service excellence for competitive advantage (e.g., hi tech manufacturers, automotive, industrial products, etc.). Course content centers on: understanding and managing customer expectations and evaluations of services; designing and managing service operations systems matching customer expectations; managing the effective delivery of services through human resources and technology; and communicating realistic and effective service promises to customers.

*Prerequisite: MKTG 305*

**MKTG 495B Social Media and Inbound Marketing (4):** This course focuses on the integration of social media to enhance competitive advantage. It examines challenges associated with using social media to increase sales, strengthen relationships with connected customers, and craft effective content; and exposes students to cutting-edge methods for delivering social media content, designing and implementing marketing campaigns, integrating internal and external communication, and using inbound marketing strategies.

*Prerequisite: MKTG 305*

**MKTG 499 Directed Study (1-4):** Independent study under the direction of a supervisor on a topic selected by the faculty member and the student, with regular and periodic conferences with the instructor.

*Prerequisites: Consent of the instructor & the dean's office.*

*Restriction: Open only to students with senior standing*

# The School of Education

## Department of Curriculum & Instruction

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### Department Faculty

**Keith Drieberg, Chair**

Professor of Curriculum and Instruction (2015)  
PhD, Alliant International University

**Heather L. Barker**

Associate Professor of Curriculum and Instruction (2015)  
Director of Student Teaching  
PhD, Middle Tennessee State University  
M.S. Ed, Southern Adventist University

**Ginger Ketting-Weller**

Professor of Curriculum and Instruction (2017)  
PhD Claremont Graduate University 1997

### Support Staff

**Sylvia Gallegos**

Credential Analyst

**Raymond Hurst, EdD**

Director of Accreditation and Program Effectiveness

**DeAnne Knipschild**

Secretary, Curriculum and Instruction

### Liberal Studies Faculty

**April Summitt, Co-Director**

Dean, College of arts and Sciences (2013)  
PhD Western Michigan University 2002  
Environmental history, western history

**Sam McBride**

Professor of English (2007)  
PhD University of California, Riverside 1997  
College of Arts and Sciences

**Keith Drieberg**

Professor of Curriculum and Instruction (2015)  
PhD Alliant International University 1993  
Neuropsychology

**Sean E. Evans**

Associate Professor of Psychology (2010)  
PhD Loma Linda University 2005  
Clinical psychology, forensic psychology

**Elvis Geneston**

Associate Professor of Physics (2008)  
PhD University of North Texas 2008  
Statistical physics, complex networks

**Marvin A. Payne**

Associate Professor of Chemistry (1997)  
PhD University of North Texas 1993  
Biochemistry, enzyme mechanisms

**Elvin S. Rodríguez**

Professor of Music (1998)  
EdD Teachers College of Columbia University 1991  
Piano, musicianship, music education

**Melissa Ann Tafoya**

Associate Professor of Communication (2013)  
PhD Arizona State University 2007  
Family and interpersonal communication

**Terrill Thomas**

Assistant Professor of Art (2001)  
BFA Art Center College of Design 1992  
MFA Vermont College of Fine Art, 2014  
Motion graphics, photography, web design, life drawing

**Lloyd A. Trueblood**

Associate Professor of Biology (2010)  
PhD University of Rhode Island 2010  
Marine invertebrate physiology, environmental physiology

**Jon D. Vanderwerff**

Professor of Mathematics (1998)  
PhD University of Alberta 1992  
Functional analysis, geometry of Banach spaces

## Liberal Studies Program

[Preparation for Elementary Teaching]

The Liberal Studies program offers a diversified major in the liberal arts tradition. Unique among majors at La Sierra University, Liberal Studies is integrated over the entire college curriculum. Moreover, the major is designed to provide knowledge and skills required by the California Subject Examinations for Teachers (CSET) in Multiple Subjects. In addition, the major is coordinated with the credentialing program for elementary teaching certification administered through the School of Education's Department of Curriculum and Instruction.

The certification 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 interested in becoming elementary teachers must apply to the Teacher Education program in the Department of Curriculum and Instruction of the School of Education. Details about the credentialing program can be found in the School of Education's Department of Curriculum and Instruction (page 268).

## Academic Advisement

Advisement for the Liberal Studies major will be provided through the Office of Advising & Career Services for the first two years a student is enrolled in the program. For the third and fourth years, students will be advised by the faculty of the School of Education.

## Degree Offered

Bachelor of Arts degree in:

- Liberal Studies

## MAJOR

### Bachelor of Arts

#### LIBERAL STUDIES

Required: 79.5-81 units\*, as follows:

BIOL 327	Survey of Biological Principles
EDCI 204	Introduction to Teaching in the Multicultural Classroom
ENGL 304	Adv. Exp. Writing
ENGL 382	Grammar & Linguistics
ENGL 415B	Modern Children's Lit
GEOG 276	Human & Population Geography
GEOL 316	Earth & Space Science
HIST 334	Colonial & Revolutionary America
HIST 335	Nineteenth Century America
HIST 430J	California History
HPSC 104	Global Interactions Since Columbus
HPSC 274	American Government
LBST 105,305	Seminar in Multiple Subject Matter for Teaching Credential
MATH 121	College Algebra
MATH 202	Concepts of Math II
PSYC 234	Developmental Psychology

#### Choose two from the following:

ARTA 205	Language of Art
DRAM 160	Drama Appreciation
MUHL 205	Music Appreciation

#### Choose one from the following:

COMM 104	Fundamentals of Speech
COMM 244	Interpersonal Communication

#### Choose one from the following:

CHEM 105	Introduction to Chemistry
PHYS 117	Introduction to Physics

\*Up to 12 units may overlap with general studies

\*\*Note: 0.5 unit for each year of residence up to 4 years; minimum 0.5 units.

## Preparation for Teaching

### MULTIPLE SUBJECT TEACHING CREDENTIAL

Students preparing to teach at the elementary level will qualify for a State of California Multiple Subject teaching credential by successfully completing Teacher Education Program requirements.

Multiple Subject teaching credential candidates are advised by an individual in the Teacher Education Program and should contact the Department of Curriculum and Instruction in the School of Education for an advisor after the sophomore year.

Students planning to teach at the elementary level should major in Liberal Studies.

### **SECONDARY TEACHING CREDENTIAL**

Students preparing to teach at the secondary level will qualify for State of California teaching credentials by completing the bachelor's degree in their subject area major (e.g. Math, English, History), and successfully completing the Teacher Education Program requirements. They must also complete their teaching practice in a California public school.

After the freshman year, secondary teaching credential candidates are advised by an individual in their major of focus; however, these candidates should also request an advisor for the Teacher Education Program by contacting the Department of Curriculum and Instruction in the School of Education.

### **SEVENTH-DAY ADVENTIST TEACHING CREDENTIAL**

At La Sierra University, students preparing for the Seventh-day Adventist teaching credential must also complete California statutory requirements for credentialing.

After the sophomore year prospective teachers of both secondary and elementary levels should consult the credential analyst and the Department of Curriculum and Instruction in the School of Education for detailed information concerning requirements. After the freshman year, a Curriculum and Instruction department advisor is assigned to multiple subject (elementary) teaching credential candidates. Secondary teaching credential candidates are advised by an individual in their major area of focus; however, these candidates should also request a Teacher Education Program advisor by contacting the Department of Curriculum and Instruction in the School of Education.

Candidates desiring a Seventh-day Adventist (SDA) teaching certificate must provide proof of membership in the SDA church. Membership is verified by the Credential Analyst at the time a candidate makes formal application for admission to the credential program. Candidates who wish to obtain a SDA Basic Teaching Certificate are required to submit with their application for program admission a copy of their baptismal certificate or a letter from their local church pastor verifying membership.

Additionally, candidates desiring an SDA teaching certificate must take 16 quarter units of religion including RELH 483 History of Seventh-day Adventism and RELT 245 Christian Beliefs.

## **Curriculum and Instruction Mission Statement**

The Department of Curriculum and Instruction seeks to empower students through a process of seeking, knowing, and serving. Students study theoretical principles and pedagogical practices in developing professional, ethical, and caring teaching practices.

The mission statement in the department is based on the University Mission Statement, which is: "To seek truth, enlarging human understanding through scholarship; to know God, ourselves, and the world through reflection, instruction, and mentoring; to serve others, contributing to the good of our local and global communities."

The Department of Curriculum and Instruction in the La Sierra University School of Education is undergirded with the basic philosophy that all persons learn from their surroundings, and that learning and schooling are not synonymous. The Department has two major purposes. The first is the development of competent, professional teachers who are prepared to serve effectively in public and private schools. The second major purpose is to provide opportunities for educators seeking advanced degrees who wish to hone their teaching skills.

The department seeks to train and develop professional teachers who have the appreciation, skills, and teaching strategies necessary to create a warm and caring classroom climate where effective learning takes place. Professionalism and Christian principles are complementary ideals.

The department seeks to develop in its students the ability to think creatively and independently and to cultivate an acquaintance with basic facts and principles of the major fields of knowledge, together with a more specialized mastery in one of them. The aim is for students to gain an attitude of open-minded consideration of controversial issues and to develop a continuing, lifelong intellectual curiosity.

The department promotes ethical and moral concepts that undergird tolerance for the rights and opinions of others; consideration toward the sensitivities of those from diverse ethnic, cultural, and socioeconomic groups; and cultivation of the ideal of service to humanity.

The department endeavors to provide its students with an understanding of the privileges of citizenship, a sincere love of country, and a willingness to cooperate in bringing about improvements in social order through education whether public or non-public.

The Teacher Education Program is predicated on a belief in the uniqueness and worth of each individual and on the importance of systematic development of the whole person, a positive self-image and the striving to reach highest possible attainments.



## Teacher Education Programs

### BLENDING UNDERGRADUATE TEACHER EDUCATION

The Teacher Education Program is offered in two ways. One way is as a program blended into an undergraduate degree in which students take the methods courses and the prerequisite courses for the program as part of their undergraduate degree. The Teacher Education Program is State of California approved. To receive the California teaching credential, students must take the California Subject Examination for Teachers (CSET) as part of completing the program. Additional required testing is listed below.

### GENERAL INFORMATION

The Teacher Education Program is approved by both the California Commission on Teacher Credentialing and the North American Division of Seventh-day Adventists.

In order to get your California teaching credential, the student must do your student teaching or internship in a California public school.

## Teaching Pathway

*Before you begin:*

- Have a TB test done (within the last 2 years)
- Certificate of Clearance (fingerprints done with CTC)

### STAGE 1:

*Prerequisites:*

HPSC 274	American Government (or pass Constitution Examination)
HLSC 214	Dimensions of Health (or EDCI 503)
EDCI 204	Intro to Teaching and the Multicultural Classroom (or EDCI 502)
EDCI 413	Technology in Education (or EDCI 516)
EDFO 305	Psychological Aspects of Education (or EDCI 507)

*Exam:*

- Take and pass the CBEST exam

*Application:*

- Fill out and turn in the Teacher Education Application (found outside room SE 118A)

### STAGE 2:

*Foundation Courses:*

EDCI 498	Teaching Performance Assessment
EDCI 416	Language & Literacy Grades K-8
<b>OR</b>	
EDCI 416A	Language & Literacy Grades 9-12
EDCI 417C	Culture, Society & Ethics K-12
EDCI 464	Special Education in the General Classroom

*Exams:*

- Take and pass the CSET exam
- Take and pass the RICA exam (MS only)
- Take and pass the TPA 1

### STAGE 3:

*Professional Preparation Courses:*

**Multiple Subject:**

EDCI 410, 410L	Classroom Management
EDCI 414, 414L	Reading K-8
EDCI 415, 415L	Math K-8
EDCI 418, 418L	Science K-8

**Single Subject:**

EDCI 410, 410L	Classroom Management
EDCI 419, 419L	Reading in the Content Area
EDCI 429, 429L	Middle School Theory & Practice
EDCI 430, 430L	Secondary Theory & Practice

*Exam:*

- Take and pass TPA 2

*Documents:*

- CPR/First Aid
- Student Teaching Application

### STAGE 4:

To begin student teaching, the student's teaching application and requisite test results must be submitted and approved by the first Wednesday of the quarter in which you wish to begin.

*Clinical Practice (14 weeks; 2 placements):*

EDCI 425	Student Teaching in the Elementary School
<b>OR</b>	
EDCI 457	Student Teaching in the Secondary School

*Exams:*

- Take and pass TPA 3
- Take and pass TPA 4

## COURSES

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

*Teacher Education Program prerequisite courses require a grade of C or better. Foundation, Professional Preparation, and Clinical Practice (student teaching) courses require a grade of B- or better.*

## Liberal Studies

### LOWER DIVISION

**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.

### UPPER DIVISION

**LBST 305 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.

## Curriculum & Instruction

### LOWER DIVISION

**EDCI 204 Introduction to Teaching and the Multicultural Classroom (3):** Focus on history of public education, English learner and special needs issues, motivation, lesson design, teaching strategies, discipline and management, and professionalism. English Language Development (ELD) components and mild/moderate disabilities are addressed. Requires ten hours of clinical practice. This course is required for admission to teacher education. *Note: Must be taken first in your credential program and may be taken concurrently with other courses.*  
*Additional Requirements: Certificate of Clearance and current TB test*

### UPPER DIVISION

**EDCI 408 Teaching Student Missionaries (3):** Examines issues related to content standards, thinking, questioning, and applying of teaching principles, theories, methods and strategies to educational sites. Based on the recognized need for Teaching Student Missionaries (TSM) to teach with confidence for one year in a country outside the United States. Materials for the assist TSMs with the initial teaching experience K-12.

**EDCI 409 Teaching Student Missionaries Fieldwork (3):** Fieldwork for Teaching Student Missionaries who will teach for one full academic year in a school outside the United States. The Student Missionary is supervised on site by their principal or other professional educator. Formal evaluations are done on site and evaluation reports sent to the Department of Curriculum and Instruction.

*Prerequisite: EDCI 408*

**EDCI 410 Classroom Management (2):** Focus on classroom management and discipline. Examines a variety of strategies for effective classroom management and acceptable classroom practice.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 410L Clinical Practice: Classroom Management (1):** Provides opportunity for the credentials candidate to interview teachers, and to observe and practice good classroom management techniques. Thirty hours clinical practice required. Concurrent registration in EDCI 410 is required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 413 Technology in Education (3):** Designed to develop teacher skills in technology-assisted and technology-managed instruction against a background of the legal, social, and ethical issues related to the use of educational technology. Meets technology requirements for the California State Clear Teaching Credential and the North American Division educational technology initial and renewal certification requirements. Requires ten hours of clinical practice.

*Additional Requirements: Certificate of Clearance and current TB test*

**EDCI 414 Reading K-8 (4):** Designed to aid the prospective teacher in developing knowledge and skills in the teaching of developmental reading in grades K-8 to all students, including struggling readers, English learners, speakers of non-standard English, and students with special needs. Examines specific components of the reading process, as well as a variety of alternative methods and materials to be used in English Language Development (ELD). Includes the assessment of students' strengths and weaknesses relative to the act of reading, the development of curriculum objectives, and the planning of instruction. Application of skills and knowledge are provided through a fieldwork experience in which candidates instruct groups of students in the elementary or junior high school reading class. ELD components and mild/moderate disabilities are addressed. Lesson plans are aligned with Common Core State Standards and curriculum frameworks.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 414L Clinical Practice: Reading K-8 (1):** Application of skills and knowledge through a clinical practice experience in which candidates instruct groups of students in the elementary or junior high school reading class. Candidates prepare lesson plans aligned with Common Core State Standards and curriculum frameworks. Thirty hours required. Concurrent registration in EDCI 414 is required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 415 Mathematics K-8 (3):** Focus on curriculum organization, methods, materials, instructional aids, observation and micro-teaching in K-8 mathematics. English Language Development (ELD) components and mild/moderate disabilities are addressed.

*Prerequisite: MATH 202*

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 415L Clinical Practice: Mathematics K-8 (1):** Clinical practice in a multicultural classroom where students develop their mathematics teaching skills by putting theory into practice. Thirty hours clinical practice required. Concurrent registration in EDCI 415 is required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 416 Language & Literacy K-8 (3):** Preparation of K-8 teachers in language arts pedagogical skills appropriate for mainstream, mild/moderate disability, linguistically, culturally, and economically diverse students. Emphases include: development of skills to teach writing, listening, speaking and reading; specially designed academic instruction in English (SDAIE), increased perspective on language learner contexts and needs; methods, practices, and theories appropriate for instructing students with special needs as well as linguistically diverse students in first- and second-language development. Twenty hours clinical practice required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 416A Language & Literacy, Grades 9-12 (3):** Preparation of secondary teachers in language arts pedagogical skills appropriate for mainstream, mild/moderate disability, linguistically, culturally, and economically diverse students across the various disciplines. Emphases include: development of skills to teach writing, listening, speaking and reading; specially designed academic instruction in English (SDAIE), increased perspective on language learner contexts and needs; methods, practices, and theories appropriate for instructing students with special needs as well as linguistically diverse students in first- and second-language development. Twenty hours clinical practice required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 417A Religion K-12 (2):** Study of the curriculum and methodologies used in teaching Religion from Kindergarten through secondary school within the Seventh-day Adventist context. Focus is on instructional objectives, content, organization, methods and materials, and developmental spirituality.

**EDCI 417C Culture, Society, & Ethics K-12 (2):** Study of pedagogy, theory, research, and practice relating to the historical, legal, social, political, and economic understandings of multiple linguistic and cultural groups as they relate to education in California. Students demonstrate their ability to appropriately use English to teach and communicate. Includes a focus on use of appropriate materials and the ability to plan equitable *Social Science* lessons. *This course meets the NAD education certification requirements for Social Studies Methods.* Twenty hours of clinical practice required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 418 Science & Health K-8 (3):** Identifies the scope, sequence, methods, materials, and equipment utilized in teaching science and health. Coordinates the student's learning experience in science and health among the home, school, and community. English Language Development (ELD) components are addressed.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 418L Clinical Practice: Science & Health K-8 (1):** Application of skills and knowledge through a clinical practice experience in which class members instruct groups of students in the elementary or junior high school science class. Thirty clinical practice hours required. Must be taken concurrently with EDCI 418.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 419 Reading in the Content Area (4):** Preparation of the candidate with knowledge and skills in teaching content area reading. Examines specific components of the reading process, and appropriate methods and materials used in reading instruction for all students including struggling readers, English learners, speakers of non-standard English and students with special needs. Also includes assessment of students' strengths and weaknesses relative to the act of reading, the development of curriculum objectives, and planning of instruction. Provides applications of skill and knowledge through a practicum, in a single subject classroom. ELD components and mild/moderate disabilities are addressed. All lesson plans are aligned with Common Core State Standards and curriculum frameworks.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 419L Clinical Practice: Reading in the Content Area (1):** Application of skills and knowledge through a clinical practice experience in which class members instruct groups of students in the secondary reading class. Thirty clinical practice hours required. Concurrent registration in EDCI 419 is required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 420 Curriculum Strategies for Students with Mild/Moderate Disabilities (3):** Focus on acquiring strategies for teaching students with mild/moderate disabilities in the areas of reading, language and literacy, mathematics, and science and health. Emphasis is on specific pedagogical strategies and other special education issues.

**EDCI 425 Student Teaching in the Elementary School (1-14):** Supervised clinical practice experience required for California state and Seventh-day Adventist credentials. Requires attendance at a weekly seminar which addresses the organization and management of the instruction classroom, discipline, and other relevant issues. A total of 14 weeks of full-time participation is required.

*Additional Requirement: Acceptance into the Teacher Education Program & the Student Teaching Program*

**EDCI 428 Curriculum & 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 a special school and classes for disabled.

*Prerequisite: EDPC 460*

**EDCI 429 Middle School Theory & Practice (3):** Preparation of secondary candidates to (1) develop skills in the use of a wide variety of teaching strategies; (2) gain a knowledge and understanding of classroom organization and planning; (3) understand and teach to the various diverse student populations; (4) understand the professional, historical, and political issues involved in teaching; and (5) understand the use of curriculum frameworks for the State of California and the North American Division of Seventh-day Adventists.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 429L Clinical Practice: Middle School Theory & Practice (1):** Application of skills learned in the EDCI 429 within the context of a single subject classroom. All candidate-produced lesson plans are aligned with Common Core State Standards and curriculum frameworks. Thirty hours clinical practice required. Concurrent registration in EDCI 429 is required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 430 Secondary Theory & Practice (3):** Examines current theories of secondary education and practice. Instruction in identifying appropriate teaching strategies and developing course outlines and unit plans in teaching at the secondary level. Involves selecting and organizing learning materials and opportunities. Includes focus on the organization, management, and discipline of the classroom.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 430L Clinical Practice: Secondary Theory and Practice (1):** Application of skills learned in EDCI 430 within the context of a single subject classroom. All candidate-produced lesson plans are aligned with Common Core State Standards and frameworks. Thirty hours required. Must be taken concurrently with EDCI 430.

**EDCI 432 Instructing Students with Mild/Moderate Disabilities (3):** Study of educational models and strategies for teaching learning disabled students. Includes an investigation of the characteristics of students with learning problems as well as instructional techniques for promoting maximum cognitive and social development, with an emphasis on the use of computers in the curriculum. Includes a 25 hour practicum of observation and instruction.

*Prerequisite: EDCI 564 or EDPC 460*

**EDCI 433 Instructing Students with Behavior Disorders (3):** Designed to aid special education and regular education teachers to maximize educational experiences for students with behavior disorders in elementary and high schools. Emphasis is placed on the forces which have an impact on behavioral, academic, social, and communication skills in students with behavior disorders. (See EDCI 533.)

**EDCI 456 Student Teaching of Religion in Secondary Schools (1-14):** Supervised clinical practice experience required for Seventh-day Adventist credentials in teaching religion at the secondary level. A weekly seminar is required during the student teaching experience.

*Additional Requirement: Acceptance into the Teacher Education Program & the Student Teaching Program*

**EDCI 457 Student Teaching in the Secondary School (1-14):** Supervised clinical practice experience required for state and Seventh-day Adventist credentials. A weekly seminar on the organization and management of the classroom and other relevant issues is required during the student teaching experience. All candidate-produced lesson plans are aligned with Common Core State Standards and curriculum frameworks.

*Additional Requirement: Acceptance into the Teacher Education Program & the Student Teaching Program*

**EDCI 464 Special Education in the General Classroom (3):** A study of the responsibilities of the general educator and the special educator in teaching students with special needs. Explores methods of identifying students with disabilities, planning Individualized Educational Programs (IEPs), and developing appropriate teaching strategies. Includes federal and state laws governing the education of students with special needs. Twenty hours of clinical practice are required.

*Additional Requirement: Acceptance into the Teacher Education Program*

**EDCI 498 Teaching Performance Assessment Seminar (1):** Preparation of the candidate to take the Teaching Performance Assessments (TPAs) required by the state of California for all multiple and single subjects credential candidates attending California teacher preparation programs. Twenty hours of clinical practice required. *Note: Must be taken first in your credential program and may be taken concurrently with other courses.*

*Additional Requirements: Certificate of Clearance and current TB test*

**EDCI 499 Projects & Topics in Curriculum & Instruction (1-3):** Individual research and study under the guidance of an instructor in the Department of Curriculum & Instruction. A minimum of 30 clock hours of study time is expected for each unit of credit.

*Prerequisites: Consent of instructor & department chair*

## Additional Courses

**EDFO 305 Psychological Foundations of Education (4):** An introduction to development and learning principles applicable to classroom instruction and management. Psychological approaches to individual and cooperative instructional models, evaluation processes, moral education, and teacher-pupil roles. A basic prerequisite for many credential courses. Ten clinical practice hours required.

*Prerequisite: Certificate of Clearance and current TB test*

**EDFO 404 Philosophy of Christian Education (3):** Examination of the basic ideas about education held by the Seventh-day Adventist church; the application of these ideas in Adventist schools and other education programs. Meets the credentials requirement for the class "Principles of Seventh-day Adventist Education", utilizing the structure of philosophy as a way of examining these principles.

# The School of Education

## Department of School Psychology and Counseling

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### Department Faculty

**Chang-Ho Ji, Chair**

Professor of School Psychology and Counseling (1994)  
PhD Andrews University 1995  
PhD University of California, Riverside 2005

**Dora Clarke-Pine**

Associate Professor of School Psychology and Counseling (2002)  
PhD Andrews University 1995

**Shirley M. Gregg**

Associate Professor of School Psychology and Counseling (2006)  
PhD Capella University 2003

**Sophorn T. Choau**

Assistant Professor of Marriage & Family Studies (2016)  
PhD Loma Linda University 2013

**Conor D. Kelly**

Assistant Professor of Applied Behavior Analysis (2017)  
EdD University of Southern California 2014

### COURSES

#### UPPER DIVISION

**EDPC 440 Theory and Practice in Behavior Analysis (3-4):**

Focuses on preparation for the Registered Behavior Technician (RBT) Credential, addressing basic theories, practical skills, and professional issues related to behavior analysis as practiced under the supervision of a Board Certified Behavior Analyst. Meets the 40-hour training requirement for the RBT credential.

**EDPC 460 The Exceptional Child (3-4):**

A study of the determinants, characteristics, problems, and adjustments of children with mental, physical, emotional, or social disabilities, and of gifted and talented children. Intervention techniques used with children with disabilities, rights of children under the Americans with Disabilities Education Act. Open to upper division, graduate, or postgraduate students only. Credit not allowed for both this course and PSYC 464.

# The HMS Richards Divinity School

## Division of Undergraduate Studies

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### Divinity School Faculty

**Friedbert Ninow, Dean**

Professor of Archaeology (2015)  
PhD Andrews University 2000  
Biblical studies, archaeology

**V. Bailey Gillespie, Associate Dean**

Professor of Theology and Personality (1970)  
PhD Claremont Graduate University 1973  
Theology, Christian nurture, ministry, archaeology

**Warren C. Trenchard, Director of Graduate Programs**

Professor of New Testament and Early Christian Literature (1995)  
PhD University of Chicago 1981  
Biblical languages, New Testament background and interpretation, early Christian literature

**Kent V. Bramlett**

Associate Professor of Archaeology and History of Antiquity (2010)  
PhD University of Toronto 2009  
Biblical languages, near eastern archaeology, and history of antiquity

**Marlene Ferreras**

Assistant Professor of Practical Theology (2017)  
MS Loma Linda University 2011  
MA Fuller Theological Seminary 2012  
Family ministry, gender studies

**Lawrence T. Geraty**

Professor of Archaeology and Old Testament Studies (1993)  
PhD Harvard University 1972  
Old Testament studies, archaeology

**Fritz Guy**

Research Professor of Philosophical Theology (1961, 1990)  
DD hc La Sierra University 2002  
PhD University of Chicago 1971  
Theology, philosophy of religion, ethics

**Kendra Haloviak Valentine**

Professor of New Testament Studies (2001)  
PhD Graduate Theological Union 2002  
New Testament studies, biblical languages

**Maury D. Jackson**

Associate Professor of Practical Theology (2009)  
DMin Claremont School of Theology 2007  
Practical theology, ethics, philosophy

**John R. Jones**

Associate Professor of New Testament Studies and World Religions (1990)  
PhD Vanderbilt University 1982  
Biblical languages and background, scriptural interpretation and theology, phenomenology of religion

**Shelton Kilby**

Senior Lecturer in Religion and the Arts (2014)  
MA Union Institute and University  
Religion and the Arts

**Wonil Kim**

Associate Professor of Old Testament Studies (1994)  
PhD Claremont Graduate University 1996  
Exegesis, theology, and hermeneutics of the Old Testament

**Igor Kokhan**

Lecturer in Religious Studies (2014)  
MA La Sierra University 2009  
MA University of the West 2009  
MA La Sierra University 2004  
World religions

**Charles Teel, Jr.**

Professor of Religion and Society (1967)  
PhD Boston University 1972  
Religion and society, Christian ethics

**John W. Webster**

Professor of Theology and History of Christianity (1999)  
PhD Princeton Theological Seminary 1995  
Systematic theology, history of Christianity, philosophy, ethics

**Randal R. Wisbey, University President**

Associate Professor of Ministry (2007)  
DMin Wesley Theological Seminary 1990  
Pastoral and youth ministry

### Collaborating Faculty

**John C. Brunt**

PhD Emory University 1978  
New Testament, Homiletics

**Gary Chartier**

Associate Dean, School of Business  
Professor of Law and Business Ethics (2001)  
JD University of California at Los Angeles 2001  
PhD University of Cambridge 1991  
Theology and ethics

**Douglas R. Clark**

PhD Vanderbilt University 1984  
Archaeology and Hebrew Bible

**Timothy Gillespie**

DMin George Fox Evangelical Seminary (2013)  
Innovation in Ministry

**Kevin Kakazu**

MA (cand.) La Sierra University  
Biblical languages

**Gerard Kiemeney**

DMin Fuller Theological Seminary 1993  
Ministry

**Samuel Leonor**

MDiv Andrews University 1998  
Introduction to Adventist beliefs

**Theodore Levterov**

PhD Andrews University 2011  
History of Adventism

**Katherine Koh**

PhD University of California, Riverside 2016  
MPhil University of Cambridge 2006  
History of Christianity

**Hector Ramal**

DMin Andrews University 1994  
Preaching & ministry fieldwork

**Richard Rice**

PhD University of Chicago 1974  
Systematic and philosophical theology

**Siegfried Roeske**

PhD Andrews University 1997  
Christian beliefs

**Randall Skoretz**

DMin Claremont University 1996  
Ethics, Christian education, theology

**Bernard Taylor**

PhD Hebrew Union College 1989  
Biblical languages, Old Testament theology

**Calvin Thomsen**

PhD Loma Linda University 2008  
DMin Fuller Theological Seminary 1985  
Pastoral counseling and ministry

## Panel of Teaching Pastors

**Vic Louis Arreola III**

DMin (La Salle)  
DDiv (Evangelical Theological Seminary)  
Director of Asian/ Pacific Ministries of Pacific Union  
Conference

**Larry Becker**

DMin (Andrews)  
Pastor at Valley Church

**Danny Chan**

MDiv (Andrews)  
Pastor at Eagle Rock Church

**Jon Ciccarelli**

MA (Azusa Pacific)  
Pastor at Calimesa Church

**Ken Curtis**

DMin (Claremont)  
Spiritual Formation at Calimesa Church

**Horatius Gittens**

Senior Pastor at Del Rosa Church

**Lewis Gray**

MA (Andrews)  
Senior Pastor West Covina Hills Church

**Harold Guizar**

DMin (Andrews)  
Pastor at Oceanside Spanish Church

**Caleb Jara**

DMin (cand. Andrews)  
Pastor at Anaheim Spanish Church

**Devo Kritzinger**

MA (La Sierra)  
Pastor for Young Adults & Media at La Sierra University  
Church

**Todd Leonard**

MDiv (Andrews)  
Pastor at Glendale City Church

**Chris Oberg**

MA (La Sierra)  
Senior Pastor at La Sierra University Church



### **Hector Ramal**

DMin (Andrews)  
Pastor at Inland Spanish Church

### **Gary Taber**

MDiv (Andrews)  
Pastor at Corona Church

## **Degrees Offered**

Bachelor of Arts with:

- Archaeology Major
- Religious Studies Major
- The Pre-Seminary Program --*The pre-seminary program prepares students for ministry as well as for seminary or graduate education in ministry, and may be pursued along with any desired major.*
- Minors in Archaeology, Biblical Languages, & Religious Studies

## **Graduate Programs**

Programs leading to the Master of Divinity, the Master of Theological Studies, the Master of Arts: Religion, the Master of Arts: Near Eastern Archaeology, and the Certificate in Ministry are described in the graduate bulletin.

## **Preparation for teaching**

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

## **Mission**

The La Sierra University HMS Richards Divinity School, a theological school within the system of Seventh-day Adventist higher education, seeks to integrate believing, thinking, and acting through teaching, scholarship, dialogue, and service, preparing Christian leaders for effective ministries in the church, academy, and world in which we live.

## **Vision**

We see ourselves as an open community of learning and service, conviction and hospitality, solidarity and diversity, where faith seeks both understanding and transformation.

Our vision is to be attentive to the calling of Jesus Christ to present truth,\* while not forgetting how God has led us in our past history,\* and ever listening and reaching out through the empowering of the Spirit to a changing church and world.

We seek to form leaders who will be both effective and winsome spokespersons for the gospel, and capable of courageously standing for the right though the heavens fall.\* We seek collaborations with congregations and partner institutions where conversations can deepen our service in God's cause in the world.

[\*Allusions to E.G. White, *Maranatha* 219; *Life Sketches* 196; *Education* 57]

## **General Learning Goals**

- I. The Divinity School intends that students learn how to acquire knowledge.
  - **Students acquire relevant information.**
- II. The Divinity School intends that students learn what it means to understand.
  - **Students demonstrate adequate understanding.**
- III. The Divinity School intends that students learn how to evaluate information and arrive at appropriate judgments.
  - **Students demonstrate critical reasoning.**
- IV. The Divinity School intends that students learn how to make responsible decisions and conform their actions to them.
  - **Students act responsibly.**

## **Program Student Learning Outcomes for the Archaeology Major**

- I. To develop familiarity with the characteristics, developments, and key features of the archaeological periods present in the Near East.
- II. To gain an understanding of archaeological methods and best practices.
- III. To develop critical thinking skills by which to evaluate archaeological claims or popular interpretations.
- IV. To understand how text and archaeology intersect and what archaeology can and cannot do in the academic arena.

## Program Student Learning Outcomes of the Religious Studies Major

### Students majoring in undergraduate Religious studies will:

- I. In addition to the Seventh-day Adventist Christian tradition, summarize familiarity with at least two religious traditions other than their own and be able to engage in informed discussion of its texts, beliefs, history, and practice.
- II. Show knowledge and proficiency of different methodological approaches to understanding religion (e.g. philosophical anthropological, historical, feminist, postcolonial, theological) while identifying their strengths and weaknesses.
- III. Demonstrate research on a topic that integrates classroom exposure with original investigation in one area of religious studies.
- IV. Assess various theories, concepts, and materials (e.g., written texts, oral reports, archaeological data) central to the academic study of religion.
- V. Analyze complex ethical questions through a variety of ethical perspectives including those grounded in religious traditions.
- VI. Identify the unique understanding of the history and meaning of religion from the Seventh-day Adventist Christian perspective.

## Program Student Learning Outcomes of the Pre-Seminary Program

### Students majoring in undergraduate Pre-Seminary Studies will:

- I. Complete the required coursework with a B average in order to be accepted in to a graduate theological education.
- II. Show proficiency in the practical skills of pastoral ministry through a mentored externship in a local congregation.
- III. Demonstrate basic skill in ministry.
- IV. Share familiarity with the history of Christianity from its formation through its transformation.

- V. Clarify the history and theology of the Seventh-day Adventist church by articulation of a growing understanding of the theological history their faith community.
- VI. Complete two years of biblical Greek and two quarters of basic Hebrew and demonstrate their use in understanding Scripture.

## Ministerial Preparation

The pre-seminary program consists of a set of courses which is designed to meet entrance requirements for graduate or professional studies in the HMS Richards Divinity School, the Seventh-day Adventist Theological Seminary, or other seminaries or theological 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 Divinity School is particularly compatible. Pre-seminary students are encouraged to work closely with their assigned pre-seminary advisor in the Divinity School as well as their regular major program advisor. In addition, we highly recommend that pre-seminary students, who wish to enhance their pastoral skills on the undergraduate level, include in their program some or all of the "practices options" of professional courses as listed below.

Students who are following the pre-seminary curriculum should apply no later than the fall quarter of their senior year for the Divinity School'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 department, and a letter of response is inserted in the student's portfolio.

The pre-seminary program consists of a sequence of required and recommended courses (see further in the listing for details).

## Workshops and Continuing Education

The Divinity School 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 Divinity School 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.

## MAJORS

### Bachelor of Arts

#### ARCHAEOLOGY

Required: 62 units, as follows:

- 44 units of Core requirements:

ANTH 215	Cultural Anthropology	4
ARCH/ANTH 216	Great Discoveries in Archaeology	4
ARCH/RELB 445	Old Testament Archaeology	4
ARCH/RELB 446	New Testament Archaeology	4
ARCH 447	Archaeology Method & Theory	4
ARCH 494	Fieldwork in Middle East Archaeology	1-8
<i>Plus, choice of:</i>		
ARCH/HIST 432E	The Mediterranean World of Antiquity	4
<b>OR</b>		
ARCH/HIST 432F	Mesopotamian Archaeology & History	4
ARCH/RELB 497	Seminar in Archaeology	4
RELB 206	Sacred Texts: Old Testament	4
RELB 207	Sacred Texts: New Testament	4

- 4-8 units of Anthropology/Geography/History electives:

ANTH 325	Peoples of the World	4
<i>Plus, choice of:</i>		
ARCH/HIST 432F	Mesopotamian Archaeology & History	4
<b>OR</b>		
ARCH/HIST 432E	The Mediterranean World of Antiquity	4
GEOG 276	Physical and Human Geography	4
RELH/HIST 445	History of Christianity I: Formation	4

- 4-8 units of Art electives:

ARTS 194	Photoshop & Illustrator Image Creation	4
ARTS 224	Drawing	4
ARTS 225	Photography	4
ARTS 274A/B	Ceramics	4

- 6-9 units of Language electives:

RELL 251, 252, 253	Beginning Latin (Classical)	4, 4, 4
RELL 381, 382, 383	Intermediate Greek (Classical)	3, 3, 3
ARAB 151, 152, 153	Arabic (Pre-classical)	4, 4, 4
RELL 481, 482, 483	Beginning Hebrew (Pre-classical)	3, 3, 3
RELL 491	Akkadian (Pre-classical)	4
RELL 494	Egyptian (Pre-classical)	4
RELL 497	ANE Language (Pre-classical)	4

#### RELIGIOUS STUDIES

Required: 68 units, as follows:

- The following RELB courses (16 units):

RELB 206	Sacred Texts: The Old Testament Scriptures	4
RELB 207	Sacred Texts: The New Testament Scriptures	4
RELB 406	Sacred Texts: Theory & Practice of Old Testament Interpretation	4
RELB 407	Sacred Texts: Theory and Practice of New Testament Interpretation	4
<i>In place of RELB 406 or 407</i>		
RELG 306	Sacred Texts: The Literature of the World's Religions	4

- The following RELE courses (12 units):

RELE 205	Biblical Ethics in the Modern World	4
<i>Plus, choice of:</i>		
RELE 447	Religion and Society	4
<b>OR</b>		
RELE 454	Applied Ethics & Social Issues	2-4
<b>OR</b>		
RELE 448	Christian Professional Business Ethics	4
<b>OR</b>		
RELE 405	Moral Philosophy	3-4
<i>Plus, choice of:</i>		
RELE 457	Religion & Gender	4
<b>OR</b>		
RELE 455	Christian Understanding of Sexuality	2-4
<b>OR</b>		
RELE 459	Issues in Religious Ethics	4

- The following RELG courses (12 units):

RELG 235	Introduction to Religious Studies	4
<i>Plus, choice of:</i>		
RELG 237	World Religions	4
<b>OR</b>		
RELG 327	Asian Philosophical Traditions	4
RELG 267	Religious Faith and Life	4

- The following RELH courses (12 units):

RELH 445	History of Christianity I: Formation	4
<i>Plus, choice of:</i>		
RELH 446	History of Christianity II: Reformation	4
<b>OR</b>		
RELH 495	Reformation Lands Tour	3-4
<i>Plus, choice of:</i>		
RELH 483	History of Seventh-day Adventism	3-4
<b>OR</b>		
RELH 447	History of Christianity III: Transformation	4
<b>OR</b>		
RELH 488	Theology in the 20th Century	3-4
<b>OR</b>		
RELH 497	Proseminar in Church History	4

- The following RELT courses (16 units):

RELT 255	Theology I: Faith Seeking Understanding	4
RELT 355	Theology II: God & Creation	4
RELT 436	Philosophy of Religion (PHIL 204 recommended prerequisite)	4
RELT 455	Theology III: Reconciliation and Consummation	4

## MINORS

### ARCHAEOLOGY

Required: 32 units, as follows:

- 20 units of core requirements:

ARCH/ANTH 216	Great Discoveries in Archaeology	4
ARCH/RELB 445	Old Testament Archaeology	4
ARCH/RELB 446	New Testament Archaeology	4
ARCH 447	Archaeology Method & Theory	4
ARCH 494	Fieldwork in Middle East Archaeology	1-8

- 0-8 units of anthropology/geography/history electives:

ANTH 215	Cultural Anthropology	4
ANTH 325	Peoples of the World	4
ARCH/HIST 432E	The Mediterranean World of Antiquity	4
ARCH/HIST432F	Mesopotamian Archaeology & History	4
ARCH 494	Fieldwork in Middle East Archaeology	1-8
ARCH/RELB 497	Seminar in Archaeology	4
GEOG 276	Physical and Human Geography	4
RELH/HIST 445	History of Christianity I: Formation	4

- 0-4 units of art electives:

ARTS 194	Photoshop & Illustrator Image Creation	4
ARTS 224	Drawing	4
ARTS 255	Photography	4
ARTS 274A/B	Ceramics	4

- 0-4 units of language electives:

RELL 251, 252, 253	Beginning Latin (Classical)	4, 4, 4
RELL 381, 382, 383	Intermediate Greek (Classical)	3, 3, 3
ARAB 101, 102, 103	Arabic (Pre-classical)	4, 4, 4
RELL 481, 482, 483	Beginning Hebrew (Pre-classical)	3, 3, 3
RELL 491	Akkadian (Pre-classical)	4
RELL 494	Egyptian (Pre-classical)	4
RELL 497	ANE Language (Pre-classical)	4

### BIBLICAL LANGUAGES

Required: 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 (or any other ANE language)	3
<i>Plus, choice of:</i>		
RELL 484	Intermediate Hebrew I	4
<b>OR</b>		
RELB 406	Sacred Texts: Theory & Practice of Old Testament Interpretation	4
<b>OR</b>		
RELB 407	Sacred Texts: Theory & Practice of New Testament Interpretation	4

### RELIGIOUS STUDIES

Required: 36 units (16 upper division), to be selected from the following:

RELB 104	Jesus & the Gospels	4
RELB 206	Sacred Texts: The Old Testament Scriptures	4
RELB 207	Sacred Texts: The New Testament Scriptures	4
<i>Choice of:</i>		
RELE 447	Religion & Society	4
<b>OR</b>		
RELE 454	Applied Ethics & Social Issues	2-4
<b>OR</b>		
RELE 448	Christian Professional & Business Ethics	4
<b>OR</b>		
RELE 405	Moral Philosophy	3-4
RELG 235	Introduction to Religious Studies	4
<i>Choice of:</i>		
RELH 483	History of Seventh-day Adventism	3-4
<b>OR</b>		
RELH 445	History of Christianity I: Formation	4
<b>OR</b>		
RELH 446	History of Christianity II: Reformation	4

	<b>OR</b>	
RELH 447	History of Christianity III: Transformation	4
	<b>OR</b>	
RELH 495	Reformation Lands Tour	3-4
RELT 255	Theology I: Faith Seeking Understanding	4
RELT 355	Theology II: God & Creation	4
RELT 455	Theology III: Reconciliation & Consummation	4

## Pre-Professional Program

### PRE-SEMINARY PROGRAM

Required: 47 units (25 upper division), as follows:

- The following RELB courses (16 units):

RELB 206	Sacred Texts: The Old Testament Scriptures	4
RELB 207	Sacred Texts: The New Testament Scriptures	4
RELB 406	Sacred Texts: Theory & Practice of Old Testament Interpretation	4
RELB 407	Sacred Texts: Theory & Practice of New Testament Interpretation	4

- The following RELH courses (12 units):

RELH 254	Ellen G. White & the Church	4
RELH 483	History of Seventh-day Adventism	3-4
<i>Plus, choice of:</i>		
RELH 445	History of Christianity I: Formation	4
	<b>OR</b>	
RELH 446	History of Christianity II: Reformation	4
	<b>OR</b>	
RELH 447	History of Christianity III: Transformation	4
	<b>OR</b>	
RELH 495	Reformation Lands Tour	3-4

- The following RELP courses (7 units):

RELP 101	Introduction to Ministry I	1
RELP 102	Introduction to Ministry II	1
RELP 361	Homiletics	1
RELP 374	Externship	1-3

- The following RELT courses (12 units):

RELT 255	Theology I: Faith Seeking Understanding	4
RELT 355	Theology II: God & Creation	4
RELT 455	Theology III: Reconciliation and Consummation	4

- Required Cognates: 24 units, as follows:<sup>1</sup>

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
RELH 447	History of Christianity III: Transformation	4
<i>Choice of:</i>		
RELH 446	History of Christianity II: Reformation	4
	<b>OR</b>	
RELH 495	Reformation Lands Tour	3-4

- Recommended "Practics Options":

RELP 345	Spiritual Formation	2-4
RELP 349	Principles of Christian Worship	4
RELP 362	Homiletics II	4
RELP 374	Externship	1-3
RELP 397	Proseminar in Ministerial Studies	1-4
RELP 415	Youth Ministry & the Local Church	2-4
RELP 436	Pastoral Counseling	4
RELP 465	Principles & Practice of Evangelism	4
RELM 464	Theology of Mission	2-4
RELT 464	Religious Development and Nurture	4

<sup>1</sup> Four quarters of Greek or the Hebrew sequence offered by the Divinity School will satisfy the World Language (Foundational Studies) requirement of the University Studies Curriculum.

## COURSES

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

### Archaeology

#### LOWER DIVISION

**ARCH 216 Great Discoveries in Archaeology (4):** Survey of significant discoveries in ancient near eastern archaeology and a discussion of the rise of ancient societies; field methods in archaeological research. Cross-listed with ANTH 216.

**ARCH 240 Stories of the Judges (4):** An interdisciplinary approach to the Book of Judges, designed for an on-site study of the geographical regions and archaeological sites connected with the biblical text and its ancient Near Eastern contexts. The course is designed to model various scholarly methods in the study of a biblical text, including historical, literary, theological, archaeological, and anthropological approaches. Cross-listed with RELB 240.

*Strongly recommended: At least one class in literature and one in religion (preferably biblical studies), or consent of the instructor.*

**ARCH 241 Mark's Story of Jesus (4):** An interdisciplinary approach to the Gospel of Mark, designed for an on-site study of the geographical regions and archaeological sites connected with the biblical text and its ancient Roman contexts. The course is designed to model various scholarly methods in the study of a biblical text, including historical, literary, theological, and archaeological approaches. Cross-listed with RELB 241.

*Strongly recommended: At least one class in literature and one in religion (preferably biblical studies), or consent of the instructor.*

#### UPPER DIVISION

**ARCH 432E The Mediterranean World of Antiquity (4):** 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. Cross-listed with HIST 432E.

**ARCH 432F Mesopotamian Archaeology & History (4):** Overview of the archaeology, history, religion, and literature of the peoples and cultures that inhabited ancient Mesopotamia, a region defined by the Tigris and Euphrates Rivers in what is modern Iraq and parts of Syria and Turkey. Both archaeological evidence and textual sources (Sumerian, Akkadian, and Luwian in translation) will be examined as relevant. Through our interpretation of the material culture, we will attempt to identify with the people, to perceive their ethos and the way they met, challenged, and lived life. From this study we will be able to appreciate the significant impact Mesopotamia had on civilization, both in the West, and ultimately, around the world.

**ARCH 440 The Book of Judges (4):** An interdisciplinary approach to the Book of Judges, designed for an on-site study of the geographical regions and archaeological sites connected with the biblical text and its ancient Near Eastern contexts. The course is designed to model various scholarly methods in the study of a biblical text, including historical, literary, theological, archaeological, and anthropological approaches. Cross-listed with RELB 440.

*Prerequisite: At least one class in literature and one in religion (preferably biblical studies), or consent of the instructor.*

**ARCH 441 Jesus in the Book of Mark (4):** An interdisciplinary approach to the Gospel of Mark, designed for an on-site study of the geographical regions and archaeological sites connected with the biblical text and its ancient Roman contexts. The course is designed to model various scholarly methods in the study of a biblical text, including historical, literary, theological, and archaeological approaches. Cross-listed with RELB 441.

*Prerequisite: At least one class in literature and one in religion (preferably biblical studies), or consent of the instructor.*

**ARCH 445 Old Testament Archaeology (4):** Examination of the contributions that archaeology makes to an understanding of the historical and cultural backgrounds of the Old Testament. Cross-listed with RELB 445.

**ARCH 446 New Testament Archaeology (4):** Examination of the contributions that archaeology makes to an understanding of the historical and cultural backgrounds of the New Testament. Cross-listed with RELB 446.

**ARCH 447 Archaeology Methods & Theory (4):** Examination of theoretical and methodological approaches to the modern study of archaeology.

*Restriction: Consent of instructor.*

**ARCH 459 Topics in Archaeological Studies (2-4):** In-depth analysis of topics in Archaeological studies. See class schedule each quarter for possible offerings. May be repeated with different content.

*Restriction: Consent of instructor*

**ARCH 494 Fieldwork in Ancient Near Eastern Archaeology (1-8):** Completion of fieldwork in a specified area relating to ancient Near Eastern archaeology. May be repeated up to a total of 8 units.

*Restriction: Consent of instructor.*

**ARCH 497 Seminar in Biblical Archaeology (4):** Advanced study of major archaeological issues. Cross-listed with RELB 497.

*Restriction: Consent of instructor.*

## Biblical Studies

### LOWER DIVISION

**RELB 104 Jesus & 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 240 Stories of the Judges (4):** An interdisciplinary approach to the Book of Judges, designed for an on-site study of the geographical regions and archaeological sites connected with the biblical text and its ancient Near Eastern contexts. The course is designed to model various scholarly methods in the study of a biblical text, including historical, literary, theological, archaeological, and anthropological approaches. Cross-listed with ARCH 240.

*Strongly recommended: At least one class in literature and one in religion (preferably biblical studies), or consent of the instructor.*

**RELB 241 Mark's Story of Jesus (4):** An interdisciplinary approach to the Gospel of Mark, designed for an on-site study of the geographical regions and archaeological sites connected with the biblical text and its ancient Roman contexts. The course is designed to model various scholarly methods in the study of a biblical text, including historical, literary, theological, and archaeological approaches. Cross-listed with ARCH 241.

*Strongly recommended: At least one class in literature and one in religion (preferably biblical studies), or consent of the instructor.*

**RELB 244 Daniel & Revelation (4):** Historical and prophetic study, with emphasis on gospel implications.

**RELB 255 Understanding & Sharing Your Bible (4):** A study of the Bible as Scripture in the church and as the living Word of God in Christian life and witness. Not open to students in the religious studies major, minor, or pre-seminary curriculum.

**RELB 299 Directed Study (1-4):** Lower-division independent study in Biblical studies, to be completed in consultation with an advisor.

*Restriction: 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 406 Sacred Texts: Theory & Practice of Old Testament Interpretation (4):** An advanced study and application of principles and practices of interpreting the Old Testament scriptures. Includes in-depth readings of selected biblical passages from a variety of hermeneutic perspectives. It is highly recommended that this course be taken subsequent to or simultaneously with RELB 483.

*Prerequisite: RELB 206 or consent of the instructor*

**RELB 407 Sacred Texts: Theory & Practice of New Testament Interpretation (4):** An advanced study and application of principles and practices of interpreting the New Testament scriptures. Includes in-depth readings of selected biblical passages from a variety of hermeneutic perspectives. It is highly recommended that this course be taken subsequent to or simultaneously with RELB 383.

*Prerequisite: RELB 207 or consent of the instructor*

**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 440 The Book of Judges (4):** An interdisciplinary approach to the Book of Judges, designed for an on-site study of the geographical regions and archaeological sites connected with the biblical text and its ancient Near Eastern contexts. The course is designed to model various scholarly methods in the study of a biblical text, including historical, literary, theological, archaeological, and anthropological approaches. Cross-listed with ARCH 440.

*Prerequisite: At least one class in literature and one in religion (preferably biblical studies), or consent of the instructor.*

**RELB 441 Jesus in the Book of Mark (4):** An interdisciplinary approach to the Gospel of Mark, designed for an on-site study of the geographical regions and archaeological sites connected with the biblical text and its ancient Roman contexts. The course is designed to model various scholarly methods in the study of a biblical text, including historical, literary, theological, and archaeological approaches. Cross-listed with ARCH 441.

*Prerequisite: At least one class in literature and one in religion (preferably biblical studies), or consent of the instructor.*

**RELB 445 Old Testament Archaeology (4):** An examination of the contributions that archaeology makes to an understanding of the historical and cultural backgrounds of the Old Testament. Cross-listed as ARCH 445.

**RELB 446 New Testament Archaeology (4):** An examination of the contributions that archaeology makes to an understanding of the historical and cultural backgrounds of the New Testament. Cross-listed as ARCH 446.

**RELB 447 Archaeology Methods & Theory (4):** Examination of theoretical and methodological approaches to the modern study of archaeology.

**RELB 459 Topics in Biblical Studies (2-4):** In-depth analysis of topics in Biblical studies. See class schedule each quarter for possible offerings. May be repeated with different content.  
*Restriction: Consent of instructor*

**RELB 464 The Letter to the Romans (2-4):** An exegetical study of Paul's most complete summation of the Christian gospel.

**RELB 494 Fieldwork in Ancient Near Eastern Archaeology (1-8):** This course involves the completion of fieldwork in a specified area relating to ancient Near Eastern archaeology. May be repeated up to a total of 8 units.  
*Restriction: Consent of the instructor*

**RELB 497 Proseminar in Biblical Archaeology (4):** Advanced study of major archaeological issues.  
*Prerequisite: Consent of the instructor*

**RELB 498 Senior Thesis (1-8):** An opportunity for majors to showcase their breadth of knowledge or research abilities in the area of Biblical studies, as well as to pursue an issue of their special interest in Biblical studies in further detail.

*Prerequisites: Consent of advisor, thesis mentor & dean*

**RELB 499 Directed Study (1-4):** Upper-division independent study in Biblical studies, to be completed in consultation with an advisor.

*Restrictions: Consent of the instructor required; limited to pre-seminary or religious studies major students*

## Christian Ethics

### LOWER DIVISION

**RELE 205 Biblical Ethics in the Modern World (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. It is recommended that PHIL 204 be taken before enrolling in this course. Cross-listed as PHIL 405.

**RELE 447 Religion & 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 & 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 & Social Issues (2-4):** Implications of moral principles for selected problems in social policy. Cross-listed as PHIL 454.



**RELE 455 Christian Understanding of Sexuality (2-4):**

Interpretations of human sexuality in ancient, medieval, and modern theology, with emphasis on contemporary discussions of masculinity, femininity, monogamy, pornography, homosexuality, and professional ethics.

**RELE 457 Religion & Gender (4):** An exploration of the multilevel relationships between religion as a cultural phenomenon, institutional structure, and personal spirituality as well as gender as a biological characteristic and social construct.

**RELE 459 Issues in Religious Ethics (4):** In-depth consideration of selected major ethical concerns in contemporary societal and individual life.

**RELE 497 Proseminar in Christian Ethics (2-4):** Advanced study of major ethical concerns, as they apply to Christians and to the Christian lifestyle.

*Restriction: Consent of the instructor*

**RELE 498 Senior Thesis (1-8):** An opportunity for majors to showcase their breadth of knowledge or research abilities in the area of Christian ethics, as well as to pursue an issue of their special interest in Christian ethics in further detail.

*Prerequisites: Consent of advisor, thesis mentor & dean*

**RELE 499 Directed Study (1-4):** Upper-division independent study in Christian ethics, to be completed in consultation with an advisor.

*Restrictions: Consent of the instructor; limited to students majoring in religious studies or to pre-seminary students*

## 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 & Life (4):** Exploration of the potential and meaning of a life of faith in a secularized and pluralistic world.

### UPPER DIVISION

**RELG 306 Sacred Texts: The Literature of the World's Religions (4):** Survey and interpretation of selected classical texts of the Hindu, Buddhist, Taoist, Muslim, and Shinto traditions, in historical and cultural context.

**RELG 327 Asian Philosophical Traditions (4):** An investigation of the major philosophical themes and movements among the civilizations of India, China, and Japan. Includes questions of knowledge, reality, the self, nature, society, and social ethics. Consideration is also given to issues of human rights, as well as to environmental and political philosophy, in connection with the so-called "Asian values" debate. It is highly recommended that PHIL 204 be taken before enrolling in this course. Cross-listed as PHIL 327.

**RELG 459 Seminar: Issues in Religious Studies (1-4):** Advanced study of major and minor areas of interest applicable to the field of religious studies. May be repeated with different content.

*Restriction: Consent of instructor.*

**RELG 498 Senior Thesis (1-8):** An opportunity for majors to showcase their breadth of knowledge or research abilities in the area of religious studies, as well as to pursue an issue of their special interest in religious studies in further detail.

*Restriction: Consent of advisor, thesis mentor & dean*

**RELG 499 Directed Study (1-4):** Upper-division independent study in religious studies, to be completed in consultation with an advisor.

*Restrictions: Consent of the instructor; limited to students majoring in religious studies or to pre-seminary students*

## Historical Studies

### LOWER DIVISION

**RELH 245 Ellen G. White & the Church (4):** The prophetic ministry of Ellen G. White in relation to the origin and development of Adventism, with emphasis on the present significance of her writings.

### UPPER DIVISION

**RELH 425 Contemporary Religious Issues (2-4):** An analysis of a number of religious issues (such as ecumenism and the charismatic movement) which are prominent enough to be discussed extensively in contemporary journals.

**RELH 445 History of Christianity I: Formation (4):** The birth and development of Christianity from the apostolic age to the year 1000, with emphasis on the formation of Christian beliefs and traditions. Cross-listed as HIST 445.

**RELH 446 History of Christianity II: Reformation (4):** Christianity from 1000 to the age of the Renaissance and Reformation, with emphasis on 16th-century movements and the emergence of Protestantism. Cross-listed as HIST 446.

**RELH 447 History of Christianity III: Transformation (4):** Christianity in the Enlightenment, post-Enlightenment, and modern eras, including the American religious scene (Students may elect to focus on the origins and development of Adventism). Cross-listed as HIST 447.

**RELH 454 Ellen G. White & 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.

**RELH 483 History of Seventh-day Adventism (3-4):** A study of the origins, context, and development of Seventh-day Adventist doctrines and institutions from the 1840s to the 21st century. Includes consideration of the role of Ellen G. White. Cross-listed as HIST 430N.

**RELH 488 Theology in the 20th Century (3-4):** An examination of major figures, issues, and resources in contemporary theology in the 20th century and beyond.  
*Restriction: Consent of the instructor*

**RELH 494 Adventist Heritage Tour (3-4):** A study of Adventist Heritage that may incorporate field trips, extensive travelling, and various types of coursework including reports, presentations, and papers.

**RELH 495 Reformation Lands Tour (3-4):** A study of the Christian Reformation that may incorporate field trips, extensive travelling, and various types of coursework including reports, presentations, and papers.

**RELH 497 Proseminar in Church History (4):** Advanced study of church history that may include in-depth looks at specific historical, social, and religious aspects.  
*Restriction: Consent of the instructor*

**RELH 498 Senior Thesis (1-8):** An opportunity for majors to showcase their breadth of knowledge or research abilities in the area of historical studies, as well as to pursue an issue of their special interest in historical studies in further detail.  
*Restriction: Consent of advisor, thesis mentor & dean*

**RELH 499 Directed Study (1-4):** Upper-division independent study in historical studies, to be completed in consultation with an advisor.

*Restrictions: Consent of the instructor; limited to students majoring in religious studies or to pre-seminary students*

## Biblical Languages

*Courses in this section do not apply toward the University Studies (general education) religion requirement. However, four quarters of Greek or Hebrew and three quarters of Latin, offered through the Divinity School, will satisfy the (Foundational Studies) requirement of the University Studies curriculum.*

### LOWER DIVISION

**RELL 251 Beginning Latin I (4):** First quarter of the study of classical Latin vocabulary, grammar, and syntax.

**RELL 252 Beginning Latin II (4):** Second quarter of the study of classical Latin vocabulary, grammar, and syntax.

**RELL 253 Beginning Latin III (4):** Third quarter of the study of classical Latin vocabulary, grammar, and syntax.

**RELL 281 Beginning Greek I (3):** The first quarter of a beginning course in the study and linguistic analysis of the grammatical structure of New Testament Greek. Greek grammar and vocabulary.

**RELL 282 Beginning Greek II (3):** The second quarter of a beginning course in the study and linguistic analysis of the grammatical structure of New Testament Greek. Greek grammar and vocabulary.

**RELL 283 Beginning Greek III (3):** The third quarter of a beginning course in the study and linguistic analysis of the grammatical structure of New Testament Greek. Greek grammar and vocabulary.

### UPPER DIVISION

**RELL 351 Intermediate Latin I (4):** Study of classical Latin with emphasis on translation and syntax.

**RELL 381 Intermediate Greek I (3):** The first quarter of an intermediate course in the study of Greek, with an emphasis on syntax as it occurs in the Greek New Testament. Passages for translation and for exegesis selected from the Gospels and the Pauline epistles.

*Prerequisite: Average grade of C (2.00) for the 3 quarters of RELL 281, 282, 283, with minimum grade of C (2.00) in RELL 283*

**RELL 382 Intermediate Greek II (3):** The second quarter of an intermediate course in the study of Greek, with an emphasis on syntax as it occurs in the Greek New Testament. Passages for translation and for exegesis selected from the Gospels and the Pauline epistles.

*Prerequisite: Average grade of C (2.00) for the 3 quarters of RELL 281, 282, 283, with minimum grade of C (2.00) in RELL 283*

**RELL 383 Intermediate Greek III (3):** The third quarter of an intermediate course in the study of Greek, with an emphasis on syntax as it occurs in the Greek New Testament. Passages for translation and for exegesis selected from the Gospels and the Pauline epistles.

*Prerequisite: Average grade of C (2.00) for the 3 quarters of RELL 281, 282, 283, with minimum grade of C (2.00) in RELL 283*

**RELL 481 Basic Hebrew I (3):** The first quarter of a beginning course in the study of Biblical Hebrew, including an examination of grammar, vocabulary, and textual materials.

**RELL 482 Basic Hebrew II (3):** The second quarter of a beginning course in the study of Biblical Hebrew, including an examination of grammar, vocabulary, and textual materials.

**RELL 483 Basic Hebrew III (3):** The third quarter of a beginning course in the study of Biblical Hebrew, including an examination of grammar, vocabulary, and textual materials.

**RELL 484 Intermediate Hebrew I (4):** Emphasis on syntax as it occurs in Biblical Hebrew. Passages for translation and for exegesis selected from the narrative, prophetic, and poetic writings of the Hebrew Scriptures.

**RELL 491 Akkadian (4):** Study of the ancient language of Addadian. Vocabulary, grammar, and syntax.

**RELL 494 Egyptian (4):** Study of the ancient Egyptian language. Vocabulary, grammar, and syntax.

**RELL 497 Ancient Near Eastern Language (4):** Study of the vocabulary, grammar, and syntax of a selected ancient language such as Ugaritic, Phoenician, Aramaic, Syriac, or Sumerian; or study of an epigraphic corpus; or study of Northwest Semitic historical grammar and philology.

**RELL 498 Senior Thesis (1-8):** An opportunity for majors to showcase their breadth of knowledge or research abilities in the area of Biblical languages, as well as to pursue an issue of their special interest in Biblical languages in further detail.

*Restrictions: Consent of advisor, thesis mentor & dean*

**RELL 499 Directed Study (1-4):** Upper-division independent study in Biblical languages, to be completed in consultation with an advisor.

*Restriction: Consent of the instructor*

## Mission Studies

*Courses in this section do not apply toward the University Studies (general education) religion requirement.*

### UPPER DIVISION

**RELM 444 Comparative Religions (2-4):** A survey of the origins, beliefs, and contemporary practices of major religious systems. Attention given to the interaction between specific religions and the cultures in which they are practiced. Study of the similarities, differences, and potential for understanding among the religions.

**RELM 465 Principles & Practice of Evangelism (4):** Presentation of Adventist beliefs to individuals and groups. Personal and public evangelism. Course may involve being part of an evangelistic endeavor at home or abroad.

**RELM 464 Theology of Mission (2-4):** A study of Biblical theology applied to defining the concerns, structures, and methods of mission. Mission as a general function of the church and as specific activities related to persons, time, and place. Topics include the idea of the church, the definition of missionary, the priorities of mission, and the place of eschatology.

**RELM 498 Senior Thesis (1-8):** An opportunity for majors to showcase their breadth of knowledge or research abilities in the area of mission studies, as well as to pursue an issue of their special interest in mission studies in further detail.

*Restrictions: Consent of advisor, thesis mentor & dean*

**RELM 499 Directed Study (1-4):** Upper-division independent study in mission studies, to be completed in consultation with an advisor.

*Restriction: Consent of the instructor*

## Pastoral Ministry

*Courses in this section do not apply to University Studies (general education) religion requirement.*

### LOWER DIVISION

**RELP 101 Introduction to Ministry I (1):** The call and role of the minister as he or she relates to the specific areas of ministerial education and practice, pastoral ministries, and church policy.

**RELP 102 Introduction to Ministry II (1):** An in-depth examination of the call and role of the minister as they relate to the specific areas of ministerial education and practice, pastoral ministries and church policy. Course may include a further examination of specific issues pertinent to ministry not covered in RELP 101.

**RELP 264 Evangelism (4):** Introductory theory and practice of communicating Adventist beliefs to individuals and groups. Personal and public evangelism.

## UPPER DIVISION

**RELP 345 Spiritual Formation (2-4):** Personal spiritual growth is fostered through the study and practice of the spiritual disciplines and the principles of Christian discipleship. Students are also exposed to an understanding of the work of God's grace in the process of spiritual formation in both clergy and congregation.

**RELP 349 Principles of Christian Worship (4):** Theory and practice of Christian proclamation and liturgics, from early Christian times to the present.

**RELP 361 Homiletics I (4):** The art of preaching, church administration, and development of proper methodologies. May be taken concurrently with RELP 374.

**RELP 362 Homiletics II (4):** An in-depth examination of the art of preaching, church administration, and development of proper methodologies. Course may include a further examination of specific issues pertinent to ministry not covered in RELP 361. May be taken concurrently with RELP 374.

**RELP 374 Externship (1-3):** Practical application of the principles of church leadership and preaching by assignment to local churches. 3 units required in the pre-seminary program however, may be repeated for additional credit to a maximum of 6 units.

*Prerequisite: RELP 361 &/or 362 (can be concurrently enrolled).*

*Restriction: Limited to pre-seminary students with junior or senior standing*

**RELP 397 Proseminar in Ministerial Studies (1-4):** Advanced study in topics pertinent to the field of ministerial studies.

*Restriction: Limited to students majoring in religious studies or to pre-seminary students*

**RELP 414 Fieldwork in Educational Ministry (1):** Practice in teaching in an educational setting; interaction with students in a learning setting either in school or a church. May be repeated for additional credit to a maximum of 3 units.

*Prerequisite: RELP 468*

**RELP 415 Youth Ministry & the Local Church (2-4):** Designed to provide insight into the theology, organization, and methods of local youth ministry. The problem of what to do in the local setting with youth as they grow toward God. Consideration of the problems of leadership, activities, models of ministry, and current materials available.

**RELP 427 Crisis Counseling (2-4):** Crisis phenomena, current crisis theory, a Christian model of crisis care, and the dynamics and practices of crisis care.

**RELP 435 Proseminar in Pastoral Counseling (1-4):** Supervised clinical experience in a church counseling center. Actual counseling, case studies, reading, group conferences. May be repeated for additional credit to a maximum of 4 units.  
*Prerequisites: RELP 436 & consent of the instructor*

**RELP 436 Pastoral Counseling (4):** The Biblical and theological bases of and methodologies for pastoral counseling as it relates to the unique role of the minister. For pre-seminary students.

**RELP 459 Topics in Practical Theology (4):** Courses that bring an in-depth analysis to some topics in the field of practical theology. See class schedule each quarter for possible offerings. May be repeated with different content.

*Restriction: Consent of the instructor*

**RELP 463 Homiletics III (4):** Advanced preaching: theory and practice. May be taken concurrently with an externship that provides significant preaching and mentoring opportunities or by participating, with permission, in a graduate class in Homiletics.

**RELP 465 Principles & Practice of Evangelism (4):** Theory and practice of communicating the gospel, as reflected in Adventist beliefs, to individuals and groups. Personal and public evangelism. Course may involve being part of an evangelistic endeavor at home or abroad.

**RELP 468 Methods of Educational Ministry (3-4):** A critical examination of the foundation, theories, and practices of Christian education as an aspect of ministry. Emphasis on practical application of theology and religious development as it relates to the educational setting. Development of materials for secondary school Bible teaching.

*Prerequisite: RELT 464*

**RELP 492 Fieldwork in Evangelism (1):** Practical experience in conducting public evangelistic meetings either locally or at an international venue. May be repeated for additional credit to a maximum of 3 units.

**RELP 498 Senior Thesis (1-8):** An opportunity for majors to showcase their breadth of knowledge or research abilities in the area of pastoral ministry, as well as to pursue an issue of their special interest in pastoral ministry in further detail.

*Restrictions: Consent of advisor, thesis mentor & dean required*

**RELP 499 Directed Study (1-4):** Upper-division independent study in pastoral ministry, to be completed in consultation with an advisor.

*Restrictions: Consent of the instructor; limited to students majoring in religious studies or to pre-seminary students*

## Theological Studies

### LOWER DIVISION

**RELT 104 Introduction to Christianity (4):** An introduction to basic Christian beliefs for students from a non-Christian culture. Does not apply toward a major in religious studies or to the pre-seminary program.

**RELT 106 Introduction to Seventh-day Adventist Beliefs (4):** The Biblical basis, formulation, and implications of the theological convictions of Seventh-day Adventists, with emphasis on those beliefs that distinguish Adventists from other Christians. Limited to students who are not Seventh-day Adventists. Does not apply toward a major in religious studies. Not open to students with credit in RELT 245.

**RELT 205 Dynamics of Personal Religion (4):** The experience of forgiveness, acceptance, and faith; the place and function of prayer, worship, Bible study, fellowship, and witness in religious life. Does not apply toward a major in religious studies.

**RELT 245 Christian Beliefs (4):** Fundamental doctrines of Christianity as taught by the Seventh-day Adventist Church. Does not apply toward a major in religious studies or the pre-seminary program.

**RELT 255 Theology I: Faith Seeking Understanding (4):** 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):** Lower-division independent study in theological studies, to be completed in consultation with an advisor.

*Restriction: Consent of the instructor*

### UPPER DIVISION

**RELT 355 Theology II: God and Creation (4):** Christian understanding of the doctrines of God, creation, humanity, covenant, providence and evil. A survey of leading theological figures, ideas, and movements related to these themes. Second of a three-quarter sequence in Christian theology from an Adventist perspective.

*Prerequisite: RELT 255*

**RELT 434 Dimensions of Salvation (4):** Soteriology, including Christology; atonement and sanctification; the Sabbath; the church as the community of faith; human destiny.

*Prerequisite: Senior standing*

**RELT 435 Christian Understanding of God & Humankind (4):** Theological methodology, the nature and function of revelation, attributes of God, and the nature of human beings.

*Prerequisite: Senior standing*

**RELT 436 Philosophy of Religion (4):** Reasons for belief in the reality and relevance of God for contemporary life and thought, and related issues. It is highly recommended that PHIL 204 be taken before enrolling in this course. Cross-listed as PHIL 436.

*Prerequisite: Senior standing or consent of the instructor.*

**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.

*Restriction: Consent of the instructor*

**RELT 453 Christian Theology (4):** A survey of leading theological figures and movements in Christianity over the past three centuries.

**RELT 455 Theology III: Reconciliation and Consummation (4):** Christian understanding of the person and work of Christ, the Holy Spirit, salvation, church, and eschatology. Christianity in the context of world religions. A survey of leading theological figures, ideas, and movements, related to these themes. Third of a three-quarter sequence in Christian theology from an Adventist perspective.

*Prerequisite: RELT 255*

**RELT 459 Topics in Theology (2-4):** Courses that bring an in-depth analysis to some topics of theological studies. See class schedule each quarter for possible offerings. May be repeated with different content.

*Restriction: Consent of instructor*

**RELT 464 Religious Development & 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):** An opportunity for majors to showcase their breadth of knowledge or research abilities in the area of theological studies, as well as to pursue an issue of their special interest in theological studies in further detail.

*Restrictions: Consent of advisor, thesis mentor & dean*

**RELT 499 Directed Study (1-4):** Upper-division independent study in theological studies, to be completed in consultation with an advisor.

*Restrictions: Consent of the instructor; limited to pre-seminary students with junior or senior standing*

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Chair, Department of History, Politics, & Society	Ken Crane, PhD
Chair, Department of Mathematics	Jon Vanderwerff, PhD
Chair, Department of Music	Elvin S. Rodriguez, EdD
Chair Department of Physics	Elvis Geneston, PhD
Chair and Coordinator, Program in Engineering	TBD
Chair, Department of Psychology	Sean Evans, PhD
Chair, Department of Social Work	Jill Rasmussen, MSW
Chair, Department of World Languages	Carlos Parra, PhD
Coordinator, Individual Majors	Jeffrey Dupée, PhD
Coordinator, Program in Philosophical Studies	Fritz Guy, PhD
Director, Women's Resource Center	TBD

## The Zapara School of Business

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Associate Dean	Gary W. Chartier, PhD, JD, LLD
Chair, Department of Accounting, Economics, & Finance	Gary W. Chartier, PhD, JD, LLD
Chair, Department of Management & Marketing	Elias G. Rizkallah, PhD
Coordinator, Off-campus MBA Programs	TBA
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## The School of Education

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Chair, Department of Administration and Leadership	Steve Pawluk, EdD
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## The H.M.S. Richards Divinity School

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Associate Dean	TBA
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Director, Ana and Fernando Stahl Center for World Service	TBA
Acting Director, HMS Richards Library	Friedbert Ninow, PhD

# La Sierra University Faculty

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*La Sierra University is a school diverse at countless levels, including at the faculty level. La Sierra depends on a number of important people who aid in the educational offerings at this school. Those people include collaborating and adjunct faculty members, lecturers, and others who come from various other programs and schools to enrich the University. Although these individuals' presence at La Sierra often varies from quarter to quarter, there are other teachers who maintain faculty status at La Sierra University. It is these faculty members who act as the core, working diligently both in their respective departments/programs as well as serving in various additional posts, appointments and committees. It is these full-time faculty members that are listed alphabetically below. For more information on any given faculty member, please consult the bulletin by turning to the department under which the faculty member is listed or contact the University directly.*

**Marco Allard**, 2013. Assistant Professor of Chemistry,  
College of Arts and Sciences  
PhD Wayne State University 2010

**Dean Anderson**, 2013. Assistant Professor of Music,  
College of Arts and Sciences  
MM University of Missouri, Columbia 2010

**William C. Andress**, 2008. Associate Professor of Health and  
Exercise Science, College of Arts and Sciences  
DPH Loma Linda University 1988

**S. Eric Anderson**, 2011. Professor of Management and  
Economics, School of Business  
PhD University of North Texas 1992

**Erin Banks-Kirkham**, 2015. Assistant Professor of English,  
College of Arts and Sciences  
PhD Ball State University 2015

**Heather Barker**, 2015. Associate Professor of Curriculum  
and Instruction, School of Education  
MSEd Southern Adventist University

**Erica Bateman**, 2016. Lecturer I of Health and Exercise  
Science, College of Arts and Sciences  
EdD La Sierra University, 2015

**James Beach**, 1979. Associate Professor of Mathematics,  
College of Arts and Sciences  
DA Idaho State University 1977

**Jonathan Beagles**, 2016. Associate Professor of Accounting/  
Economics/Finance, Zapara School of Business  
PhD University of Arizona 2017

**Kelly Bradley**, 2012. Assistant Professor of Criminal Justice,  
College of Arts and Sciences  
PhD, University of California, Irvine, 2003

**Kent Bramlett**, 2010. Associate Professor of Archaeology and  
History of Antiquity, H.M.S. Richards Divinity School  
PhD University of Toronto 2009

**Melissa Brotton**, 2007. Associate Professor of English,  
College of Arts and Sciences  
PhD University of North Dakota, Grand Forks 2004

**John Brunt**, 2013. Professor of Divinity,  
H.M.S. Richards Divinity School  
PhD Emory University 1978

**Gary L. Case**, 2012. Associate Professor of Physics,  
College of Arts and Sciences  
PhD, University of California, Riverside, 1998

**Gary Chartier**, 2001. Professor of Law and Business Ethics,  
Zapara School of Business  
LLD University of Cambridge 2015  
JD University of California at Los Angeles 2001  
PhD University of Cambridge 1991

**Sophorn Choau**, 2016. Assistant Professor of School  
Psychology and Counseling, School of Education  
PhD Loma Linda University 2013

**Fredrick S. W. Clarke**, 2010. Assistant Professor of  
Economics, Zapara School of Business  
PhD Claremont Graduate University 2010

**Dora Clarke-Pine**, 2002. Associate Professor of School  
Psychology and Counseling, School of Education  
PhD Andrews University 1995

**Ken Crane**, 2008. Associate Professor of Sociology and Anthropology, College of Arts and Sciences  
PhD Michigan State University 2000,  
MPA Monterey Institute of International Studies 1986

**Natasha S. Dean**, 2003. Assistant Professor of Biology,  
College of Arts and Sciences  
PhD Loma Linda University 2004

**Jeffrey L. de Vries**, 2012. Assistant Librarian  
MLIS, San Jose University, 2012

**Arturo Diaz**, 2014. Assistant Professor of Biology,  
College of arts and Sciences  
PhD University of Wisconsin 2009

**Keith Drieberg**, 2015. Associate Professor of Curriculum and Instruction, School of Education  
PhD United States International University 1992

**Jeffrey N. Dupée**, 1991. Professor of History,  
College of Arts and Sciences  
PhD Claremont Graduate University 2001,  
JD Peninsula University 1988

**Sean E. Evans**, 2010. Assistant Professor of Psychology,  
College of Arts and Sciences  
PhD Loma Linda University 2005

**Marlene Ferreras**, 2014. Assistant Professor of Practical Theology, H.M.S. Richards Divinity School  
MS Loma Linda University 2011  
MA Fuller Theological Seminary 2012

**Kimberly E. Feiler**, 2014. Assistant Professor of Health & Exercise Science, College of Arts and Sciences  
MSHS Western University of Health Science 2012

**Sari Fordham**, 2007. Associate Professor of English,  
College of Arts and Sciences  
MFA University of Minnesota 2007

**Jere L. Fox**, 2011. Associate Professor of Law and Management, Zapara School of Business  
MA La Sierra University 2007  
JD Pepperdine University 1973

**H. Robert Gadd**, 2017. Professor of Accounting,  
Zapara School of Business  
PhD University of Texas at Arlington 2000

**Noelia Galvez-Nelson**, 2016. Assistant Professor of Social Work, College of Arts and Sciences  
MSW Loma Linda University 2008

**Erica Garcia**, 2014. Lecturer I in English for Criminal Justice,  
College of Arts and Sciences  
MA La Sierra University 2011

**Elvis Geneston**, 2008. Associate Professor of Physics,  
College of Arts and Sciences  
PhD University of North Texas 2008

**Lawrence T. Geraty**, 1993. Professor of Archaeology and Old Testament Studies, H.M.S. Richards Divinity School  
PhD Harvard University 1972

**Lora Geriguais**, 2007. Associate Professor of English,  
College of Arts and Sciences  
PhD University of California, Riverside 1997

**Shirley M. Gregg**, 2006. Associate Professor of School Psychology and Counseling, School of Education  
PhD Capella University 2003

**Michael Gutierrez**, 2012. Assistant Professor of Chemistry,  
College of Arts and Sciences  
MS, University of California, Riverside, 2010

**L. Lee Grismer**, 1994. Professor of Biology,  
College of Arts and Sciences  
PhD Loma Linda University 1994

**Fritz Guy**, 1961, 1990. Research Professor of Philosophical Theology, College of Arts and Sciences, H.M.S. Richards Divinity School  
DD hc La Sierra University 2002,  
PhD University of Chicago 1971

**Kendra Haloviak Valentine**, 2001. Associate Professor of New Testament Studies, H.M.S. Richards Divinity School  
PhD Graduate Theological Union 2002

**Ginger Hanks-Harwood**, 1997. Associate Professor of Religious and Theological Studies, H.M.S. Richards Divinity School  
PhD Iliff School of Theology, University of Denver 1991

**Jennifer Helbley**, 2006. Associate Professor of Chemistry,  
College of Arts and Sciences  
PhD University of Nevada, Reno 2006

**Deborah Higgins**, 2014. Associate Professor of English,  
College of Arts and Sciences  
PhD Middle Tennessee State University 2007

**Sharilyn R. Horner**, 2000. Lecturer II of Mathematics,  
College of Arts and Sciences  
MA California State University, Fullerton, 2002

**Andrew C. Howe**, 2005. Associate Professor of History,  
College of Arts and Sciences  
PhD University of California, Riverside 2005

**Enoch O. Hwang**, 1988, 1999. Professor of Computer Science,  
College of Arts and Sciences  
PhD University of California, Riverside 1999

**Maury D. Jackson**, 2009. Associate Professor of Pastoral  
Ministry, H.M.S. Richards Divinity School  
DMin Claremont School of Theology 2007

**Chang-Ho Ji**, 1994. Professor of School Psychology and  
Counseling, School of Education  
PhD Andrews University 1995  
PhD University of California, Riverside 2005

**John R. Jones**, 1990. Associate Professor of New Testament  
Studies and World Religions, College of Arts and Sciences,  
H.M.S. Richards Divinity School  
PhD Vanderbilt University 1982

**Eugene E. Joseph**, 1989. Associate Professor of Biology,  
College of Arts and Sciences  
PhD Morehouse School of Medicine 2004

**David Kendall**, 2014. Assistant Professor of Music,  
College of Arts and Sciences  
PhD University of California, Riverside 2010

**Elissa Kido**, 2001. Professor of Curriculum and Instruction,  
School of Education  
EdD Boston University 1980

**In-Kyeong Kim**, 1995. Professor of Psychology,  
College of Arts and Sciences  
PhD Cornell University 1990

**Wonil Kim**, 1994. Associate Professor of Old Testament  
Studies, H.M.S. Richards Divinity School  
PhD Claremont Graduate University 1996

**Kimberly Knowlton**, 2015. Assistant Professor of Health and  
Exercise Science,  
College of Arts and Sciences  
DPh Loma Linda University 2006

**Katherine Koh**, 2010. Assistant Professor of History,  
College of Arts and Sciences  
PhD University of California, Riverside 2016

**Igor Kokhan**, 2014. Lecturer in Religious Studies,  
H.M.S. Richards divinity School  
MA La Sierra University 2009  
MA University of the West 2009  
MA La Sierra University 2004

**Barbara Kreaseck**, 1989. Professor of Computer Science,  
College of Arts and Sciences  
PhD University of California, San Diego 2003

**Christophe Le Dantec**, 2014. Assistant Professor of  
Psychology and Neuroscience, College of Arts and Sciences  
Rouen Human Sciences University 2007

**Raejin Lee**, 2005. Associate Professor of Music,  
College of Arts and Sciences  
DMA Rutgers University 2008

**Natalia Lopez-Thismon**, 2016. Assistant Professor of  
Communication, College of Arts and Sciences  
MA California State University, San Bernardino 2012

**Marilynn Loveless**, 2007. Associate Professor of English,  
College of Arts and Sciences  
PhD Griffith University 2004

**Paul M. Mallery**, 1993. Professor of Psychology,  
College of Arts and Sciences  
PhD University of California, Los Angeles 1994

**Suzanne Mallery**, 2001. Associate Professor of Psychology,  
College of Arts and Sciences  
PhD Fuller Theological Seminary 1998

**Leslie R. Martin**, 2014. Professor of Psychology,  
College of Arts and Sciences  
PhD University of California, Riverside 1996

**Sam McBride**, 2007. Professor of English,  
College of Arts and Sciences  
PhD University of California, Riverside 1997

**Shelly R. McCoy**, 2013. Assistant Professor of Psychology,  
College of Arts and Sciences  
PhD University of California, Riverside 2013

**Krista Motschieder**, 2002. Lecturer II of Chemistry, College  
of Arts and Sciences  
PhD University of California, Los Angeles 2000

**Timothy Musso**, 2008. Assistant Professor of Art,  
College of Arts and Sciences  
MFA California State University, Long Beach 2007

**Arun Muthiah**, 2016. Lecturer I of Biology,  
College of Arts and Sciences  
PhD Loma Linda University 2013

**Kenneth Narducci**, 2006. Professor of Music,  
College of Arts and Sciences  
DMA University of Oregon 1989

**Cheng F. Ng**, 1991, 1992. Professor of Computer Science, College of Arts and Sciences  
PhD University of California, Irvine 1991

**John D. Ng Wong Hing**, 1996. Assistant Professor of Mathematics, College of Arts and Sciences  
MA University of California, Los Angeles, 1979

**George O. Ogum**, 1997. Associate Professor of Finance, Zapara School of Business  
DBA University of Memphis 1990

**Cindy J. Parkhurst**, 2005. Professor of Criminal Justice, College of Arts and Sciences  
MLIS San Jose State University 1994  
JD Williamette University College of Law 1988

**Carlos Parra**, 2015. Professor of World Languages, College of Arts and Sciences  
PhD Duke University 2001

**Susan D. Patt**, 1979. Associate Professor of Art, College of Arts and Sciences  
MEd Miami University 1976

**Steve Pawluk**, 2007. Professor of Administration and Leadership, School of Education  
EdD Montana State University 1992

**Marvin A. Payne**, 1997. Associate Professor of Chemistry, College of Arts and Sciences  
PhD University of North Texas 1993

**Dulce L. Peña**, 2011. Associate Professor of Law and Human Resources Management, Zapara School of Business  
JD Pepperdine University  
MA Loma Linda University

**John Perumal**, 2002. Professor of Biology, College of Arts and Sciences  
PhD University of Western Ontario 1994

**Ariel Quintana**, 2014. Assistant Professor of Music, College of Arts and Sciences  
DMA University of Southern California 2010

**Jill Rasmussen**, 1996, 2014. Professor of Social Work, College of Arts and Science  
MSW University of Denver 1977  
Licensed Clinical Social Worker 1979

**Elias G. Rizkallah**, 2001. Professor of Management and Marketing, Zapara School of Business  
PhD Northwestern University 1982

**Elvin S. Rodríguez**, 1998. Professor of Music, College of Arts and Sciences  
EdD Teachers College of Columbia University 1991

**Michelle Rojas**, 2017. Assistant Librarian, MLIS University of California, Los Angeles 2012

**Alex Rowell**, 2014. Lecturer I of Mathematics, College of Arts and Sciences  
MS University of California, Riverside 2011

**Esther Saguar Sierra**, 1997. Lecturer II of Spanish, College of Arts and Sciences  
MA Universidad de Valencia 1984

**Giovanni Santos**, 2015. Assistant Professor of Music, College of Arts and Sciences  
MM University of Southern California 2007

**Adeny Schmidt**, 1974. Professor of Psychology, College of Arts and Sciences  
PhD University of California, Los Angeles 1986

**Anthony Schmidt**, 2016. Instructor of Mathematics, College of Arts and Sciences  
BS La Sierra University 2015

**Hilda Smith**, 2008. Assistant Librarian.  
MLS University of California, Los Angeles 1982

**Kimo Smith**, 1990. Professor of Music, College of Arts and Sciences  
DMA University of California, Los Angeles 1998

**Margaret Solomon**, 2010. Professor of Administration and Leadership, School of Education  
PhD Michigan State University 1999

**Carrie Specht**, 2012. Assistant Professor of Film and Television Production, College of Arts and Sciences  
MFA, New York University, 1998

**Nathan B Sutter**, 2013. Professor of Biology, College of Arts and Sciences  
PhD, University of Washington, 2001

**Marni Straine**, 2013. Assistant Professor of Social Work, College of Arts and Sciences  
MSW, Loma Linda University

**Melissa A. Tafoya**, 2013. Associate Professor of Communication, College of Arts and Sciences  
PhD Arizona State University 2007

**Daphne Thomas**, 2005, 2014. Associate Professor of Social Work, college of Arts and Sciences  
MSW Smith College 2001  
Licensed Clinical Social Worker 2007

**Lorraine Thomas**, 2015. Associate Professor of Marketing and Management, Zapara School of Business  
PsyD Loma Linda University 2015  
DrPH Loma Linda University 2015

**John Thomas**, 1989. Basshir Hasso Professor of Entrepreneurship, Zapara School of Business  
PhD Claremont Graduate University 2001

**Robert K. Thomas**, 2001. Professor of Health and Exercise Science, College of Arts and Sciences  
EdD Boston University 2007

**Terrill Thomas**, 2001. Assistant Professor of Art, College of Arts and Sciences  
MFA Vermont College of Fine Arts 2014

**Warren C. Trenchard**, 1995. Professor of New Testament and Early Christian Literature, H.M.S. Richards Divinity School  
PhD University of Chicago 1981

**Lloyd A. Trueblood**, 2010. Associate Professor of Biology, College of Arts and Sciences  
PhD University of Rhode Island 2010

**Guru Uppala**, 2016. Lecturer I of Mathematics, College of Arts and Sciences  
MA 2000 University of Arkansas 1995

**Jason J. Uyeyama**, 2002. Associate Professor of Music, College of Arts and Sciences  
MMus The Juilliard School 2001

**Rodney Vance**, 2012. Professor of Film and Television Production, College of Arts and Sciences  
MFA, The Catholic University of America, 1988

**Jon D. Vanderwerff**, 1998. Professor of Mathematics, College of Arts and Sciences  
PhD University of Alberta 1992

**Eric Vega**, 2013. Assistant Professor of History, Politics, & Society, College of Arts and Sciences  
PhD University of California, Riverside 2010

**Christina Viramontes**, 2008. Assistant Librarian.  
MLIS San Jose State University 2008

**Jill Walker Gonzalez**, 2014. Assistant Professor of English, College of Arts and Sciences  
PhD University of New Mexico 2015

**Clyde L. Webster**, 2000. Research Professor of Chemistry, College of Arts and Sciences  
PhD Colorado State University, Ft. Collins 1972

**John W. Webster**, 1999. Professor of Theology and History of Christianity, H.M.S. Richards Divinity School  
PhD Princeton Theological Seminary 1995

**Kristine Webster**, 1995, 2006. Associate Professor of Accounting and Finance, Zapara School of Business  
CPA 1992  
MBA Loma Linda University 1991

**Wilfred Williams**, 2016. Assistant Professor of Criminal Justice, College of Arts and Sciences  
JD (in-progress) Western State College of Law

**Randal R. Wisbey**, 2007. Associate Professor of Ministry, H.M.S. Richards Divinity School  
DMin Wesley Theological Seminary 1990

**Jason Wittlake**, 2013. Lecturer I of Math, College of Arts and Sciences  
MA University of California, Riverside 2011

**Won K. Yoon**, 1976. Professor of Sociology, College of Arts and Sciences  
PhD Louisiana State University 1976

**Danette Zurek**, 2006. Assistant Professor of Accounting, Zapara School of Business  
MBA Andrews University 1998  
CPA 1992

# La Sierra University Emeritus Faculty

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## College of Arts and Sciences

**Robert P. Dunn**

Emeritus Professor of English  
PhD University of Wisconsin

**Walter S. Hamerslough**

Emeritus Professor of Health and Exercise Science  
EdD University of Oregon

**Lester E. Harris**

Emeritus Professor of Biology  
MS University of Maryland

**Vernon Howe**

Emeritus Professor of Mathematics and Computer Science  
PhD Dartmouth College

**Winona R. Howe**

Emeritus Professor of English  
PhD University of California, Riverside

**Earl W. Lathrop**

Emeritus Professor of Biology  
PhD University of Kansas

**J. Paul Stauffer**

Emeritus Professor of English  
PhD Harvard University



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# La Sierra

U N I V E R S I T Y

Records Office  
4500 Riverwalk Parkway  
Riverside, CA 92515  
951-785-2006  
[registrar@lasierra.edu](mailto:registrar@lasierra.edu)  
[www.lasierra.edu](http://www.lasierra.edu)