



2023-2024 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.

Title IX Note: If you experienced or witnessed sexual harassment or misconduct under Title IX, consult the Guidelines section of this Bulletin and contact Title IX. Phone: 951-785-2849, Email: titleix@lasierra.edu, Location: Convenience Center Building, Suite AA, Website: <https://lasierra.edu/titleix/>

A Message from the University President



Welcome to La Sierra University, where journeys of learning and faith are invigorated by the rich diversity of our community and by our holistic Christian Seventh-day Adventist heritage that has grounded our institution for more than 100 years.

As students embark on grand adventures in higher education with us, they will encounter professors who exemplify the joy of learning and service, and staff who are dedicated to their wellbeing. They will be guided and supported as they take advantage of opportunities to rise above their own expectations.

If you have elected to enroll at La Sierra, we believe you will be captivated by the life changing prospects available to you here, and by the opportunities to change your world for the better. We are pleased to join you along your life's journey!

Richard C. Osborn

Richard Osborn
Interim President, La Sierra University

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An Overview of La Sierra University

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 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, Learning Support and Testing Center, Office of Academic & Career Services, 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:

Associate Degree in Health Sciences, 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, Doctor of Education, and PhD in Leadership.

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

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.

Prohibited Conduct Under Title IX

In accordance with the Office of Civil Rights Final Rule Section 106.30, the following conduct will be investigated under La Sierra University Title IX policy:

1. Sexual harassment - which means conduct on the basis of sex that satisfies one or more of the following:

A. "Quid Pro Quo."

According to this policy, Quid Pro Quo is when a University employee explicitly or implicitly makes submission to sexual conduct a term or condition of any aspect of a program or activity or is used as a basis for the University's decisions affecting the individual. Quid Pro Quo harassment will also include, but is not limited to, when sexual favors are used or threatened to be used as a basis for academic or employment

decisions.

B. Unwelcome conduct which is persistent, pervasive and objectively offensive.

Unwelcome conduct is determined by a reasonable person standard that is considered to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activities.

2. Sexual Assault

A. Definition of Sexual Assault

Sexual Assault is defined as any non-consensual sexual act proscribed by Federal, tribal, or State law, directed against another person, without the consent of the Complainant including instances where the Complainant is incapable of giving consent."

B. California Affirmative Consent definition

In accordance with California state law, (SB 967, 2014) engaging in any sexual activity requires affirmative consent (also known as Yes means Yes). Therefore, engaging in any sexual activity without first obtaining affirmative consent is considered sexual assault in the State of California. In the State of California, affirmative consent can be withdrawn and may be revoked at any time. Once consent is withdrawn or revoked, the sexual activity must stop immediately.

According to California law, affirmative consent means affirmative, knowing, active, informed, conscious, voluntary, present and ongoing, mutual agreement to engage in sexual activity.

3. Dating Violence

The term dating violence in this policy means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

For the purposes of this definition dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse and does not include acts covered under the definition of domestic violence.

4. Domestic Violence

The term domestic violence includes felony or misdemeanor crimes of violence committed by:

- A current or former spouse or intimate partner of the victim, or
- A person with whom the victim shares a child in common, or
- A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, or
- A person similarly situated to a spouse of the victim under the domestic or family violence laws of California.

5. Stalking

Stalking is to be considered engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- A. Fear for their safety or the safety of other; or
- B. Suffer substantial emotional distress.

Stalking, as used herein, includes cyber-stalking, the use of social or digital media, cellphones, emails, and any other electronic resources and/or platforms.

Other examples of Stalking include threatening to harm self or others, defamation, and/or vandalizing property of the intended party or that belongs to a third party.

6. Sexual Exploitation

Under this policy, and under California law, sexual exploitation which is an act or acts committed through non-consensual abuse or exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage, or any other non-legitimate purpose for oneself or a third party.

This behavior may fall under Sexual Assault if violating California's definition of Affirmative Consent or under Sexual Harassment, if it is considered to be severe, pervasive and objectively offensive.

7. Retaliation

According to this policy, retaliation means an adverse action (e.g. conduct that threatens, harasses, coerces or intimidates), taken against a person for making a good faith report of prohibited conduct, providing information, exercising one's

rights or responsibilities under this policy, or for otherwise being involved in the process of responding to, investigating, or addressing allegations of sexual misconduct.

Duty to Report

All La Sierra University employees are required to report any suspected violation of our Title IX policy directly to the Title IX Office.

Reporting Title IX violations

Any person that wants to report an alleged violation of La Sierra University Title IX policy should contact the Title IX Coordinator. This includes any person that believes to be a victim of sexual harassment or sexual mis-conduct or a person that may have witnessed a violation to our Title IX policy or has information relevant to an alleged violation to our Title IX policy. The Title IX Coordinator's contact information is the following:

Title IX Coordinator

951-785-2849

titleix@lasierra.edu

kpaez@lasierra.edu

<https://lasierra.edu/titleix/>

Convenience Center Building

Suite AA – Second Floor, near the Security Office

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), and
2. Concerns about unresolved non-academic issues should be directed to the Vice President for Student Life (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): <https://www.wscuc.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: 2023 – 2024

Summer Session 2023

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

Advising & registration for summer sessions	April 17 through the first day of classes
Juneteenth Holiday	June 19
Beginning of summer sessions	June 20
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 4
End of summer sessions	September 15

Pre-Fall Quarter Events 2023

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

For more information, visit: lasierra.edu/goldeneagleday

Fall Quarter 2023

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 TBD
Advising for winter quarter begins	Fall quarter during office hours
Priority registration for winter quarter – seniors, graduate students, and students registered with Office of Disability Services	October 16
Registration for winter quarter – all students	October 23, 2023 - January 12, 2024
Last day to submit an S/U petition or withdraw with a “W”	November 17
Thanksgiving recess	November 18 – 26
Final examinations	December 11-14
Fall quarter ends	December 14

Winter Quarter 2024

January 8 – March 21

Total: 52 days

Instruction begins	January 8
Last day to enter a course, change audit to credit or credit to audit	January 12
Last day to withdraw with no record on transcript	January 15
Martin Luther King, Jr. holiday	January 19
Spiritual Emphasis Week	January TBD
Advising for spring quarter begins	Winter quarter during office hours
Priority registration for spring quarter – seniors, graduate students, and students registered with Office of Disability Services	January 29
Registration for spring quarter – all students	February 5 – April 5
President’s Day holiday	February 19
Last day to submit an S/U petition or withdraw with a “W”	March 1
Final examinations	March 18 – March 21
Winter quarter ends	March 21

Spring Quarter 2024

April 1 – June 13

Total: 53 days

Instruction begins	April 1
Last day to enter a course, change audit to credit or credit to audit	April 5
Last day to withdraw with no record on transcript	April 12
Registration for summer sessions	April 15 through the first day of classes
Spiritual Emphasis Week	April TBD
Advising for fall quarter begins	Spring quarter during faculty office hours
Priority registration for fall quarter – seniors, graduate students, and students registered with Office of Disability Services	April 22
Registration for fall quarter – all students	April 29 to September 27
Last day to submit an S/U petition or withdraw with a “W”	May 24
Memorial Day holiday	May 27
Final examinations	June 10 – 13
Spring quarter ends	June 13
Consecration	June 14
Baccalaureate Service	June 15
Conferring of Degrees	June 16

Academic Year 2024 – 2025

Summer Session 2024

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

Advising and registration for summer sessions	April 15 through the first day of classes
Juneteenth holiday	June 17
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 2
End of summer sessions	September 13

Academic & Instructional Resources

Academic Services

English as a Second Language

The English as a Second Language (ESL) Program at La Sierra University is an English language program that offers courses in five full-time levels and one part-time level that is supplemented with mainstream university courses. Throughout all of these levels and the Intensive ESL Program, emphasis is placed on exposing ESL students to values that shape the American culture. Courses bearing the prefix ESLC offer non-credit units and count for the I-20 university unit requirement. The goal of the ESL Program is to equip English language learners with adequate language skills and understanding of the American culture to succeed in university studies in the United States.

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>) and register with Walla Wall University. Brochures are available annually in the La Sierra Biology Department office.

Office of Academic & Career Services (OACS)

La Sierra University has a comprehensive student advisement and Support program coordinated through the Office of Academic & Career Services. The office consists of the First Year Experience, Academic Advising, Career Services, Disability Services, the Testing Center, Academic Recovery and Academic Support, the Pre-Health Program and the Collaborative Learning Center. 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.

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 Academic & Career Services website.

Accessability Services

Office of Accessability Services (OAS) 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 OAS staff members. Please visit www.lasierra.edu/oas for additional information, or contact the office at 951-785-2453, oas@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 Brigham Young University Foreign Language Achievement Testing Services (BYU-FLATS). 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.

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). 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.

The Adventist Colleges Abroad office is located on the second floor of Gladwyn Hall and can be reached by calling (951) 785-2958.

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

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's 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 as Students in Free Enterprise, 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 seek to develop 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 the university's Sam Walton Fellows, 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.

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, or by email at 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

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 <https://www.lsigoldeneagles.com/>

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 Help Desk at 951-785-2900 extension 2900 or submit a request at <https://helpdesk.lasierra.edu/hc/en-us/requests/new>.

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.

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. 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 Zeisner 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 unequaled in the United States of crocodilians, 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 Sujeki (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

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

Admission Information

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

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

Application and Acceptance

Where to write

Inquiries about admission and acceptance should be addressed to:

Office of Admissions
La Sierra University
4500 Riverwalk Parkway
Riverside, California 92505-3332

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

Procedure

I. Applicants must submit the following:

A. **APPLICATION:** Submit a completed application form by visiting: 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: Our Admissions Office strongly recommends only sending official transcripts since they are needed to process financial aid requests, used to finalize an admission decision, and required for academic advising and transcript evaluations. These student services will not be available until all official transcripts have been received.

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 must match the information shown on any unofficial copies previously submitted.

C. **TEST RESULTS:** Visit our Admissions page for the latest updates. Currently new freshman applicants for Fall 2024 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 at www.lasierra.edu/apply 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. 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.

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 September 1.

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 two letters 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

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 3.75 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. Students should contact our Honors program for the latest updates.

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 as a Second Language (ESL)

Students who enroll in the English as a Second Language Program to study only English as a second language are eligible to enroll only in non-credit ESL courses as non-degree students and earn no credit toward a degree. They must have current TOEFL, MEPT, iTEP, IELTS, or Duolingo 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

Please visit our website for up to date requirements. 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 one year of English as a Second Language 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. Visit our Admissions page for the latest updates.

Proficiencies

Proficiency in Math and English, can be met through ACT or SAT Scores, AP Scores, IB Scores, Math Placement, or Self Guided English Placement.

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

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 math skills necessary to succeed in baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills in math and English 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 will be advised through the Office of Advising and Career Success to register and take the math placement exam. All students will also be advised to navigate a self-guided placement process to determine which English course is appropriate to take.

Transfer students who do not demonstrate college-level skills in math must take the appropriate placement exam at our University (see the subsequent section on Transfer Students). Students whose SAT/ACT scores do not place them into college-level math may arrange with the Office of Advising and Career Success to bypass math placement testing by enrolling in MATH 006 or MATH 016A.

Visit the Testing Center page for the latest updates. 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. Test information can be found on the following website: www.lasierra.edu/testing.

Placement into College English and Math

Incoming freshmen and transfer students are expected to demonstrate readiness for college level English and math. Students needing additional help in English can enroll in ENGL 111B and will receive college level credit. Students can demonstrate readiness in math 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 math;
3. Testing into college level math by scores in the appropriate placement test (offered on campus); or
4. Completing appropriate basic skills coursework at La Sierra University.

Basic Skills Courses

Students are expected to make continuous progress towards college level mathematics readiness by enrolling in Basic Skills courses. Even though continuous enrollment in Basic Skills mathematics courses is strongly recommended, students may defer enrollment for a quarter in any one academic year for non-science related majors.

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.

Applicants who receive passing scores on the GED and either an ACT Composite of 17 or a SAT I total score of 800 (evidence based reading and writing score plus math section) 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

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, prior to being reactivated for registration.

Returning students are subject to the requirements of the bulletin in effect at, or after, the time of re-entry. Students wishing to revert to their original bulletin will need to submit a Provost's petition for approval.

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 or by the Dean of Students Office.

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 students must submit official and final transcripts of all studies taken at both secondary and post secondary levels to the Office of Admissions. To be considered a transfer student, the applicant must have completed a minimum of 8 semester (or 12 quarter) units of transferable college level credit in addition to a 2.00 cumulative GPA or higher.

Placement testing for math is required for transfer students who have not completed college credit in math 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 Office of Advising and Career Success to bypass math placement testing by enrolling in MATH 006 or MATH 016A.

ADT Students

Following all regular transfer requirements for eligibility, ADT students must also be able to submit their official transcript earning an Associate of Arts or Associate of Science for Transfer degree from a California Community College for guaranteed admission to our University. The preferred Fall application deadline is July 15. For more information, you may contact our ADT office at (951) 785-2380 or adtinfo@lasierra.edu. For a list of accepted ADT's visit: <https://admissions.lasierra.edu/transfer/adt/>.

Evening Adult Degree Program

In addition to following all other admission procedures, and meeting all other admission requirements, an applicant to the Evening Adult Degree Program (EADP) 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 the Evening Adult Degree Program, at 951-785-2931.

Admission of International Students

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

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.

English Proficiency

U.S. citizens and permanent residents are not required to provide proof of English language proficiency, regardless of native language. Prior to acceptance, international students must be able to demonstrate language proficiency. International students whose native language is English can demonstrate English proficiency by submitting proof of instruction in English at the secondary level or college/university where a degree has been awarded, or evidence of citizenship/residency from a country where the majority of the population are English speakers or English is the official recognized language.

International students whose native language is not English may provide evidence of English proficiency by submitting appropriate scores on designated tests as outlined below that are less than two years old. Additionally, applicants who have taken the General Certificate of Education Ordinary Level (GCEO) or equivalent examinations and have received a passing grade with credit in English may not be required to present additional English competency examination results.

Students who meet the following thresholds will be placed in College Writing (ENGL 111A).

- Duolingo 105+
- IELTS 6.5 +
- iTEP 3.6+
- Michigan EPT 62+
- TOEFL IBT 79+
- TOEFL ITP 550+

Students with scores lower than the above thresholds must take classes through the ESL program. Students with the following scores may participate in the ESL Pathway program.

- Duolingo 70-74
- iTEP 3.5
- IELTS 5.5-6.0
- Michigan EPT 51-61
- TOEFL IBT 70-78
- TOEFL ITP 500-549

This program is currently pending authorization by SEVP and will be available for students with F-1 visas upon approval.

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

After acceptance to La Sierra University and prior to issuing an I-20, the Office of International Students Services is required to verify a number of USCIS and La Sierra requirements. To begin submitting your agreements, forms, and documents you will need to set up your iSTUDENT profile on the La Sierra University Portal. This guarantees that your private information is safely submitted to our international software database. Pre I-20 requirements include: an Affidavit of Support signed by your sponsor(s) who will pay for your studies, current bank statements showing tuition, room, board, and personal expenses for the first year of study. Additionally, you need to submit a copy of your passport photo page. If you are transferring from another U.S. institution, you will need to provide a copy of your current ACTIVE I-20 and F-1 visa. A required \$3000 deposit and a \$100 non-refundable international fee will need to be submitted. At the student’s request, the deposit will be fully refunded when the student completes his/her studies at La Sierra University, or if they fail to complete the I-20 application and withdraw their request, or if they receive the I-20 but are denied a visa and do not enter the U.S., or obtains the I-20 and visa but cancels it and withdraws their application before entering the U.S.. 50% will be refunded if they are admitted and enter the country but fail to register or transfer in their first quarter of admission. Exceptions may apply and an appeal can be made within 30 days of failure to register or immediate transfer. The deposit can be requested by submitting an online Refund Request found on the International Student Services webpage at www.lasierra.edu/international.

In order to insure proper and timely delivery, the official Letter of Acceptance, I-20 Certificate of Enrollment, and a Travel Guide will be sent to assist you in obtaining a student visa.

All international students 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. F-1 students may enter into the country 30 days prior to the I-20 “start date.” Please note that F-1 students cannot begin **on-campus employment until the student’s I-20 has been registered in SEVIS and approximately 10 days have passed from the last date of registration. All undergraduate and certificate students 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. All graduate and doctoral students must register and complete a full of study load as specified in the graduate student bulletin. Please keep this in mind when beginning your studies at La Sierra University in the winter or spring quarters.

***On-campus employment is limited to no more than 20 hours per week while school is in session, if work is available; this is regulated by the United States Citizenship and Immigration Services (USCIS).*

Permission for off-campus employment is not given until a student has met the one academic year requirement. After this time, if a student meets USCIS requirements for emergency off-campus employment (available in certain circumstances), a request may be made to the USCIS through the Office of International Student Services.

Undergraduate Financial Information

Plan Ahead

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

Student Financial Services Business Hours

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

Offices are closed daily from 12 pm (noon) to 1 pm for lunch, and Tuesday from 11 am to 12 pm (noon) for University Worship.

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 2023-2024

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

\$11,640	Tuition—12 to 18 units per quarter
\$970	Per unit for Fall, Winter, and Spring Quarters
\$728	Per unit for Summer Quarter
\$330	General Fee
\$50	Business Fee (Business students)

Room and Board

Room

\$1,660	Room, per quarter - Double Occupancy
\$2,950	Room per quarter - Single Occupancy

Meals

\$1,420	110 meals/ quarter + \$125 flex
\$1,860	160 meals/ quarter + \$135 flex
\$2,230	200 meals/ quarter + \$150 flex

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 reduced tuition programs, including EADP, ESL, and off-campus cohorts.	\$35	Late La Sierra Application fee (non-refundable)
	\$100	Adventist Colleges Abroad (ACA)/Study Abroad Processing fee (<i>non-refundable</i>)
Audit Charge		
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>
<i>(For more information, refer to the "Audit Regulations" portion in this section of the bulletin.)</i>	\$50	Waiver examination (for each numbered course)
Other Rate Information	\$250	Equivalency examination (for each numbered course)
\$485	EADP & IMBA tuition per unit	
\$4,056	English as a Second Language—12 to 18 units	\$10-\$30
\$338	English as a Second Language per unit	Placement tests
\$338	ESL per unit during Summer	<i>Tests include Mathematics, English, Michigan Language, TOEFL. (For more information, refer to the "Undergraduate Testing" and "Graduate Testing" sub-sections of the Office of Advising and Career Success portion of the Academic and Instructional Resources section of this bulletin.)</i>
\$970	Tour tuition per unit, 2024 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
\$3,100	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>	\$45
		Payment plan fee, for anyone who does not pay in full at the beginning of the term (see Payment Options).
		\$20
		Replacement of student identification card
		\$50
		Zapara School of Business fee for all business majors (\$150/yr)
		\$220
		Freshman fee (<i>Fall/One time charge</i>)
		\$50
		New Student/Transfer Student Orientation Fee: all transfer students; first-year students entering during winter and spring quarters
Special Charges		
\$215	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 (<i>payable in advance at the Bursar's office</i>)	\$150
		Graduation fee <i>(Charged upon approval of Senior Contract)</i>
		\$10
		Senior Dues <i>(Charged Fall quarter to seniors' accounts)</i>
\$2,360	Performer's Certificate charges per quarter <i>(Not for academic credit) (See the Department of Music section in this bulletin for information regarding this program.)</i>	

Miscellaneous Expenses

\$10	Transcript fee
\$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

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 \$450 per quarter for books and supplies. Bookstore advances from financial aid credit are offered once per term, to qualified students, as credit on their ID cards to be used at the La Sierra Bookstore.

Checks

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

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

Confirmation of Registration

Every student is required to complete a process known as the Confirmation of Registration for each term that the student registers. By completing this process, the student confirms his/her intent to attend classes for that term and accepts full responsibility for all charges associated with his/her attendance. Failure to immediately confirm, even a partial registration, will result in the student's classes being dropped. If, after the completion of registration, the student discovers that he/she cannot attend 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 are encouraged to register early and to make their financial obligations known to their account payers as soon as possible.

Fall Deadline:	September 10
Winter Deadline:	December 10
Spring Deadline:	March 10

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 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 make a request in writing to the Bursar Office.

International Students

An international applicant (other than a Canadian citizen & Callexico graduates) on a student visa is required to make an advance deposit of \$3,000. 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. If a student entering the U.S. has not successfully obtained a visa, the deposit 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 an active F1 status. The Student Wellness 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. 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 Wellness 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 finance charges 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.

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 \$45 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 diplomas and official transcripts for a federally mandated loan exit interview or if the student is delinquent in the repayment of a Federal Perkins Loan. No diplomas 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 tuition account, Perkins, Loan-to-Scholarship or other La Sierra Loan.

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 each quarter. Exceptions are made for international students during their break quarter, and in the summer for students who are working on campus and intend to return in the fall.

Room and Board

La Sierra combines all housing and meal charges into a single Room and Board charge, but the separate amounts are published on our website. 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 withdrawal date and 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 prorated 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.
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 within 45 days of determining that the student has withdrawn to the student financial aid programs in the order prescribed by law and regulation:

- Unsubsidized/Direct Loan
- Subsidized/Direct 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.

If the federal financial aid calculation indicates that the student has earned federal funds that have not yet been disbursed to the student's account, then the university will disburse any grant funds within 45 days of determining that the student has withdrawn, and will notify the student of any loan funds that are available to be disbursed, giving the student 14 days in which to accept the loan funds. If the student accepts the loan funds, these will be applied first to the student's account, and any resulting credit balance will be released to the student no later than 14 days from the date the funds are posted to the student's account.

Any credit balance that exists on the student's account after the required federal calculation has been made, and all funds either returned, or post-withdrawal payments posted, will be released to the student within 14 days.

Administrative Withdrawals

Students who cannot complete the quarter due to medical or significant extenuating circumstances may appeal for an Administrative Withdrawal. The initial request and student statement may be sent to registrar@lasierra.edu. Administrative Withdrawal Appeals will be considered until five years after the term of enrollment, after which time no appeal is possible.

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

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 online (www.studentaid.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 2023-2024 year (9 month) for full-time students are:

Residence hall	\$53,534
Living with parents/relatives	\$54,092
Off-campus	\$62,462
<i>(Loan fees may be added to these figures)</i>	

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 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 the 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

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: 1.057% for 2022-2023) 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 has been phased out by the federal government. No new loans will be made after 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 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: 4.228% for 2022-2023) will be deducted from each disbursement. Interest begins to accrue immediately upon disbursement. Repayment generally begins within 60 days after the final loan disbursement for the academic year,

with a maximum repayment period of ten years. Parents may request to defer payments while the student is enrolled at least half-time or while the student is in his/her 6-month grace period. Interest will accrue during periods of deferment.

California State Programs

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

California State Grants (Cal Grant)

Cal Grant A and B are available to California residents who meet GPA, financial need, and deadline requirements. Contact Student Financial Services for more information. Cal Grant funds must be coordinated with other aid and are designated only for tuition costs. Postgraduates who remain for the fifth-year teaching credential program are eligible for a fifth-year Cal Grant. To apply, file the FAFSA and GPA Verification form (GPAVF-available at www.csac.ca.gov or 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 26 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.

Golden State Teacher Grant Program

The grant is available for students who are currently enrolled in a teacher preparation program to earn a credential in a high need field and commit to teach at a priority school, in California, for four years, within five years after completing a teacher preparation program. Contact Student Financial Services for more information.

Other Programs

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

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.

Non-need Based La Sierra University Scholarships

Students may find aid in a number of non-need based La Sierra University scholarships, including La Sierra University Merit awards 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.

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 web site, www.lasierra.edu/sfs announcements are also located in the various schools and in the residence halls. Students are encouraged to go online at www.finaid.org for more comprehensive information.

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.

Office of Student Life

Student Responsibility

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

The University was established to provide education in a distinctive Christian environment. No religious test is applied, but students are expected to respect the Sabbath and to honor the church'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

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.

Student Handbook

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.

Student Organizations

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.

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

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.

Submit scores for an approved English Proficiency exam 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.

English Competence

See criteria above for those required to submit an English Proficiency test score along with their secondary school and/or postsecondary transcripts as part of the application process. Applicants whose scores do not meet the required thresholds do not qualify for College Writing will be placed in an appropriate Basic Skills reading and/or writing class which must be satisfactorily completed before entering ENGL 111A.

The undergraduate student who does not have a sufficient score on an approved English Proficiency exam 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 approved exam before arrival will need to speak to ESL about test options.

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 \$3,000. In addition, students from the continent of Africa must pay their first quarter’s tuition. At the student’s request, the deposit will be fully refunded when the student completes his/her studies at La Sierra University, or if they fail to complete the I-20 application and withdraw their request, or if they receive the I-20 but are denied a visa and does not enter the U.S., or obtains the I-20 and visa but cancels it and withdraws their application before entering the U.S.. 50% will be refunded if they are admitted and enter the country but fail to register or transfer in their first quarter of admission. Exceptions may apply and an appeal can be made within 30 days of failure to register or immediate transfer. Requests must be submitted to oiss@lasierra.edu. 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

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

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

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 may 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

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 (The one exception is academic integrity violation appeals, which are reviewed by the Academic Integrity Committee; see the previous section of this Bulletin).

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

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 Office of Academic and Career Services (OACS) 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 "Office of Advising and Career 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 Office of Advising and Career Success, until the student has successfully completed the ESL program.

Registration and Attendance

Attendance

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

Audit

Audit indicates registration for attendance only. A notation of AU will appear on the grade report if the student attends at least 80 percent of the class meetings; otherwise, a notation of AUW (Audit Withdrawal) will appear. There is a special audit charge rate; 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. 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. 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 first day of the quarter and increases by increments of \$10 each day until the last day to register as indicated in the academic calendar. A student may not attend a class without being

registered for the class.

Laptop Computer Policy

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.

Academic Definitions

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

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 111A/B, 112A/B, 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 111A/B.

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 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 111A 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.

Special Credit Situations

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 email at registrar@lasierra.edu.
9. 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

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

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		* Marginal performance
C (2.00)				
C- (1.70)	Unsatisfactory performance	* Marginal performance	Unsatisfactory 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 Records Office 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 Records Office 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 Records Office 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

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. 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.

Posthumous Recognition

A student may be considered for a posthumous degree or certificate of recognition if the student was enrolled and in good standing with the institution at the time of death. A student must be within 75% of degree completion to receive a posthumous degree. Students who have completed less than 75% may be awarded a Certificate of Recognition. Department chairs for the program in which the student was enrolled may recommend the awarding of a degree or certificate to the dean of the college or school. After receiving a degree audit from the Registrar and other relevant information regarding the student's academic and non-academic standing, the dean will submit a written request to the Provost. If approved, the degree or certificate will be awarded when the student would have been expected to graduate.

Additional Graduation Information

Ordinarily, to be eligible to participate in graduation events, candidates are required to have completed all requirements for the degree. However, in cases where students have up to 8 units or two classes missing, they may submit a petition to the Registrar to participate in the graduation ceremony. Students missing up to 8 units or 2 classes are not entitled to participate but may have their petition reviewed by a committee of the Registrar, an Office of Advising and Career Success representative and the Dean of School of which the petitioner is a member. Details on the petition and review process are available in the Records Office.

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

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.

Evening Adult Degree Program

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.

Teach Out Policy

The University understands and accepts its obligation to teach out any of its academic programs, if it becomes necessary to close them for any reason. In such an unlikely situation, the University will immediately close a terminated program to new admissions. It will determine the number of academic terms necessary for all remaining students to complete the program while enrolled on a full-time basis and set the teach out period accordingly. The University will continue to enroll the students in the program in general education and elective courses as needed and as available. It will hire individual contract faculty to deliver the needed courses in the major field during the teach out period. Alternatively, or in combination, the University may partner with one or more nearby institutions to help affected students to complete the program.

Associate Degrees for Transfer

Transfer Students with an earned Associate Degree for Transfer (ADT)

La Sierra University welcomes students who have earned an Associate Degree for Transfer (ADT) at a California Community College to complete their baccalaureate degree in a corresponding field (ADTs with a similar degree completion pathway are listed in the next column). As recommended by the Association of Independent California Colleges and Universities (AICCU), La Sierra University offers students the following “ADT Commitment”:

- Guarantees acceptance for the ADT students meeting admission requirements;
- Guarantees a minimum of 90 quarter units will transfer in from prior institution(s);
- Guarantees the student will begin studies at La Sierra with junior standing.

Transfer students with prior course work close to the curriculum of a recognized ADT may, on a case-by-case basis, also be able to complete their baccalaureate degree in two years and no more than 100 quarter units based on an examination of the student’s transcript as part of a larger advising process.

For more information, contact a pre-transfer advisor at ADTinfo@lasierra.edu or (951) 785-2380.

<https://admissions.lasierra.edu/transfer/adt/>

Degree	Emphasis
AS-T	Administration of Justice
AS-T	Biology
AS-T	Business Administration
AS-T	Chemistry
AA-T	Communication Studies
AS-T	Computer Science
AA-T	English
AA-T	Global Studies
AA-T	History
AA-T	Journalism
AA-T	Kinesiology
AS-T	Mathematics
AA-T	Music
AS-T	Nutrition & Dietetics
AS-T	Physics
AA-T	Psychology
AS-T	Public Health Science
AA-T	Sociology
AA-T	Spanish
AA-T	Studio Arts

Majors & Minors Offered

Program	Degree	School or Department	Duration
Accounting	BS	Accounting, Economics & Finance	4 years
Archaeology	BA	HMS Richards Divinity School	4 years
Art	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
Biology: STEM Education	BA	Biology/Curriculum & Instruction	4 years
Biomathematics	BS	Mathematics	4 years
Biophysics	BS	Physics	4 years
Business: Business Analytics	BS	Accounting, Economics & Finance	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: International Business	BS	Management & Marketing	4 years
Business: Management	BS	Management & Marketing	4 years
Business: Management for Health Care Professionals	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
Chemistry: STEM Education	BA	Chemistry & Biochemistry/ Curriculum & Instruction	4 years
Cognitive & Behavioral Neuroscience	BA	Neuroscience	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
Design: Graphic Design	BA	Art+Design	4 years
Design: Photography	BA	Art+Design	4 years
Customized Business Major	BS	Program in Customized Majors	4 years
Digital Media in Design & Communication	BA	Program in Digital Media	4 years
Digital Media & Marketing	BA	Program in Digital Media	4 years
Digital Media & Visual Effects	BFA	Program in Digital Media	4 years
Digital Media & Web Technology	BS	Program in Digital Media	4 years
English: Literature	BA	English	4 years
English: Writing	BA	English	4 years
English: Secondary Teaching	BA	English	4 years

Exercise Science	BS	Health & Exercise Science	4 years
Film	BA	Film & Television	4 years
Film and Television Production	BFA	Film & Television	4 years
Fine Art	BFA	Art + Design	4 years
Global Contexts of Health	BA	Program in Social Ecology	4 years
Global Studies	BA	History, Politics & Sociology	4 years
Graphic Design	BFA	Art + Design	4 years
Health Science: Clinical Health Studies	BS	Health & Exercise Science	4 years
Health Science: Health Administration	BS	Health & Exercise Science	4 years
Health Science: Nutrition	BS	Health & Exercise Science	4 years
Health Science: Public Health	BS	Health & Exercise Science	4 years
History	BA	History, Politics & Sociology	4 years
Human Development & Thriving	BA	Program in Social Ecology	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
International Education and Leadership	BA	Administration and Leadership	4 years
Liberal Arts - EADP (specify concentration)	BA	Evening Adult Degree Program	4 years
Liberal Studies	BA	Curriculum & Instruction	4 years
Mathematics	BS	Mathematics	4 years
Mathematics: Secondary Teaching	BA	Mathematics	4 years
Music	BA	Music	4 years
Music: Music Education (specify field of instruction)	BMus	Music	5 years
Music: Music Performance (specify field of instruction)	BMus	Music	4 years
Neuroscience	BS	Neuroscience	4 years
Philosophy	BA	Program in Philosophical Studies	4 years
Philosophy & Cognitive Science	BA	Program in Philosophical Studies	4 years
Philosophy & Cultural Studies	BA	Program in Philosophical Studies	4 years
Philosophy & Intellectual History	BA	Program in Philosophical Studies	4 years
Philosophy, Politics & Economics	BA	Program in Philosophical Studies	4 years
Philosophy & Religion	BA	Program in Philosophical Studies	4 years
Philosophy & Theology	BA	Program in Philosophical Studies	4 years
Physics	BS	Physics	4 years
Physics: STEM Education	BA	Physics/Curriculum & Instruction	4 years
Political Science	BA	History, Politics & Sociology	4 years
Psychology	BA	Psychology	4 years
Religious Studies	BA	HMS Richards Divinity School	4 years
Social Ecology	BA	Program in Social Ecology	4 years
Social Science: Secondary Teaching	BA	History, Politics, & Sociology	4 years

Note: Information on this page has been updated as of October 2023.

Majors and Minors Offered

Social Work	BSW	Social Work	4 years
Social Work - EADP	BSW	Evening Adult Degree Program	4 years
Sociology	BA	History, Politics & Sociology	4 years
Spanish	BA	World Languages	4 years
Spanish: Secondary Teaching	BA	World Languages	4 years
Sustainable Agriculture Entrepreneurship	BS	Program in Sustainability Studies	4 years
Sustainability & Society	BA	Program in Sustainability Studies	4 years
Theology	BA	HMS Richards Divinity School	4 years
Urban Plant Agriculture	BA	Program in Sustainability Studies	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
Data Science	CAS + ZSB
Drama	Film & Television
English	English
Exercise Science	Health & Exercise Science
Film Studies	History, Politics & Sociology
French	World Languages
Gender Studies	History, Politics & Sociology
German	World Languages
Global Studies	History, Politics & Sociology
Graphic Design	Art+Design
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
Neuroscience	Neuroscience
Philosophy	Philosophical Studies
Photography	Art + Design
Physics	Physics
Politics	History, Politics & Sociology
Portuguese	World Languages
Psychology	Psychology
Real Estate	Management & Marketing
Religious Studies	HMS Richards Divinity School
Sociology	History, Politics & Sociology
Spanish	World Languages
User Interface/ User Experience Design	Art + Design

Classification of Courses

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.

Code	Subject	Department/Program	School
ACCT	Accounting	Accounting, Economics, and Finance	ZSB
AGRI	Agricultural Studies	Sustainability Studies	CAS
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
DATA	Data Fluency	Additional Courses	CAS
DENT	Pre-Dentistry	Pre-Graduate/Pre-Professional (Additional Courses)	CAS
DRAM	Drama	Film & Television	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

Classification of Courses

MATH	Mathematics	Mathematics	CAS
MDCN	Pre-Medicine	Pre-Graduate/Pre-Professional (Additional Courses)	CAS
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	
SUST	Sustainability Studies	Sustainability Studies	CAS
UHNR	Honors	University Honors Program	
UNST	University Studies	University Studies Program	
WDLG	World Languages	World Languages	CAS

Key

CAS	College of Arts and Sciences	ZSB	Zapara School of Business
SE	School of Education	DS	HMS Richards Divinity School

General Education

Sam McBride

Acting Dean, Division of General Education (2018)
Professor of English (2007)
PhD University of California, Riverside 1997
Twentieth century literature and fine arts, literary criticism,
the Inklings

Theme Chairs

Marni Straine, SSCI

Assistant Professor of Social Work (2013)
MSW Loma Linda University 2008
DSW University of Southern California 2020

Melissa Brotton, HUMN

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

Krista Motschieder, UNST 404

Senior Lecturer, Chemistry (2002)
PhD University of California, Los Angeles 2000 Physical
organic chemistry

Friedbert Ninow, RLG

Professor of Archeology (2015)
PhD Andrews University 2000
Biblical studies, archeology

Ron Osborn, NSCI

Associate Professor (2019)
PhD University of Southern California 2012
Ethics and moral theory, philosophy of religion, logic

Rakel Engles, UNST 101

Director, Office of Advising and Career Services

Service Learning

Eugene Joseeph, Director

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

Rebecca Renee Hess, Associate Director

MA La Sierra University (2011)

Writing and Rhetoric Across the Curriculum (WRAC)

Erin Banks-Kirkham, Chair

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

Program Faculty

Kent Bramlett, NSCI

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

Gary Case, NSCI

Associate Professor of Physics (2013)
PhD University of California, Riverside 1998
Astrophysics

Erica Garcia, HUMN

Lecturer in English for Criminal Justice (2014)
MA La Sierra University 2011
Composition, humanities, detective fiction

Lora Geriguais, HUMN

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

Deborah Higgs, HUMN

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 Howe, HUMN

Professor of History (2005)
PhD University of California, Riverside 2005
American history, culture studies & film studies

Maury D. Jackson, RLG, NSCI

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

Eugene Joseeph, NSCI, UNST 404

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

David Kendall, HUMN

Associate Professor of Music (2014)
PhD University of California, Riverside 2010
Musicology, music research, low brass

Wonil Kim, NSCI

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

Katherine Koh, UNST 404

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

Igor Kokhan, NSCI, RLG

Assistant Professor of Religious Studies
PhD University of the West 2020
Comparative religions, religious studies, Adventist theology,
New Testament

Leslie Martin, UNST 404

Professor of Psychology (1996)
PhD University of California, Riverside
Personality and social psychology, adolescence and
emerging adulthood

Friedbert Ninow, UNST 404

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

Carlos Parra, HUMN

Chair, Department of World Languages
Professor of Spanish Language & Literature (2015)
PhD Duke University 2001
Romance languages and literary studies

Lauren Pick, UNST 404

Assistant Professor of Communication (2018)
MA California State University, Fullerton 2017
Public relations and mass media

Ariel Quintana, HUMN

Director of Choral Studies
Associate Professor of Music (2014)
DMA Music USC Thornton School of Music, 2008

Kimo Smith, HUMN, UNST 404

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

Melissa Tafoya, UNST 101, SSCI

Chair, Department of Communication
Professor of Communication
PhD Arizona State University 2007
Family and interpersonal communication

Daphne Thomas, UNST 101

Associate Professor of Social Work (2014)
MSW Smith College 2001
Licensed Clinical Social Worker 2007

Robert K. Thomas, UNST 404

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

Eric Vega, SSCI

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

John Webster, RLG

Professor of Theology and History of Christianity (1999)
PhD Princeton Theological Seminary
Systematic theology, history of Christianity, philosophy,
ethics

Collaborating Faculty

Joel Haldeman, UNST 101

BA Loma Linda University, Riverside 1977

Dewald Kritzinger, SSCI

Associate Pastor for Worship & Media
La Sierra University Church

Lourdes Morales-Gudmundsson, HUMN

PhD Brown University 1981

Robert Roth, RLG

Administrative Assistant, H.M.S. Richards Divinity School

Vision

To provide all La Sierra's degree-seeking students a program of general education emphasizing an interdisciplinary approach to the liberal arts within the context of Seventh-day Adventist Christianity.

Mission

The General Education curriculum at La Sierra provides:

- development and mastery of skills and competencies essential to college and professional success;
- a broad background in the liberal arts disciplines coupled with interdisciplinary thinking;
- support for La Sierra University's overall Mission and Student Learning Outcomes;
- an appreciation for Seventh-day Adventist Christianity and the imperative to serve the community, globally and locally.

Values

La Sierra's General Education curriculum reflects the following values, derived from our Vision and Mission:

- life-long learning
- liberal arts education
- holism
- interdisciplinarity
- global thinking
- integration of faith and reason

Student Learning Outcomes for General Education

La Sierra's General Education curriculum is rooted in the concept of liberal education as a formative and transformative process. It fosters 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 Student Learning Outcomes, WASC Core Competencies, and patterned after the AAC&Us recommended SLOs for higher education in the 21st Century: <http://www.aacu.org/leap/vision.cfrn>

Components of General Education

Most La Sierra University students will take three categories of General Education courses.

Foundational Studies: 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
- Successful completion of minimum requirements in the language and skills of mathematics
- Demonstrated proficiency in a non-English language
- Established understanding of the principles of personal health and fitness and of their relationship to public health

To ensure competency for college and life success, first-year students complete a First-Year Seminar in their initial three quarters at La Sierra.

University Studies: As the centerpiece of La Sierra's General Education curriculum stands the University studies program. Its goals include:

- Stimulating the meaning-centered development of its students
- Familiarizing students with diverse academic disciplines
- Exposing students to intercultural, international, and interethnic concerns
- Encouraging students to develop an individual value system that will allow them to distinguish between right and wrong.

The University Studies program includes coursework in the humanities, fine arts, natural sciences, mathematics, social sciences and religion. These courses represent two categories:

Theme courses promoting interdisciplinary study of social concerns, developing the skills identified in the General Education Student Learning Outcomes. Breadth courses situated within specific disciplines, providing a well-rounded General Education.

Theme courses are intended to be taken in sequence:

first-year:	HUMN (Arts & Humanities)
sophomore year:	SSCI (Social Sciences)
junior year:	RLGN (Religion)
senior year:	NSCI (Natural Sciences)

A Senior Seminar, UNST 404, links issues from University Studies to students' majors.

Theme courses help students develop skills introduced in Foundational Studies, such as information literacy: identifying a need for information and then locating, evaluating, synthesizing, and applying it. Oral and written assignments build communication skills. Courses at the 200-level and above include a significant writing component to develop students' research and composition skills toward a mastery level.

Service Learning: As part of the General Education program, students engage in community service activities related to a variety of disciplines. Service Learning courses incorporate community-based volunteer service into academic instruction, as a mechanism for reinforcing course objectives. These courses help students realize that civic, political, and religious responsibility is the clearest evidence of moral commitment and essential to the survival of a democratic society. Service Learning helps students achieve course goals through active application while simultaneously responding to the real needs of community organizations.

General Education Tracks

La Sierra offers several General Education programs to meet the differing needs of multiple categories of students. Most students seeking a Bachelor's degree will complete the General Education program outlined in this section of the *Undergraduate Bulletin* and referred to as "Track 1."

Specialized General Education programs have been created for students in the following programs:

University Honors Program (Honors)	Track 2
Evening Adult Degree Program (EADP)	Track 3
Associate Degree Program	Track 4

Students in those programs should consult the appropriate section of this *Bulletin* for complete information on their General Education requirements.

Service Learning Requirements

All students are required to complete three Service Learning designated courses as part of the General Education requirements. Transfer students may have a reduced Service Learning requirement:

- 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.

Students may not take more than two Service Learning courses 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-learning>.

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

Transfer Student Requirements

Students' transfer credits may reduce General Education requirements:

1. First-year: 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 RLGN 304 and 4 units from Theme IIIC OR RLGN 305, 4 units from IIIC and 4 units from IIIB.

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 to satisfy lower-division Foundational and University Studies course 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)

Area 7: Ethnic Studies (3 semester or 4 quarter units)

Students Seeking a Second Degree from La Sierra University

La Sierra University graduates who return to La Sierra to complete a second major will have General Education requirements met by honoring the General Education classes from their first-baccalaureate degree.

Students coming from any institution other than La Sierra for a post baccalaureate second degree will be required to take:

- One service learning class
- An RLGN theme class
- An NSCI theme class
- UNST 404
- One class from Theme IIIB.

Students must meet all the requirements of the major in the second degree.

Overview: General Education Track 1

The following overview of Track 1 is followed by complete details of the Foundational Studies and University Studies programs.

Foundational Studies

- I. First-Year Seminar (3 quarter units)
- II. Rhetoric (8-13 quarter units)
 - A. College Writing (or Freshman Seminar in Writing for qualified students)
 - B. Upper-division rhetoric class(es)
- III. Mathematics/Quantitative Reasoning (4 quarter units)
- IV. World Languages (4-12 quarter units)
- V. Health and Fitness (2 -5 units)

University Studies

- I. Theme I - Social Sciences
 - A. SSCI Theme Courses (4 quarter units)
 - B. Breadth Course(s) (4 quarter units)
- II. Theme II - Arts and Humanities
 - A. HUMN Theme Course (4 quarter units)
 - B. Breadth Courses (8 quarter units)
- III. Theme III - Religious Beliefs and Practices
 - A. RLGN Theme Course (4 quarter units)
 - B. Breadth Courses:
 - i. Beliefs and Heritage Course (4 quarter units)
 - ii. Scripture Course (4 quarter units)
 - iii. Additional Religion Course (4 quarter units)
- IV. Theme IV - Natural Sciences
 - A. NSCI Theme Course (4 quarter units)
 - B. Life Science (4 quarter units)
 - C. Physical Science (4 quarter units)
Must include one lab class.
- V. Three Service Learning Courses
- VI. Senior Seminar (4 quarter units)

Foundational Studies (17-39 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. See the specific course descriptions, later in this section or elsewhere in the *Bulletin*, for more information.

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 Rhetoric requirements, must be completed before a student's senior contract can be approved.

Foundational Studies courses are divided into five emphases:

1. First Year Seminar
2. Rhetorical Skills
3. Mathematics
4. World Language
5. Health and Fitness

I. First Year Seminar (3 units)

First Year Seminar coursework will depend on students' academic goals at La Sierra:

- Students seeking a Bachelor's degree will complete 3 units of UNST 101
- Students seeking an Associate's degree will complete 3 units of PREH 101
- Pre-health professional students not seeking a degree are encouraged to complete 3 units of PREH 101

UNST 101 First Year Seminar (3 units): Designed for bachelor's degree-seeking first-year students with fewer than 24 university-level units, this seminar introduces students to college life and professional success.

Directed study, alternate courses, or course substitutions are not allowed for UNST 101.

PREH 101 Career Seminar for Health Professionals (3 units):

Designed for Associate Degree in Health Science students (first-year students and transfer students with fewer than 24 university-level units) and non-degree-seeking Pre-Health Professional students, this seminar acclimates students to University life and addresses best-practices for a successful transition to a professional health degree program elsewhere. *Directed study, alternate courses, or course substitutions are not allowed for PREH 101*

GUIDELINES REGARDING UNST 101 AND PREH 101

STUDENTS PURSUING A BACHELOR'S DEGREE:

- First-year students who have not previously been full-time college students, and transfer students with less than 24 units are required to take the three-quarter sequence of UNST 101 within four quarters of La Sierra University residence, excluding summer.
- Students who do not pass a UNST section must enroll in the trailer section the following quarter.
- Students with junior standing and above are not allowed to enroll in UNST 101 classes.
- Students who transition from an associate's degree program to a bachelor's degree program may count PREH 101 toward the UNST 101 requirement.

STUDENTS PURSUING AN ASSOCIATE'S DEGREE:

- First-year students and transfer students with less than 24 units are required to take three units of PREH 101
- Students who transition from a bachelor's degree program to an associate's degree program may count UNST 101 toward the PREH 101 requirement

STUDENTS NOT PURSUING A DEGREE AT LA SIERRA:

- Non-degree-seeking pre-health professional students are advised to take 3 units of PREH 101
- Students who transition from non-degree programs to degree programs will need 3 units of UNST 101 and/or PREH 101

HALF-TIME ESL STUDENTS:

- Half-time ESL students planning to complete a Bachelor’s degree are required to take UNST 101
- Half-time ESL students planning to complete an Associate’s degree are required to take PREH 101
- Half-time ESL students planning to become non-degree-seeking pre-health professional students at La Sierra are encouraged to take PREH 101
- Neither UNST 101 nor PREH 101 counts as one of the “two regular” classes that a half-time ESL student may take

II. Rhetorical Skills (4-15 units)

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

A. Freshman Rhetoric (4-11 units)

Students complete either option 1 or 2.

Option 1:

Three consecutive courses focusing on writing, speaking, and critical thinking, 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 111A College Writing I (3)
OR
ENGL 111B College Writing I Plus (4)

ENGL 112A College Writing II (3)
OR
ENGL 112B College Writing II Plus (4)

ENGL 113 College Writing III (3)

Option 2:

Qualifying students may complete:

ENGL 124 Freshman Seminar in Writing (4)

B. Upper-Division Rhetoric

Students whose majors include designated Upper-Division Rhetoric courses should complete option 1; those whose majors lack designated Upper-Division Rhetoric courses should complete option 2.

Option 1: Rhetoric Course(s) in the Major

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 88.

Option 2: ENGL 304 Advanced Expository Writing (4 units)

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

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)
DATA 115	Data Fluency for Everyone	(4)
MATH 108	Introduction to Logic	(4)
MATH 121	College Algebra	(4)
MATH 155	Introductory Statistics	(4)

Students whose math placement scores place them into a more-advanced math course may earn the General Education math requirement by completing:

- Any one of the six Foundational math courses, or
- The more-advanced math course for which they qualify, or
- The CLEP exam for a Foundational or higher-level math course

IV. World Languages (4-12 units)

Demonstrated competency in a world language (other than English) through one of the following:

- Completing La Sierra coursework through the WDLG 153 level or higher
- Transfer coursework at a level equivalent to or higher than La Sierra's WDLG 153
- Completing at least three consecutive quarters (or two consecutive semesters) of Greek, Hebrew, or American Sign Language
- Completing one quarter abroad through the University's ACA program
- Achieving an appropriate score on an approved language placement exam.
- *Students taking CLEP, BYU FLATS, or other language exam credits will receive 4 units of credit for a passing score.*

V. Health and Fitness (2 -5 units)

The Health and Fitness emphasis focuses on the importance of healthful living and maintaining physical fitness for a wholistic experience of life.

HLSC 120	Lifetime Fitness OR
HLSC 214	Dimensions of Wellness and 1 unit of physical activity courses

University Studies (52 units, 16 upper-division)

The university Studies curriculum builds on the Foundational Studies competencies while developing interdisciplinary thinking about complex social issues. Theme courses emphasize interdisciplinary skills and breadth courses give a broader understanding of the aims and purposes of specific disciplines.

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 (School of Education), individual majors and Social Ecology majors (College of Arts and Sciences), and customized majors (Zaparra School of Business) may apply up to 12 units from the major to the University Studies requirements.

Upper-Division Requirements – 16 units

Bachelor's degree-seeking students must complete at least 16 units of general education. In addition to three upper-division theme courses (RLGN, NSCI, and UNST 404), students must take at least one additional upper-division breadth course.

THEME I – SOCIAL SCIENCES – 8 UNITS

Students must take one of the following SSCI theme courses and one of the social sciences breadth courses for a total of 8 units.

SSCI Theme Courses (4 units)

The SSCI theme courses focus on social and cultural aspects of the development and maintenance of individual and group identity, what it means to be a conscientious citizen in a diverse world, and how globalization and power differentially impact individuals and groups in various societies. These courses take integrative perspectives based in anthropology, communication, economics, history, international relations, political science, psychology, and sociology.

SSCI 204	Growing up in America
SSCI 205	Identity & Society
SSCI 206	Childhood in Global Perspective
SSCI 207	Gender & Law in Contemporary Society
SSCI 208	Current Events, Citizenship, & Identity
SSCI 209	Sex & Gender in Society

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

Social Science Breadth Courses (4 units)

ANTH 431	Forced Migration
CJUS 347	Criminology
COMM 244	Interpersonal Communication
COMM 344	Gender & Communication
COMM 477	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 104	Personal Financial Management
FNCE 354	Managerial Finance
FNCE 364	Financial Markets & Institutions
FNCE 487	International Finance
GEOG 276	Human & Population Geography
HIST 430D	Gender & Work
HIST 440F	War Crimes & International Policy
HIST 466	Reproductive Health, Politics & History
HLSC 214	Dimensions of Wellness
HLSC 317	Health, Society, & the Consumer
HLSC 476	Health & the Global Environment

HLSC 317	Health, Society, & the Consumer
HLSC 476	Health & the Global Environment
HPSC 104	Global Interactions Since the Age of Columbus
MKTG 305	Marketing Principles
MKTG 365	Marketing Research
MKTG 487	International Marketing
PLSC 316	Comparative Government
PLSC 432S	Law & Society
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/PLSC 140	Introduction to Black Studies
SOCI 273	Gender, Family, & Society
SOCI 414	Sociology of the Family & Intimate Relationships
SOWK 405	Social Policy II

THEME II – ARTS & HUMANITIES – 12 UNITS

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.

HUMN Theme Courses (4 units)

Arts & Humanities Theme courses address cultural production and cultural life both in the United States and globally. They encourage students to understand cultural production within its historical, social and economic context.

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: Policies, Aesthetics, and Representation

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 in the Book of Mark
ARCH/ANTH216	Great Discoveries in Archaeology
ARTA 205	The Language of Art
ARTA 309	Art History: Baroque through Modern
ARTA 310	Art History: Modern Art
ARTA 408A	Contemporary Art Issues
ARTA 408B	History of Graphic Design
COMM 170	Experience Communication
COMM 226	Mass Media in Society
COMM 477	Intercultural Communication
DRAM 160	Drama Appreciation
DRAM 246E	Introduction to Acting
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 (courses may vary)
ENGL 445	Biblical Literature
ENGL 458	Shakespeare
EXSC 416	Movement in Cultural Perspective
FLTV 108	Storytelling for Fun & Profit
FLTV 318	History of Moving Pictures
FLTV 320	How to Watch a Movie Like a Pro
HIST 105	Western Intellectual Tradition
HIST 108	U.S. History to 1877
HIST 130	Introduction to African American History
HIST 270A	History of World Cinema: Asia
HIST 270B	History of World Cinema: Europe
HIST 321	Modern Europe (1648-1815)
HIST 336	Twentieth Century America
HIST 354	Colonial Latin America
HIST 355	Modern Latin America
HIST 430Z	Hollywood & American History
HIST/SOCI431A	Border Conflicts in the Popular Imagination
HIST/ARCH432E	The Mediterranean World of Antiquity
HIST 432F	British Imperial Experience in Africa and Asia
HIST 432R	Social & 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	Foundations 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 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	Social Policy I
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 – 16 Units

Students must take one of the following RLGN Theme courses and 12 additional units of Religious Beliefs and Practice courses from the categories below.

RLGN Theme Courses (4 units)

Religion Theme courses focus on religious beliefs and practices, including a foundation in Adventism. They encourage students to make careful decisions about their own religious faith and practice.

RLGN 304	Adventism in Global Perspective <i>May count as a Theme IIIB Beliefs and Heritage course</i>
RLGN 305	The Experience of Religion in Three Cultures <i>Does not count as a Theme IIIB Beliefs and Heritage course</i>

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

Religious Beliefs and Practice Breadth Courses (12 units)

The university encourages students to study religion in all four areas of Theme III. Students must take:

- 4 units from Section B. Beliefs and Heritage (may be RLGN 304)
- 4 units from Section C. Scripture

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

RELG 235	Introduction to Religious Studies
RELG 237	World Religions
RELG 267	Religious Faith & Life
RELT 464	Religious Development & Moral Learning
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 & the Gospels
RELB 206	Sacred Texts: The Hebrew Bible/Old Testament Scriptures
RELB 207	Sacred Texts: The New Testament Scriptures
RELB 309	Readings in Scripture
RELB 424	Hebrew Bible/Old Testament Prophets
RELB 445	Old Testament Archaeology
RELB 446	New Testament Archaeology

D. Religion and Society (0-4 units)

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

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.

Note: Information on this page has been updated as of October 2023.

THEME IV – NATURAL SCIENCES – 12 Units

Students will take one of the following NSCI theme courses, 4 units of Life Science, and 4 units of Physical Science. One of these courses must include a lab.

NSCI Theme Courses (4 units)

Natural Science Theme courses expose students to the relationship between science and society, and the philosophical foundations of scientific inquiry. They encourage students to think about the role of science in society and science's potential and limitations in creating usable knowledge.

NSCI 404	Humans & the Environment
NSCI 405	Scientific Thinking & Religious Belief
NSCI 408	Science & Ethics

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 107	Human Biology
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 131	Human Anatomy & Physiology I
BIOL 132	Human Anatomy & Physiology II
BIOL 327, 327L	Survey of Biological Principles, with laboratory
BIOL 415	Environmental Science
BIOL 486	Marine Biology
CHEM 106, 106L	Introductory Chemistry II, with laboratory
CHEM 431	Biochemistry I
EDCI 308	Urban Agriculture
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 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 culminates 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.

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 should take the UNST 404 section designed for their major:

UNST 404A	Art+Design
UNST 404B	Biology & Environmental Science
UNST 404C	Business
UNST 404CJ	Criminal Justice
UNST 404D	Chemistry & Biochemistry
UNST 404E	Communication
UNST 404F	English
UNST 404G	Health Science & Exercise Science
UNST 404H	History, Sociology, and Global Studies
UNST 404J	Liberal Arts
UNST 404K	Music
UNST 404M	Psychology & Neuroscience*
UNST 404N	Physics & Biophysics
UNST 404P	Social Work
UNST 404Q	Education / Liberal Studies
UNST 404R	Archaeology & Religious Studies
UNST 404S	World Languages
UNST 404T	Mathematics
UNST 404V	Film & Television

**Neuroscience majors may take either UNST 404M or UNST 404B.*

Students whose majors lack a designated UNST 404 section should complete this requirement by taking the following class:

UNST 404U

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.

Students with dual majors may be required to take UNST 404 in both programs.

Upper Division Rhetoric Courses

The listings below indicate the course or courses necessary to complete the Foundational Studies Upper-Division Rhetoric requirement for each major.

Art

Choice of:

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

Biology

BIOL 302	Genetics	(4)
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Human Development & Thriving

PSYC 321	Methods & Statistics I: Description & Correlation	(4)
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Business

MGMT 375	Managerial Communication	(4)
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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 328	Persuasion & Rhetoric	(4)
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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)
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English

ENGL 304	Advanced Expository Writing	(4)
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Health & Exercise Science

Choice of:

EXSC 416	Movement in Cultural Perspective	(4)
OR		
HLSC 317	Health, Society and the Consumer	(4)

History, Politics, & Society

Must complete both of the following:

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

Liberal Arts (EADP & Online Program)

ENGL 304	Advanced Expository Writing	(4)
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Music

MURE 489	Music & Worship	(4)
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Psychology & Neuroscience

PSYC 323/NEUR 323L	Methods & Statistics III: Conducting Research	(4)
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Social Ecology

PSYC 321	Methods & Statistics I: Description & Correlation	(4)
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Social Work

SOWK 317	Social Work Methods: Children & Families	(4)
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World Languages

Choice of:

SPAN 347	Peninsular Spanish Literature Xth Century - 1898	(4)
OR		
SPAN 348	Spanish-American Literature 1492-1888	(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

UNST101A,B, & C First Year Seminar (1,1,1): An introduction to La Sierra University life and the services offered to support academic success. The course also develops effective learning strategies and skills, and provides opportunities for personal assessment and career exploration. Must be enrolled during the first three quarters of attendance at La Sierra University.

PREH 101 A,B, & C Career Seminar for Pre-Health Professionals (1,1,1): An introduction to strategies for successful college-level studies. The course includes exposure to speakers who are professionals in the healthcare field and best-practices for the various steps involved with successful transition to a professional health degree program elsewhere. Associate's degree-seeking students must be enrolled during the first three quarters of attendance at La Sierra University. Other non-degree seeking pre-health students are encouraged to enroll.

HUMN 104 Exploring American Culture Through Literature & Film (4): While focusing on American literature and film, students explore the creation and development of American culture. Basic skills of critical analysis are applied to cultural "texts" produced in the United States. Students use these skills to examine contested dimensions of culture such as religion, society, culture, politics and economics.
Prerequisite: ENGL 111A or B or 124 (can be concurrently enrolled)

HUMN 105 Exploring American Culture Through the Visual & Performing Arts (4): While focusing on American visual and performing arts, students explore the creation and development of American culture. Basic skills of critical analysis are applied to cultural "texts" produced in the United States. Students use these skills to examine contested dimensions of culture such as religion, politics, the arts and economics.
Prerequisite: ENGL 111A or B or 124 (can be concurrently enrolled)

HUMN 106 Perspective on Modern Culture (4): This course focuses on the forces that shape and influence modern culture. Students will critically analyze cultural 'texts' and interact with guest lecturers who shape and influence those texts. Students will develop a personal voice for interpreting cultural products.
Prerequisite: ENGL 111A or B or 124 (can be concurrently enrolled)

HUMN 107 The Pastoral in Music & Literature (4): This course addresses 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 across time and in both rural and urban spaces.
Prerequisite: ENGL 111A or B or 124 (can be concurrently enrolled)

HUMN 108 Forgiveness, Personality, & Culture (4): This course will define forgiveness and connect it to: human personality; forgiving under difficult circumstances; crimes against humanity; peacemaking; and religious principles for forgiveness, particularly those from a Christian perspective.
Prerequisite: ENGL 111A or B or 124 (can be concurrently enrolled)

HUMN 109 Migrants, Refugees & Exiles: Policies Aesthetics, and Representation (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, and the effects of these issues on human rights. It includes visual texts through film, film representation and film analysis.
Prerequisite: ENGL 111A or B or 124 (can be concurrently enrolled)

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 while focusing on factors that optimize the development of children. Students will become knowledgeable about the issues surrounding childhood and will reflect 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. Students will become knowledgeable about the issues surrounding childhood and will reflect on their responsibility as citizens and future parents.

Prerequisite: ENGL 113 or ENGL 124

SSCI 207 Gender & Law in Contemporary Society (4): This course examines the intersection of gender and law in constructing and enforcing expectations concerning relations between the sexes. Topics will include gender-driven court cases; American law regarding gender-related behaviors and rights; global concerns about legal discrimination against women; gender factors affecting eyewitness interpretation and testimony.

Prerequisite: ENGL 113 or ENGL 124

SSCI 208 Current Events, Citizenship & Identity (4): An interdisciplinary exploration of current American and global events. Social groups (e.g., racial, class, or gender groups) are examined from multiple disciplines (e.g., psychology, economics, education, politics, religion). Students will gain an ability to analyze issues, as well as reflect on their responsibility as local and global citizens.

Prerequisite: ENGL 113 or 124

SSCI 209 Sex & Gender in Society (4): An examination of sex and gender in American society and culture. Issues addressed may include children's experience and gender development; division of labor in families, workplaces, and communities; consumption; poverty; and sexual identities.

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. RLG 304 may count as a Theme IIB Beliefs and Heritage course.

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. Does *not* count as a Theme IIB Beliefs and Heritage course. 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 Evening Adult Degree Program

NSCI 404 Humans & the Environment (4): An interdisciplinary study of environmental ethics, ecology, and environmentalism, including challenges of resource management, health and the environment, pollution, and global warming. A major goal of the course is to help students integrate values of Christian stewardship, responsible local citizenship, and effective leadership in the face of growing ecological crises.

Prerequisites: ENGL 113 or 124, CPTG 117, DATA 115, MATH 108, 115, 121, or 155

Restriction: Students must have senior standing

NSCI 405 Scientific Thinking & Religious Belief (4): An introductory study of the nature of scientific thinking, its various kinds of interactions with religious belief, and its impact on contemporary issues. Promotes understanding both the importance and limitations of science.

Prerequisites: ENGL 113 or 124, CPTG 117, DATA 115, MATH 108, 115, 121, or 155

Restriction: Students must have senior standing

NSCI 408 Science & Ethics (4): This course provides an introduction to moral philosophy with a particular emphasis on the ethics of scientific inquiry. It examines questions about the rights of human subjects, biomedical research, academic and research integrity, and social responsibility in scientific disciplines

Prerequisites: ENGL 113 or 124, ; CPTG 117, DATA 115, MATH 108, 115, 121, or 155

Restriction: Students must have senior standing

UNST 304 Social Responsibility in Community Engagement

(4): A study of the history of service learning in higher education and an introduction to engagement within different communities. In this course, students will explore how to identify gaps in system and analyze the impact the gaps have on social determinants of health within a community. Students will then develop and implement a relevant service project aimed to address the gaps using identified strengths and existing resources. This is a service-learning class and the service-learning component is required. Please refer to the service-learning section of this syllabus for more specific information.

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 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

Sam McBride

Dean, College of Arts & Sciences
PhD University of California, Riverside 1997
20th century literature and fine arts, Inklings

Oliver Sutter

Director, Honors Program
MFA Claremont Graduate University 1999
Painting, drawing, topics in art

Esther Olmedo

Honors Program Coordinator
BA La Sierra University 2014

Program Faculty**Marlene Ferreras**

Assistant Professor of Practical Theology (2017)
PhD Claremont School of Theology 2019
Family ministry, gender studies

Lora E. Geriguis

Professor of English (2007)
PhD University of California, Riverside 1997
British literature, eco-criticism, environment & literature

Maury Jackson

Professor of Practical Theology (2009)
DMin Claremont School of Theology 2007
Practical theology, ethics, philosophy

David Kendall

Associate Professor of Music (2014)
PhD University of California, Riverside 2010
Musicology, research methods, low brass

Igor Kokhan

Assistant Professor in Religious Studies (2014)
PhD University of the West 2020
Religious studies, comparative religions, New Testament

Nathan Sutter

Professor of Biology (2013)
PhD University of Washington 2001
Genetics

Paul M. Mallery

Professor of Psychology (1993)
PhD University of California, Los Angeles 1994
Social and political psychology, intergroup relations

Krista Motschieder Brand

Senior Lecturer in Chemistry (2002)
PhD University of California, Los Angeles 2000
Physical organic chemistry

Delia Orosco

MS Western Governors University (2021)
Management and Leadership Social Determinants of Health
Program Design

Lloyd A. Trueblood

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

Jill Walker-Gonzalez

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

Objective

The University Honors Program is a community that gives special attention to undergraduate students of outstanding intellectual and creative ability. Through its curriculum, the program provides for its students substantial breadth, depth, and integrative experiences. It 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.

Note: Information on this page has been updated as of October 2023.

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

- Seeking: Students 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 grow in knowing 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 engage in their communities (civic, professional, religious, cultural, and global) to transform and build them with integrity, courage, openness, and compassion.

Student Learning Outcomes of the University Honors Program

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 belief as they define their worldviews and academic goals.

These SLO are shared with the University Studies program of General Education, and are in harmony with La Sierra University’s SLOs, WASC Core Competencies, and the AAC&U’s recommended SLOs for higher education in the 21st Century.

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 student 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 encourage 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 student must have a cumulative GPA of 3.50 prior to enrolling in Honors Scholarship (UHNR 464).

A student is no longer considered part of Honors when the cumulative GPA for all courses is below 3.5, although there is a probationary period during which to bring it back above 3.5 before transitioning from Honors to University Studies.

Admission

For information involving admissions standards and practices, please contact the University Honors Program Office at (951) 785-2310 or visit <http://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

The following courses fulfill general education requirements (as an alternative to the Track 1 program of Foundational Studies and University Studies) for students admitted into the Honors Program. For more information on requirements, see <http://lasierra.edu/honors>.

Program Requirements

Required: 70-91 units

- Honors Core Courses: (43 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

- Foundational Studies: (18-31 units)

Choice of either:

ENGL 111, 112, 113 College Writing

OR

ENGL 124 Freshman Seminar in Writing

Plus:

Two college-level foundational mathematics courses (one of which can be replaced by a discipline-specific statistics course as approved by the program)

Plus:

Modern or Ancient Language through Beginning III level (e.g. SPAN 153)

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 Co-requisite: ENGL 112A 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

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.

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 (0.5-4): 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. Ideally, this course should be taken concurrently with 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.

UHNR 354 Honors Community Involvement (0-4): A project that engages the student in a community as they seek 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. If possible, units should be spread across all three quarters during the year this course is taken, which is typically the junior year.

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

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.

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.

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: UHNR 201

UHNR 464 Honors Scholarship Project (0.5-12): 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 as credit for a major with consent from the major department and Registrar.

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

UHNR 499 Directed Study (0.5-4): Upper-division independent study in an area to be specified, to be completed in consultation with an advisor.

Evening Adult Degree Program

Program Staff

Marni Straine, DSW, MSW, Director

Jill Rasmussen, LSCW, Academic Advisor

Mission Statement

The mission of the Evening Adult Degree Program is to provide cost-effective, quality education in an evening format to a diverse body of adult transfer students who wish to complete a baccalaureate degree.

Goals

The goals are to:

1. Seek a broad base of diverse students
2. Offer curricula in a way that provides accessibility to working adult students by offering evening classes
3. Facilitate the growth of students through academic advising and mentoring
4. Encourage personal excellence, physical and emotional health, intellectual breadth, appreciation of the fine arts and commitment to core values

The Evening Adult Degree Program (EADP) fulfills the aims of the university 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.

Evening Adult Degree Program Admission

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 reapply when ready to return.

Financial Information

Prospective students should check online at 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 and graduation fees are available online or from the Evening Adult Degree Program office.

General Education Requirements (Track 3)

Track 3 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. EADP is designed to be flexible and complement the transfer of earned college-level credit.

Track 3 general education curricula required for the Bachelor of Arts in Liberal Arts, and the Bachelor of Social Work includes the following Foundational Studies and General Studies for a total of 63-75 units.

Foundational Studies (23-31 units)

A. Rhetoric (13 units)

1. Three consecutive quarters (or two consecutive semesters) of College Writing (**ENGL 111A or B, 112A or B, 113**) (9 units)
2. Upper-division rhetoric course (4 units)

B. Mathematics/Quantitative Reasoning (4 units)

1. College level mathematics

C. World Languages (4-12 units)

Demonstrated competency in a world language (other than English) through one of the following:

- completing La Sierra coursework through the WDLG 153 level or higher
- completing a conversational/multicultural communication course at La Sierra University (**SPAN 198**)
- transfer coursework at a level equivalent to or higher than La Sierra's WDLG 153
- completing at least three consecutive quarters (or two consecutive semesters) of American Sign Language
- achieving an appropriate score on an approved language placement exam

D. Health and Fitness (2 units)

1. Must include theoretical health issues and activity components

General Studies (40-44 units)

A. Theme I — Social Sciences (8 units)

1. Two social science courses from two disciplines: Anthropology (except physical), Child Development, Economics, Geography (except physical), Political Science, Psychology, Sociology

B. Theme II — Arts and Humanities (12 units)

1. Three arts and humanities courses from at least two disciplines: Communication, English (composition/literature), Fine Arts (history/appreciation), History, Philosophy, Religious Studies, World Languages

C. Theme III — Religious Beliefs and Practices (4-8 units)

1. One RLGN Theme Course to be chosen from:
RLGN 304 Adventism in Global Perspective
RLGN 305 The Experience of Religion in Three Cultures
RLGN 307 Faith & Worship in the Inland Empire (restricted to students in the Evening Adult Degree Program)
2. One scripture (RELB) course (sophomore transfers)

D. Theme IV — Natural Sciences (12 units)

1. One NSCI Theme Course (4 units) to be chosen from:
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
2. Two science courses from the following disciplines (8 units): Biology, Chemistry, Environmental Science, Geology, Physical Anthropology, Physical Geography, Physics
Must include one lab class

E. Service-Learning Courses (SL)

1. Two SL courses required for sophomore transfers
2. One SL course required for junior/senior transfers

F. Senior Seminar (4 units)

1. UNST 404 Senior Seminar: Religion, Values, & Social Responsibility

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: Writing 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 3 general education requirements, the following courses are required for the Liberal Arts major:

Required: 68 units (32 upper division) including:

- Writing and Communication - 12 units (8 upper division) to be chosen from:
 - Communication Skills
 - English Composition
- Humanities - 12 units (8 upper division) to be chosen from:
 - Fine Arts (history or appreciation of architecture, art, drama, theatre)
 - History and Culture
 - Literature
 - Music (history or appreciation)
 - Philosophy
 - Religious Studies (except RELP Church & Ministry)
 - World Languages
- Math, Natural and Physical Science - 12 units 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 - 20 units (8 upper division) 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. Work and/or life experience or portfolio credit may not be used to substitute for required major course work.

In addition to Track 3 general education requirements, the following courses are required for the Social Work major:

Required: at least 92 units, with 80 units in Social Work (58 upper division), including:

- The courses listed below (80 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 216	Generalist Practice III (4)
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 320	Cultural Humility (2)
SOWK 345	Social Work Research (5)
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 (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)

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

Sam McBride, PhD, Dean

Melissa Brotton, 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.

Primary Objective

The primary objective of the College is enabling students in seeking truth, knowing God, and serving others. 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.

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 rigorous entrance requirements; programs designed to aid in the development of particular skills necessary to success in college work and beyond; 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 Division of General Education 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.

In offering opportunity for education, the College welcomes persons of all 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. 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.

In pursuit of excellence in scholarship, teaching, and service the college employs 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 deans hold faculty appointments 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).

Shared Governance:

The College contributes to the University's shared governance by means of faculty participation in University and General Education committees, representation on Faculty Senate, and its own policy and administrative committees.

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
- Digital Media
- English
- Film and Television
- Health and Exercise Science
- History, Politics, and Sociology
- Individual Major
- Mathematics
- Music
- Neuroscience
- Physics
- Philosophical Studies
- Pre-Health Professions
- Psychology
- Social Ecology
- 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 29 Bachelors of Arts degrees, 4 Bachelor of Fine Arts degrees, 2 Bachelor of Music degrees, 13 Bachelors of Science degrees, and a Bachelor of Social Work degree.

Pre-Professional Programs

The college offers coursework to prepare the student for admission to a variety of professional career programs. Please consult the Program in Pre-Health Professions section of the bulletin for a complete list.

BA	Art	BA	Psychology
BA	Chemistry	BA	Social Ecology
BA	Communication	BA	Social Science
BA	Cognitive & Behavioral Neuroscience	BA	Sociology
BA	Digital Media & Marketing	BA	Spanish
BA	Digital Media in Design & Communication	BS	Biology
BA	English	BS	Biochemistry
BA	Film	BS	Biomathematics
BA	Global Contexts of Health	BS	Biophysics
BA	Global Studies	BS	Chemistry
BA	Graphic Design	BS	Computer Science
BA	History	BS	Criminal Justice
BA	Human Development & Thriving	BS	Digital Media & Web Technology
BA	Individual Major	BS	Excercise Science
BA	Mathematics	BS	Health Science
BA	Music	BS	Mathematics
BA	Philosophy	BS	Neuroscience
BA	Philosophy & Cognitive Science	BS	Physics
BA	Philosophy & Cultural Studies	BFA	Fine Art
BA	Philosophy & Intellectual History	BFA	Digital Media & Visual Effects
BA	Philosophy, Politics, & Economics	BFA	Graphic Design
BA	Philosophy & Religion	BFA	Film & Television Production
BA	Philosophy & Theology	BMus	Music Education
BA	Photography	BMus	Performance
		BSW	Social Work

Additional Courses & Programs

Sam McBride, PhD, Dean

Melissa Brotton, PhD, Associate Dean

MINOR

Minor in Data Science

A minor in Data Science can be earned by completion of the following requirements:

Required: 28 units as follows:

Core Curriculum (16 units):

CPTG 121	Introduction to Computer Science I
STAT 235	Applied Statistics or BIOL 235 Biostatistics
CPTG 323	Data Science
PHYS 486L	Machine Learning

Electives (12 units chosen from the following courses):

CPTG 122	Introduction to Computer Science II
CPTG 244	Data Structures
CPTG 424	Databases Design & Management
MATH 131	Calculus I
MATH 231	Introduction to Linear Algebra
PSYC 322	Methods & Statistics II: Experiment & Inference
PSYC 323	Methods & Statistics III: Conducting Research

Up to 8 units from data related projects and/or internships completed in the student's major field completed under disciplinary course numbers such as 494, 495, 499 and UHNR 464.*

**Restriction: Students must have completed CPTG 323 or PHYS 486L and receive approval from the CAS Dean's office to apply research projects or internships toward elective units.*

Note: Students who complete PSYC 231 & 232, and who can demonstrate proficiency in R, should consult the CAS Dean's Office for fulfillment of STAT 235.

Course descriptions are located on their respective department's bulletin pages; a complete list of prefixes, subjects, and departments can be found in the "Classification of Courses" section of the Undergraduate bulletin.

Data Science

DATA 115 Data Fluency for Everyone (4): Introduction to a variety of techniques to analyze and present data. Content will include: spreadsheets, measures of central tendency and dispersion, visualizing data, exploratory data analysis, introduction to probability, introduction to statistics, regression. Students are required to bring a laptop to class. (3 hours lecture, 3 hours software lab).

Prerequisite: MATH 007 or MATH 055, or placement in Foundational Level Mathematics

STAT 235 Applied Statistics (4): An introduction to statistics including descriptive statistics, basic probability, inference for means, inference for categorical data, analysis of variance, linear regression and correlation. The use of statistical software to analyze data will be central to the course. The course may be taught using data sets and an overall emphasis from different disciplines on different offerings while maintaining its core focus on the statistical methods and tools described herein.

Prerequisite: DATA 115 or BIOL 113 & 113L or BIOL 115L

Teacher Education Program

The Teacher Education Program at La Sierra University is State of California approved. For a full and comprehensive overview of the Teacher Education Program see the School of Education section of this bulletin. The **Teacher Education Program** is offered via two approaches. The first approach is a blended program in which students take prerequisite and methods courses for the program as part of their undergraduate degree. Students should check with their undergraduate program to ascertain whether their major and the teaching credential may be completed within 4 years. The second approach is the graduate Master of Arts in Teaching (MAT) degree available for completing the approved Teacher Education Program at the graduate level. Please see the Graduate Bulletin for more information on the MAT degree program.

California State Teaching Credentials

La Sierra University is authorized to recommend students for the following state teaching credentials:

- Multiple Subject Teaching Credential (TK-6)
- Single Subject Teaching Credentials
 - Art
 - Biology
 - Business
 - Chemistry
 - Earth and Space Science
 - English
 - Foundational Level Science
 - Industrial and Technology Education
 - Mathematics: Foundational Level
 - Mathematics
 - Music
 - Physical Education
 - Physics
 - Social Science
 - World Languages

Blended Undergraduate Teacher Education

The following bachelor's degrees have embedded the teacher credential courses in the degree requirements:

- Biology: STEM Education (Department of Curriculum and Instruction, School of Education)
- Chemistry: STEM Education (Department of Curriculum and Instruction, School of Education)
- English: Secondary Teaching (Department of English, College of Arts and Sciences)
- Mathematics: Secondary Teaching (Department of Mathematics, College of Arts and Sciences)
- Physics: STEM Education (Department of Curriculum and Instruction, School of Education)
- Social Science: Secondary Teaching (Department of History, Politics and Sociology, College of Arts and Sciences)
- Spanish: Secondary Teaching (Department of World Languages, College of Arts and Sciences)

These specific degrees allow students to complete teaching credential coursework in particular fields of study. The program is offered in collaboration with the School of Education, which provides the courses leading to the single-subject credential for secondary teachers, and the College of Arts and Sciences, which provides the courses in the content area. Students will need to apply to the School of Education for acceptance into the Teacher Education program. Refer to the Department of Curriculum and Instruction for details on the Teacher Education Pathway.

- Students who have completed the Bachelor of Arts in Liberal Studies will be prepared to be a California TK-6 public classroom educator.
- Students who have completed a bachelor's in a degree with the same name as the California state teaching credential listed above along with the Teacher Education Program (as outlined in the Teaching Pathway Requirements in the Department of Curriculum and Instruction section of the bulletin) will be prepared to teach their content in California public junior/middle and high schools.
- In order to be eligible for a California teaching credential, the student must complete final student teaching or an internship in a California public school.
- See the desired department's section of the bulletin for a complete list of all required courses.
- Please note that completion of the degrees and programs does not guarantee a student's teaching credential.

Liberal Arts Major

The Liberal Arts major is offered exclusively through the Evening Adult Degree Program; see the EADP section of this Bulletin for more information.

MAJOR

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: Writing 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 3 general education requirements, the following courses are required for the Liberal Arts major:

Required: 68 units (32 upper division) including:

English and Communication - 12 units (8 upper division) to be chosen from:

- Communication Skills
- English Composition

Humanities - 12 units (8 upper division) to be chosen from:

- Fine Arts (history or appreciation of architecture, art, drama, theatre)
- History and Culture
- Literature
- Music (history or appreciation)
- Philosophy
- Religious Studies (except RELP Church & Ministry)
- World Languages

Math, Natural and Physical Science - 12 units to be chosen from:

- Biology
- Chemistry
- Computer 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 - 20 units (8 upper division) chosen from:

- One of four areas listed above or Studio Arts

Department of Art+Design

Department Faculty

Terrill Thomas, Chair

Associate Professor of Art (2001)
MFA Graphic Design, Vermont College of Fine Art 2014
BFA Illustration, Art Center College of Design 1992
Motion graphics, photography, web design, life drawing

Timothy Musso

Associate Professor of Art (2008)
MFA Studio Art, California State University, Long Beach 2007
BFA Graphic Design California State University, Long Beach 2005
Design, typography, printmaking, history of graphic design

Collaborating Faculty

Vanisara Nicole Anthony

MFA Graphic Design, Art Center College of Design, 2019
Graphic Design

Rick Caughman

BFA Advertising Illustration, Art Center College of Design 1982
Painting, illustration, graphic design

Leslie Escudero

BFA Graphic Design, BFA Fine Art, La Sierra University 2016
Digital imaging

Annemarie Gregory

BFA Fine Art, La Sierra University 2015
MA English, La Sierra University 2021
Art History

B. Neimeth

MFA in photo and media, California Institute of the Arts, Los Angeles, CA 2016
BA in print journalism, Pennsylvania State University, State College, PA 2010
BA in integrated art, Pennsylvania State University, State College, PA 2010
Ceramics

Erynn Richardson

MFA Printmaking, California State University Long Beach
Printmaking, drawing

Camilla Taylor

MFA Studio Art, California State University Long Beach 2011
Metal work, intaglio, art history

Frederick Vang

Bachelor of Science in Media and Animation 2005
Character animation, Motion Graphics

Degrees Offered

Bachelor of Arts degree in:

- Art
- Design, with emphases in:
 - Graphic Design
 - Photography

Bachelor of Fine Arts degree in:

- Fine Art*
- Graphic Design

*BFA Fine Art candidate must choose an area of emphasis, selecting from Painting, Ceramics, Printmaking, or Photography.

Minors in:

- Art
- Graphic Design
- Photography
- User Interface/User Experience Design

The Art minor is for the non-art major, who 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 including photography, web design, painting, ceramics and animation.

The Photography, Graphic Design, and User Interface/User Experience Design minors provide an opportunity for the non-art major to focus on a more targeted area of study that may support their major.

Interdisciplinary Majors

An interdisciplinary Bachelor of Arts degree in:

- Digital Media in Design & Communication (76 units) is available for students who take specified courses in art, design, and communication.
- Digital Media & Marketing (76 units) is available for students who take specified courses in art, design, and marketing (ZSB)

An interdisciplinary Bachelor of Science degree in:

- Digital Media & Web Technology (84 units) is available for students who take specified courses in art, design, and computer science.

An interdisciplinary Bachelor of Fine Arts degree in:

- Digital Media & Visual Effects (96 units) is available for students who take specified courses in art, design, and film and television.

Please refer to the Program in Digital Media section of the Undergraduate bulletin for full degree requirements and other information.

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.
6. Students will cultivate an inclusive, creative community.

MAJORS

Core Curriculum (24 units): Required of all students majoring in the Department of Art+Design:

ARTA 205	The Language of Art
ARTS 115	Design Fundamentals
ARTS 116	Color Fundamentals
ARTS 194	Photoshop & Illustrator Image Creation
ARTS 255	Photography
ARTS 224	Drawing I

Bachelor of Arts

BA ART

BA Art candidates select elective units from a wide range of graphic design and fine art classes including Painting, Ceramics, Printmaking, Photography, Publication Design, Web Design and Motion Graphics. Students interested in both the sciences and art, often combine the BA Art degree with their Pre-Professional program.

Required: at least 69 units in art, including:

- Core Curriculum (24 units)
- 12 units of studio electives
- The courses listed below (33 units)

ARTS 117	Creative Visual Thinking
ARTS 234	Painting
ARTS 254	Printmaking
ARTA 309	Art History: Baroque through Modern
ARTA 310	Art History: Modern Art
ARTX 486B	Senior Exhibit

Choose either:

ARTA 408A	Contemporary Art Issues
	OR
ARTA 408B	History of Graphic Design

Choose either:

ARTS 324A	Drawing II
	OR
ARTS 324B	Drawing III

Choose one of the following:

ARTS 274A	Wheel Throwing
	OR
ARTS 274B	Hand-Building
	OR
ARTS 314	Three Dimensional Design
	OR
ARTS 394A	3D Modeling

BA DESIGN: GRAPHIC DESIGN

BA Design, Graphic Design degree is a design focused path, with students selecting courses from typography, UX and UI design, graphic design for print and web development. Electives can include motion graphics, animation and 3D modeling. Graduates are well prepared for graphic design production paths.

Required: at least 71 units in art, including:

- Core Curriculum (24 units)
- 14 units of studio electives
- The courses listed below (33 units)

ARTS 244	Typography
ARTS 395A	Web Design: Communication Principles
ARTS 254	Printmaking
ARTS 248	Graphic Design I
ARTS 345A	Graphic Design II: Packaging
ARTX 486B	Senior Exhibit

Choose one of the following:

ARTS 394G	Motion Graphics
	OR
ARTS 395B	Web Design Advanced
	OR
ARTS 394A	3D Modeling

Choose either:

ARTS 394C	Interface Design
	OR
ARTS 394E	User Experience Design

Choose either:

ARTA 408A	Contemporary Art Issues
	OR
ARTA 408B	History of Graphic Design

BA DESIGN: PHOTOGRAPHY

BA Design, Photography degree is a design and photography focused path with a foundation of graphic design classes, and a concentration of courses in Photography. Students select design courses from typography, UX and UI design, graphic design for print and web development. Electives can include motion graphics, animation and 3D modeling. Graduates are well prepared for careers that demand skills in both design and photography.

Required: at least 71 units in art, including:

- Core Curriculum (24 units)
- Photography emphasis (14 units)
- The courses listed below (33 units)

ARTS 244 Typography
 ARTS 248 Graphic Design I
 ARTS 254 Printmaking
 ARTS 345A Graphic Design II: Packaging
 ARTS 395A Web Design: Communication Principles
 ARTX 486B Senior Exhibit

Choose two of the following:

ARTS 394G Motion Graphics
 ARTS 395B Web Design Advanced
 ARTS 394A 3D Modeling
 ARTS 394C Interface Design
 ARTS 394E User Experience Design
 ARTS 345B Graphic Design III: Publication Design

Choose either:

ARTA 408A Contemporary Art Issues
OR
 ARTA 408B History of Graphic Design

Photography Emphasis (14 units)

ARTS 355A Portrait Photography
 ARTS 355B Flash Photography
 ARTS 355C Documentary Photography
 ARTX 497 Internship

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, or Photography. Seniors develop a cohesive body of work during Senior Project for exhibition in the Brandstater Gallery.

Required: at least 99 units in art, including:

- Core Curriculum (24 units)
- 8 upper division units of studio emphasis
- 20 units of studio electives
- The courses listed below (47 units)

ARTS 117 Creative Visual Thinking
 ARTS 234 Painting
 ARTS 254 Printmaking
 ARTA 309 Art History: Baroque through Modern
 ARTA 310 Art History: Modern Art
 ARTS 314 Three Dimensional Design
 ARTS 324A Drawing II
 ARTS 324B Drawing III
 ARTX 486A Professional Practices (2 units)

ARTX 486B Senior Exhibit
 ARTX 495 Senior Project (4 units)

Choose either:

ARTA 408A Contemporary Art Issues
OR
 ARTA 408B History of Graphic Design

Choose one of the following:

ARTS 274A Wheel Throwing
OR
 ARTS 274B Hand-Building
OR
 ARTS 284 Sculpture

BFA GRAPHIC DESIGN

BFA Graphic Design majors explore typography, user interface design, graphic design for print and web development. Electives can include motion graphics, animation, 3D modeling and video. Internships are recommended for all Graphic Design majors.

Required: at least 99 units in art, including:

- Core Curriculum (24 units)
- 16 units of studio electives
- The courses listed below (59 units)

ARTA 309 Art History: Baroque through Modern
 ARTS 117 Creative Visual Thinking
 ARTS 244 Typography
 ARTS 248 Graphic Design I
 ARTS 324A Drawing II
 ARTS 324B Drawing III
 ARTS 345A Graphic Design II: Packaging
 ARTS 345B Graphic Design III: Publication Design
 ARTS 395A Web Design Communication Principles
 ARTX 486A Professional Practices (2 units)
 ARTX 486B Senior Exhibit

Choose either:

ARTS 234 Painting
OR
 ARTS 254 Printmaking

Choose one of the following:

ARTS 314 Three Dimensional Design
OR
 ARTS 394A 3D Modeling
OR
 ARTS 394B 3D Character Design

Choose either:

ARTS 394C User Interface Design

OR

ARTS 394E User Experience Design

Choose either:

ARTA 408A Contemporary Art Issues

OR

ARTA 408B History of Graphic Design

Choose one of the following:

ARTX 495 Senior Project (0-4 units)

AND/OR

ARTX 497 Internship (0-4 units)

USER INTERFACE/USER EXPERIENCE DESIGN

Required: at least 28 units (16 upper division) in art and design courses, including:

ARTS 115 Design Fundamentals

ARTS 116 Color Fundamentals

ARTS 194 Photoshop & Illustrator Image Creation

ARTS 394C User Interface Design

ARTS 394E User Experience Design

ARTS 395A Web Design Communication Principles

ARTS 395B Web Design Advanced Concepts

MINORS

ART

Required: at least 28 units (4 upper division) in art, including:

- 4 units of Art History (ARTA courses)
- Remaining 24 units selected in consultation with department advisor.

PHOTOGRAPHY

Required: at least 28 units (12 upper division) in art and design courses, including:

ARTS 115 Design Fundamentals

ARTS 194 Photoshop & Illustrator Image Creation

ARTS 255 Photography

ARTS 355A Portrait Photography

ARTS 355B Flash Photography

ARTS 355C Documentary Photography

4 Units Art History (any ARTA courses)

GRAPHIC DESIGN

Required: at least 28 units (4 upper division) in art and design courses, including:

ARTS 115 Design Fundamentals

ARTS 116 Color Fundamentals

ARTS 194 Photoshop & Illustrator Image Creation

ARTS 244 Typography

ARTS 248 Graphic Design I

ARTS 255 Photography

Choose one of the following:

ARTS 345A Graphic Design II: Packaging Design

OR

ARTS 345B Graphic Design III: Publication Design

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 111A or B 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 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 274A or 274B

Design

LOWER DIVISION

ARTS 115 Design Fundamentals (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 Fundamentals (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

Fabrics

LOWER DIVISION

ARTS 264 Images on Fabric (2-4): 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.

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 364E Special Project in Fabrics (2-4): Student in consultation with the professor, creates a special project in fabrics.

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 & 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 & 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 User 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 Animate 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 394E User Experience Design (4): A project-based approach to learning user experience design principles following a user centered framework, including user research, wireframing, prototyping and usability testing. Software platforms include Adobe XD and Sketch 3.

Prerequisite: ARTS 194

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.

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.

Prerequisite: 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

Program in Adventist Colleges Abroad

Adventist Colleges Abroad (ACA)

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 abroad 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 gain significant fluency in its official language. In addition, students participate in on-site guided field trips of geographic, historic or cultural 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 opportunity of studying abroad. Students usually 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 abroad, 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 through ACA by carefully planning the years preceding and following their experience abroad.

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. Completion of application found online at Adventist Colleges Abroad website: www.acastudyabroad.com
6. Ability to meet the financial requirements. Costs, including transportation, are generally lower than Adventist colleges/universities and many other universities in the United States.
7. Attendance at an ACA Orientation meeting, usually held at La Sierra University during the spring term. Please contact the Department of World Languages office in Gladwyn Hall 101.

Application Process

ACA programs are in high demand. Applications from ACA member institutions are processed on a first-come-first-served basis. Applications are available online at www.acastudyabroad.com. Admission to both summer and academic-year programs begin in January prior to program enrollment. Summer and academic-year applications should be submitted to the Admissions office on campus. Deadlines are posted on the ACA website.

Summer applications should be submitted to the Records Office no later than May 31st; 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, including those who plan to major or minor in a language or specialized area of study; freshmen with a competence in a language are also permitted to apply. For further details concerning this program, consult the La Sierra University Campus Coordinator of Study Abroad (Gladwyn Hall 103).

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:

Faculdade Adventista da Bahia (FADBA) (Portuguese Language and Culture)

France:

Centre Universitaire et Pedagogique du Salève, Collonges-sous-Salève (French Language and Culture)

Italy:

Istituto Avventista Villa Aurora, Florence (Italian Language and Culture/Fine Arts)

Lebanon:

Middle East University, Beirut (Arabic Language and Culture)

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:

Faculdade Adventista da Bahia (FADBA) (Portuguese)

France:

Centre Universitaire et Pedagogique du Salève, Collonges-sous-Salève (French)

Israel:

Adventist Study Center, Jerusalem (Hebrew)

Italy:

Istituto Avventista Villa Aurora, Florence (Italian)

Spain:

Colegio Adventista de Sagunto, Sagunto (Spanish)

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 (2)
FREN 121	Comprehension & Written Expression (4)
FREN 131	Spelling & Grammar (4)
FREN 151	Beginning Listening, Comprehension & Speaking (4)
FREN 191	Intensive Beginning French (12)
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 291	Intensive Intermediate French (12)

UPPER DIVISION

FREN 321	Advanced Composition I (4)
FREN 341	Advanced Grammar (4)
FREN 351	Advanced Listening, Comprehension & Speaking (4)
FREN 361	Advanced Text Analysis I (2)
FREN 369	Independent Reading (1)
FREN/SOCI 376	French Culture & Society (2)
FREN 412	Advanced Literary Techniques I (2)
FREN 413	Advanced Literary Techniques II (2)
FREN 421	Advanced Composition II (3)
FREN 431, 432	Advanced Orthography I & II (2, 2)
FREN 441	Morphology & Syntax I (4)
FREN 442	Morphology & Syntax II (4)
FREN 451, 452	Advanced Oral Listening I & II (4, 4)
FREN 461	Advanced Texts Analysis II (3)
FREN/ SOCI 476, 477	Changes in French Society (2, 2)

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 (7)
FREN 322	Advanced Composition I (2)
FREN 332	Orthography (1)
FREN 342	Advanced Grammar (2)
FREN 352	Advanced Oral Expression (2)
FREN 362	Advanced Literary Studies I (2)
FREN 422	Advanced Composition II (2)
FREN 462	Advanced Literary Studies II (2)

ADDITIONAL LOWER/UPPER DIVISION ELECTIVES

ART 361	French Art (2)
FREN 105, 205	French for Health Professionals (2, 2)
FREN/ HMEC 110	French Cuisine (2)
FREN 112	Phonetics (1)
FREN/ MUHL 241, 242	The French Song (2, 2)
FREN/ RELG 254, 354	Religion (2, 2)
FREN 256	Overview of the French Media (2)
FREN 269, 369	Independent Reading (1, 1)
FREN/ ARTS 273, 373	French Fine Arts & Monuments (1, 1)
FREN/HIST 357	France in WWII (2)
FREN/PLSC 374	European Institutions (2)
FREN/PLSC 375	International Organizations (2)
FREN 378, 478	Language through Drama (2, 2)
FREN/HIST/ RELH 387	History of the Reformation Movement (2)
FREN 397	Internship (1-3)
FREN 435, 436	Translation & Interpretation (2, 2)
FREN 444, 445	Business French (2, 2)
FREN 449	The French-Speaking World & its Cinema (2)
FREN 457, 458	France & its History (2, 2)
FREN 459, 460	French Institutions (2, 2)
FREN 487, 488	French Literature (2, 2)
MUPF 101, 202, 303	Applied Music (1, 1, 1)
MUPF 136, 137, 138	Campus Choir (1, 1, 1)
PEAC 101, 102, 103	General Fitness Program (1, 1, 1)
PEAC 225, 226	Mountain Climbing (1, 1)
PEAC 325	Ski & Snowboarding (1)

NOTE: Students who take the following elective courses will receive a certificate in French language with mention (Honors) in International Institutions and intergovernmental organizations from IFLE:

FREN/SOCI 376 French Civilization (2) (1st qtr)
 FREN/PLSC 374 European Institutions (2) (2nd qtr)
 FREN/PLSC 375 International Organizations (2) (3rd qtr)

Seminar Schloss Bogenhofen on site in Braunau am Inn, Austria

LOWER DIVISION

GRMN 101, 102, 103	Beginning German (9, 9, 9)
GRMN 121, 122, 123	Beginning Phonetics (1, 1, 1)
GRMN 145, 146, 147	Multimedia Language Lab (1, 1, 1)
GRMN 180	Beginning Conversation (1)
GRMN 181, 182, 183	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 245, 246, 247	Multimedia Language Lab (1, 1, 1)
GRMN 251, 252, 253	Intermediate Vocabulary (1, 1, 1)

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 378, 379, 380	Multimedia Language Lab (1, 1, 1)
GRMN 381, 382, 383	Advanced Vocabulary (1, 1, 1)
GRMN 390	Preparation for OSD Zertifikat ZDO B1/ZB1 (1)
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 490	Preparation for OSD Zertifikat ZB2/ZC1 (1)

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 I (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)

ADDITIONAL LOWER/UPPER DIVISION REQUIRED (COGNATES)

GRMN/HIST 130	Austrian Culture & History (2)
GRMN/HIST 267, 268, 269	European Civilization I (2, 2, 2)
GRMN/HIST 367, 368, 369	European Civilization II (2, 2, 2)
RELB 101, 102, 103	Dogmatics (2, 2, 2)
RELB 201, 202, 203	Dogmatics (2, 2, 2)
RELB 301, 302, 303	Dogmatics (2, 2, 2)

ADDITIONAL LOWER/UPPER DIVISION ELECTIVES

FREN 101, 102, 103	Beginning French (2, 2, 2)
FREN 201, 202, 203	Intermediate French (2, 2, 2)
GRMN/BUAD 105, 106	Beginning Business German (2, 2)
GRMN 110	German in Films (2)
GRMN/HIST 210	German & Austrian History in Films (2)
GRMN/BUAD 231, 232, 233	Intermediate Business German (2, 2, 2)
GRMN 254, 255, 256	Survey of German Literature (2, 2, 2)
GRMN 354, 355, 356	Survey of Literature for Advanced German (2, 2, 2)
GRMN/BUAD 364, 365, 366	Advanced Business German (2, 2, 2)
GRMN 401, 402, 403	Advanced Business German (2, 2, 2)

NOTE: An additional fee of Euro 600 will be required for business classes. This will be calculated on an individual basis.

GRMN 495	Directed Study (1-4)
HMEC 105	Vegetarian Cooking & Nutrition (1.5)
MUPF 121, 122, 123	Bell Choir (1, 1, 1)
MUPF 136, 137, 138	Choir (1, 1, 1)
MUPF 146, 147, 148	Chamber Orchestra (1, 1, 1)
MUPF 151, 152, 153	Brass Ensemble (1, 1, 1)
MUPF 165, 166, 167	Private Music Lessons (0.5-1)
PEAC 104, 105, 106	Physical Education (1, 1, 1)

Istituto Avventista Villa Aurora on site in Florence, Italy

LOWER DIVISION

ITLN 111	Phonetics (1)
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ITLN 151, 152, 153	Beginning Grammar (5, 5, 5)
ITLN 162, 163	Beginning Composition (2, 2)
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, 263	Intermediate Composition (2, 2)
ITLN 281, 282, 283	Intermediate Conversation (2, 2, 2)

UPPER DIVISION

ITLN 351, 352, 353	Advanced Grammar (3, 3, 3)
ITLN 361	Advanced Composition (2)
ITLN 380, 480	Current Events (1, 1)
ITLN 381, 382, 383	Advanced Conversation (2, 2, 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/ART 131	Italian Art (3)
ITLN 191, 192, 193	Intensive Italian Review I (2, 2, 2)
ITLN 201, 202, 203	Intermediate Italian (2, 2, 2)
ITLN/ART 231	Italian Art Intensive Review (3)
ITLN 291, 292, 293	Intensive Italian Review II (2, 2, 2)

ADDITIONAL LOWER/UPPER DIVISION ELECTIVES

ART 321, 322, 323	Fashion Design (2, 2, 2)
ART 341, 342, 343	Painting Styles & Techniques (2, 2, 2)
ITLN/ART 255, 356, 357	Techniques of Italian Sculpture I, II, III (2, 2, 2)
ITLN/ART/HIST 300	Religious Painting in the History of Italian Art (2)
ART 311, 312, 313	Decorative Techniques in Ceramics (2, 2, 2)
ART/HMEC 315, 316, 317	The Art of Tailoring (3, 3, 3)
ITLN/ART/HIST 335, 336	History of Italian Art (2, 2)
ITLN/ART 345	Photography in Italy (2)
HMEC 101, 102	Mediterranean Cuisine (1, 1)
ITLN/ART 172, 272, 372	Italian Fine Arts & Monuments (1, 1, 1)
ITLN/HIST 303	Italian History (2)
ITLN/ART/	
HIST 305, 306, 307	Italian Modern Art (1, 1, 1)
ITLN/GEOG 310	Geography of Italy (1)
ITLN 313	Advanced Italian Culture (2)
ITLN/LITT 333	Italian Literature (2)
ITLN/HIST/	
PLSC/RELT 340	Law & Religion in the European Union (2)
HIST/LAW 345	History of Church-State Relations Throughout Europe (2)
ITLN/HIST/PLSC 350	International Human Rights Throughout the History of Europe (2)
ITLN/LITT 360	Italian Culture in British & American Literature (2)
ITLN/HIST/ART 365, 366	Italian Art During the Renaissance &

	Baroque Periods (2, 2)
ITLN/HIST/ART 370, 470	History of the Italian Cinema (2, 2)
ITLN/MUHL/HIST 375	History of Italian Music (2)
ITLN/ART 397	Internship (1-3)
ITLN/ART/RELB 399 & 499	Directed Study (1-2)
ITLN 422, 423	Translation & Interpretation (2, 2)
ITLN 431	Advanced Italian Literature (2)
MUPF 101, 202, 303	Piano (1, 1, 1)
MUPF 136, 137, 138	Choir (1, 1, 1)
MUPF 291	Voice (1)
PEAC 101, 102, 103	General Fitness Program (1, 1, 1)
RELB 301, 302, 303	Comparative Religion (1, 1, 1)

Faculdade Adventista da Bahia (FADBA) on site in Bahia, Brazil

The units connected to the following courses indicate semester hours (SH).

LOWER DIVISION

PORT 131, 132	Phonetics (2, 2SH)
PORT 151, 152	Beginning Portuguese Grammar (3, 3SH)
PORT 161, 162	Beginning Portuguese Composition (3, 3SH)
PORT 171, 172	Beginning Portuguese Conversation (3, 3SH)
PORT 251, 252	Intermediate Portuguese Grammar (3, 3SH)
PORT 261, 262	Intermediate Portuguese Composition (3, 3SH)
PORT 271, 272	Intermediate Portuguese Conversation (3, 3SH)

UPPER DIVISION

PORT 300, 301	Folklore of Brazil (3, 3SH)
PORT 312	Brazilian Cult. Exp. Project (3SH)
PORT 330, 331	Brazilian Literature (3, 3SH)
PORT 397	Internship (1.5-3SH)

ADDITIONAL LOWER/UPPER DIVISION ELECTIVES

HMEC 201, 202	Brazilian Cuisine (1, 1SH)
MUPF 121, 122	Bell Choir (1, 1SH)
MUPF 126	Private Lessons (1SH)
MUPF 145, 146	Band (1, 1SH)
MUPF 171, 172	Choir (1, 1SH)
MUPF 175, 176	Orchestra (1, 1SH)
PEAC 120, 121	Soccer (1-2SH)
PORT/COMM 281	Comm. & Media: A Brazilian Perspective (3SH)
PORT/COMM 285, 286	Current Events in Brazil (1, 1SH)

PORT 295, 296	Independent Reading (1, 1SH)
PORT 311, 312	Translation & Interpretation (2, 2SH)
PORT 395, 396	Directed Study (1-4SH)

SUMMER COURSES

PORT 101, 102	Beginning Portuguese (3, 3SH)
PORT 191, 192	Intensive Portuguese Review I (3, 3SH)
PORT 211, 212	Intermediate Portuguese (3, 3SH)
PORT 291, 292	Intensive Portuguese Review II (3, 3SH)
PORT 321, 322	Advanced Portuguese I (3, 3SH)

Colegio Adventista de Sagunto on site in Sagunto, Spain

LOWER DIVISION

RELB 291, 292, 293	The Gospel & Contemporary Culture (2, 2, 2)
SPAN/ HUMN 201, 202, 203	Spanish Folklore (2, 2, 2)
SPAN 241, 242, 243	Preparation for the Spanish Diploma: D.E.L.E.-C.I.E. (1, 1, 1)
SPAN 251, 252, 253	Intermediate Spanish Grammar (4, 4, 4)
SPAN 261, 262, 263	Intermediate Spanish Composition (3, 3, 3)
SPAN 271, 272, 273	Intermediate Spanish Conversation (4, 4, 4)
SPAN/SOCI 281	Current Events in Spain & Europe I (2)
SPAN 293	Spanish Through Drama (2)

UPPER DIVISION

ART 331, 332, 333	History of European Art (2, 2, 2)
GEOG 321, 322	Geography of Spain & Europe (2, 2)
SPAN 308	Legal Spanish (2)
SPAN/HUMN 312, 313	Spain & its Culture (2, 2)
SPAN/HIST 315, 316, 317	History of Spain & Europe (2, 2, 2)
SPAN 320	Mediation (2)
SPAN/BUAD 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: DELE-DBE (1, 1, 1)
SPAN 351, 352, 353	Advanced Spanish Grammar I (4, 4, 4)
SPAN 361, 362, 363	Advanced Spanish Composition I (3, 3, 3)
SPAN 371, 372, 373	Advanced Spanish Conversation I (4, 4, 4)
SPAN 375	Spanish for Health Professionals (2)
SPAN 380	Linguistics (2)
SPAN/SOCI 382, 383	Current Events in Spain & Europe II (2,2)

SPAN 397	Internship (1-3)
SPAN 421, 422, 423	Translation & Interpretation (2, 2, 2)
SPAN 441, 442, 443	Preparation for the Spanish Diploma: DELE-DSE (1, 1, 1)
SPAN 451, 452, 453	Advanced Spanish Grammar II (4, 4, 4)
SPAN 461, 462, 463	Advanced Spanish Composition II (3, 3, 3)
SPAN 471, 472, 473	Advanced Spanish Conversation II (4, 4, 4)
SPAN 495	Directed Study (1-4)

SUMMER COURSES

SPAN 101, 102, 103	Beginning Spanish (3, 3, 3)
SPAN 191, 192, 193	Intensive Spanish Review I (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 (3)
SPAN 360	Advanced Spanish Composition (2)
SPAN 370	Advanced Spanish Conversation (2)
SPAN 375	Spanish for Health Professionals (2)

ADDITIONAL LOWER/UPPER DIVISION ELECTIVES

MUPF 126	Private Lessons (1-3)
MUPF 136, 137, 138	Choir (1, 1, 1)
MUPF 175, 176, 177	Orchestra (1, 1, 1)
MUPF/SPAN/ ART 285, 286, 287	Art of Spanish Music (2, 2, 2)
PEAC 121, 122, 123	Physical Education (1, 1, 1)

Universidad Adventista del Plata on site in Villa Libertador San Martín, Argentina

LOWER DIVISION

SPAN/ RELH 211	History of the Church in South America (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)

UPPER DIVISION

SPAN/ RELH 310	Contemporary Religious Outlook (2)
SPAN/ RELH 313	The Adventist Professional (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 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)

ADDITIONAL LOWER/UPPER DIVISION ELECTIVES

BIO 301	Human Anatomy & Physiology (3)
ECON 101	Economics I (4)
MUPF 121,122, 123	Bell Choir (1, 1, 1)
MUPF 126, 127, 128	Private Lessons (1, 1, 1)
MUPF 136, 137, 138	Choir (1, 1, 1)
MUPF 144, 145, 146	Band (1, 1, 1)
MUPF 151, 152, 153	Ensemble (1, 1, 1)
MUPF 175, 176, 177	Orchestra (1, 1, 1)
PEAC 103	Beginning Soccer (3)
PEAC 105	Beginning Volleyball (3)
PEAC 107	Beginning Handball (3)
PEAC 109	Beginning Floor Hockey (3)
PEAC 110	Beginning Swimming (3)
PEAC 113	Beginning Basketball (3)
PEAC 117	Beginning Gymnastics for Men (3)
PEAC 117	Beginning Gymnastics for Women (3)
PHIL 301	Intro to Philosophy I (3)
PLSC 342	Geopolitics (4)
PSYCH 301	General Psychology I (3)
PSYCH 423	Child Development (4)
RELH 101	Science & Religion (3)
RELH 331	History of Christianity (3)
SPAN/GEOG 205, 306	Geography of Latin America (2, 2)
SPAN 240	Orthography (1)
SPAN 293	Language Through Drama (1)
SPAN/ HUMN 301, 302, 303	Folklore of Argentina (2, 2, 2)
SPAN 326, 327	Translation & Interpretation (2, 2)
SPAN 332, 333	Latin American Literature (3, 3)
SPAN/HIST 345, 346	History of Argentina (2, 2)
SPAN/SOCI 381, 382	Current Events in South America (1, 1)
SPAN 422, 423	Translation & Interpretation (2, 2)
SPAN 495	Directed Study (1-4)
SPAN 397	Internship (1-3)

Middle East University on site in Beirut, Beirut, Lebanon

ADDITIONAL LOWER/UPPER DIVISION REQUIRED (COGNATES)

ARAB 110, 111	Basic Grammar (3, 3SH)
ARAB 120, 121	Basic Conversation (3, 3SH)
ARAB 130, 131	Basic Writing (3, 3SH)
ARAB 140, 141	Basic Reading (3, 3SH)
ARAB 150	Spiritual Life in an Arabic Context I (1SH)
ARAB 210, 211	Intermediate Grammar (3, 3SH)
ARAB 220, 221	Intermediate Conversation (3, 3SH)
ARAB 230, 231	Intermediate Writing (3, 3SH)
ARAB 240, 241	Intermediate Reading (3, 3SH)
ARAB 250	Spiritual Life in an Arabic Context II (1SH)
ARAB 310, 311	Advanced Grammar (3, 3SH)
ARAB 320, 321	Advanced Conversation (3, 3SH)
ARAB 330, 331	Advanced Writing (3, 3SH)
ARAB 340, 341	Advanced Reading (3, 3SH)
ARAB 350	Spiritual Life in an Arabic Context III (1SH)

ADDITIONAL LOWER/UPPER DIVISION ELECTIVES

ARAB/HIST 260	Current Events in the Arab World (2SH)
ARAB/SOCI 270	Arab People & their Culture (2SH)
ARAB/RELB 280	Religion (2SH)
ARAB 397	Internship (1.5-3SH)
HLED 110	Principles of Healthy Living (2SH)
MUPF 136, 137	Choir (1SH)
PEAC 101	Physical Education (1SH)
PHIL 340	Ethics in Modern Society (3SH)
RELB 212	Ministry of Jesus (3SH)
SOCI 200	Theory & Practice of Service (2SH)

Jerusalem Study Center, Israel

SUMMER ONLY

UPPER DIVISION REQUIRED (COGNATES)—UNDERGRADUATE

HEBR 331, 332, 333	Biblical Hebrew (3, 3, 3)
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UPPER DIVISION REQUIRED (COGNATES)—GRADUATE

HEBR/OTST 551, 552	Biblical Hebrew (3, 3)
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Department of Biology

Department Faculty

Nathan Sutter, Chair

Professor of Biology (2013)
PhD University of Washington 2001
Genetics

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 of Biology (2003)
PhD Loma Linda University 2004
Microbiology

Arturo Diaz

Professor of Biology (2014)
PhD University of Wisconsin 2009
Virology, cell and molecular biology

Jesse Grismer

Assistant Professor of Biology (2018)
PhD University of Kansas 2016
Conservation genomics, taxonomy

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
Microbiology and molecular genetics

Lloyd A. Trueblood

Associate Professor of Biology (2010)
PhD University of Rhode Island 2010
Marine invertebrate physiology, environmental physiology

Degrees Offered

Bachelor of Science degrees in:

- Biology, with a required emphasis in:
 - Biological science
 - Biomedical science

Minor in:

- Biology

Preparation for Teaching

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

Mission Statement

The Biology Department at La Sierra University believes that students learn science by doing science. Our teaching labs are inquiry-based to promote the development of problem-solving, quantitative analysis, critical thinking and writing skills. Moreover, students are actively involved in faculty research, data presentation, and publications. Students who complete the BS degree in Biology are prepared to pursue careers in biomedical or biological research, medicine, dentistry, or allied health fields. The Biology Department provides a safe and open environment for students to integrate their faith with their educational journey in the sciences.

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 related health professions.

Learning Outcomes

1. Demonstrate knowledge and understanding representing appropriate breadth and depth in the following content areas of biology: molecular, genetics, cell, organismal, population, ecology, and evolutionary biology.
2. Use effective critical thinking skills
3. Be able to design and conduct biological research and use proper data analysis.
4. Competently write results in a basic manuscript format
5. Be comfortable with Science as an ongoing process, where answers are developed over time and are not always well defined
6. Demonstrate an ability to read and understand primary literature in the biological sciences.
7. Seek and evaluate scientific evidence of biological claims
8. Be able to identify basic biological principles and apply them to problem solving
9. 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

BIOL 111R	General Biology I (includes lab)	(5)
BIOL 112R	General Biology II (includes lab)	(5)
BIOL 113R	General Biology III (includes lab)	(5)
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 106 units, with 62 in biology and 44 units in related fields, including:

- The biology courses listed below (38 units)
 - Required Cognates (44)
 - An area of emphasis (24 units; see below)
 - 1 unit may be applied to the major from CHEM 431
 - 2 units may be applied from CHEM 432
- 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 205*	Sophomore Biology Seminar
BIOL 235	Biostatistics
BIOL 301, 301L/305L	Cell & Molecular Biology, laboratory
BIOL 302, 302L/306L	Genetics, laboratory
BIOL 304, 304L	General Ecology, laboratory
BIOL 350	Colloquium
BIOL 405	Senior Biology Seminar

*BIOL 205 not required of students who have completed BIOL 114L & 115L.

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 231A or B, 231L	General or University Physics I, laboratory
PHYS 232A or B, 232L	General or University Physics II, laboratory
PHYS 233A or B, 233L	General or University Physics III, laboratory

Biology majors choose one of the following areas of emphasis:

Biological Science (24 units):

Choose 24 units from:

BIOL 385	Medicinal Plants
BIOL 408	Biology of Marine Invertebrates
BIOL 410	Science at the Cutting Edge
BIOL 415	Environmental Science
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 467	Herpetology
BIOL 469	Animal Behavior
BIOL 470	Human Disease
BIOL 474	General Microbiology
BIOL 477	Vertebrate Natural History
BIOL 478	Human Microbiome
BIOL 485	Systematic Botany
BIOL 486	Marine Biology
BIOL 487	Field Studies in Biology
BIOL 495	Undergraduate Research
BIOL 496	Special Topics

Any upper division course taught at Rosario Beach Marine Station.

Biomedical Science (24 units):

Choose 24 units from:

BIOL 385	Medicinal Plants
BIOL 410	Science at the Cutting Edge
BIOL 415	Environmental Science
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 467	Herpetology
BIOL 470	Human Disease
BIOL 474	General Microbiology
BIOL 477	Vertebrate Natural History
BIOL 478	Human Microbiome
BIOL 495	Undergraduate Research
BIOL 496	Special Topics

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, 111A	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 or BIOL 114L. Four class hours per week.

Requirement: Students must be currently registered for BIOL 111A and earn a C or better.

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 or BIOL 114L.

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 students planning on taking BIOL 112 and, BIOL 112L or BIOL 114L.

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 or BIOL 115L. 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 111A

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 or 114L

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 or 114L

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. Students who enroll in BIOL 114L should plan on taking BIOL 115L in the subsequent quarter.

Prerequisites: BIOL 111, 111L, 111A & 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. Students who complete this course will not be required to take BIOL 205.

Prerequisites: BIOL 114L & consent of the instructor

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 205 Sophomore 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. Two class hours per week.

Prerequisites: BIOL 113 & 113L

BIOL 235 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 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

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 General Biology Labs. 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.

Prerequisites: BIOL 113 & 113L

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 or 305L

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 or 305L

BIOL 304 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. Four class hours per week.

Prerequisites: BIOL 113 & 113L or 115L

BIOL 304L General Ecology Laboratory (1): Concepts in ecological process will be examined using field and laboratory experiments. A particular focus will be given to physiology, populations, species interactions, and community structure. Meets for a three-hour time period once per week. To be taken concurrently with BIOL 304.

Prerequisites: BIOL 302 & 302L or 306L

BIOL 305L Cell & Molecular Biology SEA-GENES Laboratory (3): This specialized research-focused version of Cell and Molecular Biology lab is an alternative to the traditional BIO 301L lab and is designed as a sequel to BIOL 114L and BIOL 115L. Students must apply to participate in this course. Students will work collaboratively and work on projects such as generation expression libraries for phage genes, test for the ability of phage gene products to modulate bacterial host phenotypes, and screen phage gene products against the bacterial host proteome to identify putative host target(s). Students will be introduced to advanced concepts in microbiology, molecular biology, virology and genetics 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 301. There is a lab fee associated with this course. Students who enroll in BIOL 305L should plan on taking BIOL 306L in the subsequent quarter.

Prerequisite: BIOL 114L, BIOL 115L & consent of the instructor.

BIOL 306L Genetics SEA-GENES Laboratory (1): This specialized research-focused version of Genetics lab is an alternative to the traditional BIO 302L lab designed as a sequel to BIOL 305L. Students must apply to participate in this course. Students will work collaboratively to generate expression libraries for phage genes, test for the ability of phage gene products to modulate bacterial host phenotypes, and screen phage gene products against the bacterial host proteome to identify putative host target(s). Students will continue to explore advanced concepts in microbiology, molecular biology, virology and genetics 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 302. There is a lab fee associated with this course. Students who complete this course will not be required to take BIOL 405.

Prerequisite: BIOL 301, BIOL 305L & consent of the instructor.

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 323 Data Science (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. Cross-listed as CPTG 323.

Prerequisite: BIOL 111L

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.

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 consent of the 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. May be offered with a lab.

Prerequisites: BIOL 113 & 113L or 115L

BIOL 405 Senior 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 or BIOL 115L, & BIOL 205

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 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 course includes a three-hour laboratory period per week. 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

Restriction: Junior or senior standing required

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 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.

Prerequisite: BIOL 301

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 235

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 470 Human Disease (4): This interdisciplinary course introduces students to pathological basis of disease. The student will explore how alterations in homeostatic balances lead to disease and how several systems of the human body interact to restore homeostasis. Common disease will be used to illustrate concepts. Four class hours per week.

Prerequisite: BIOL 113 or 132 or consent of the instructor

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 three laboratory hours per week.

Prerequisite: BIOL 301 or CHEM 431

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 478 Human Microbiome (4): This interdisciplinary course is based on microbiome science and introduces students to the human microbiome which are the collection of bacteria, archaea, viruses, fungi and protists within our body and on its surface. Students will learn concepts associated with the resident microbiota including microbiology, ecology and microbial communities, and metagenomics, as well as concepts associated with human health and disease, with an emphasis on immunology and genetics. The course spans public health issues impacting human development, obesity, aging, and cancer. Students will explore research design, analysis and interpretation of genomic data, and model systems and technologies used to study the microbiome. Four class hours per week.

Prerequisite: BIOL 301 or CHEM 431

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 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: Junior or senior standing required

Additional Requirements: Formal agreement with supervising instructor & minimum overall GPA of 3.0

BIOL 496 Special Topics (1-4): Addresses a select topic at the upper division level in Biology, based on special circumstances and opportunities. Content may vary; specific topics listed in course schedule. May be repeated with new content for additional credit.

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

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

Department Faculty

Krista Motschieder, Chair

Senior Lecturer, Chemistry (2002)
PhD University of California, Los Angeles 2000
Physical organic chemistry

Marco M. Allard

Associate Professor of Chemistry (2014)
PhD Wayne State University 2010
Physical inorganic chemistry

Michael Gutierrez

Assistant Professor of Chemistry (2012)
PhD University of California Riverside 2013
Organic chemistry

Jennifer Helbley

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

Marvin A. Payne

Associate Professor of Chemistry (1997)
PhD University of North Texas 1993
Biochemistry, enzyme mechanisms

Collaborating Faculty

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

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 STEM Education section in this bulletin.

Degree Descriptions

BA Chemistry: A Bachelor of Arts in Chemistry provides a strong foundation for students in understanding matter and its interactions at a molecular level. Students will gain a broad level of understanding of chemistry, its applications, and practical laboratory skills while allowing them flexibility to take additional classes in other areas. This degree is appropriate for students interested in secondary education, entry-level jobs in chemical industry, and other fields that require basic chemical knowledge and skills.

BS Biochemistry: A Bachelor of Science in Biochemistry provides an in-depth study of matter relating to living systems at a molecular level. Students will gain knowledge about chemical systems, biochemical systems, and metabolism. They will also participate in advanced laboratories and research. This degree is appropriate for students interested in pursuing advanced degrees in biochemical sciences, working in research and government laboratories, working in biotechnology industry, or interested in pursuing professional degrees in health sciences such as medicine, dentistry, pharmacy, and other similar fields.

BS Chemistry: A Bachelor of Science in Chemistry provides an in-depth study of matter and its interactions at a molecular level. Students will participate in advanced laboratories and research, and learn about chemical systems, chemical calculations, and modeling. This degree is appropriate for students interested in pursuing advanced degrees in physical sciences, working in research and government laboratories, or working in chemical industry.

Chemistry Learning Outcomes

1. Predict outcomes of and solve complex problems in unit conversion, equilibrium, kinetics, and thermodynamics.
2. Demonstrate an understanding of the structure of atoms and molecules, including the quantum mechanical nature of matter, polarity, stereochemistry, 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.
4. Evaluate the intermolecular forces, solubility, and reactivity of molecules and macromolecules based on chemical structure.
5. Explain and apply the process of science, including formulation of questions, experimental design, quantitative measurement & analysis, and data interpretation. Effectively communicate the results consistent with accepted scientific standards.
6. Use molecular orbital theory to model organic and inorganic molecular behavior. (B.S. only)

Biochemistry Learning Outcomes

1. Predict the outcomes of and solve complex problems in unit conversion, equilibrium, kinetics, and thermodynamics.
2. Demonstrate an understanding of the structure of atoms and molecules, including the quantum mechanical nature of matter, polarity, stereochemistry, 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, reaction dynamics, catalysis, and the nature of biological energy.
4. Evaluate the polarity, solubility, reactivity, stereochemistry, and intermolecular forces of molecules and macromolecules based on chemical structure.
5. Explain and apply the process of science, including formulation of questions, experimental design, quantitative measurement & analysis, and data interpretation. Effectively communicate the results consistent with accepted scientific standards.
6. Explain and apply core concepts of biological information and regulation, including the genome, the manner in which the information it contains is encoded and translated, and the mechanisms by which it is transmitted and maintained across generations.

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).

MAJORS

Bachelor of Arts

CHEMISTRY

Required: at least 81 units in chemistry and related fields, including:

- The CHEM courses listed below (54 units)
- Required cognates (23 units)
- Remaining units from CHEM courses numbered 300 and above (4 units)

Required chemistry & biochemistry courses (54 units):

CHEM 111	General Chemistry I
CHEM 111L	General Chemistry I Laboratory
CHEM 112	General Chemistry II
CHEM 112L	General Chemistry II Laboratory
CHEM 113	General Chemistry III
CHEM 113L	General Chemistry III Laboratory
CHEM 224	Analytical Chemistry
CHEM 281	Organic Chemistry I
CHEM 281L	Organic Chemistry I Laboratory
CHEM 282	Organic Chemistry II
CHEM 282L	Organic Chemistry II Laboratory
CHEM 321	Molecular Sci. Research Literature Review
CHEM 322	Molecular Science Research Laboratory
CHEM 345	Physical Chemistry: Thermodynamics & Kinetics
CHEM 380	Advanced Organic Chemistry
CHEM 380L	Advanced Organic Chemistry Laboratory
CHEM 421	Writing for Molecular Science Research
CHEM 422	Molecular Science Research Presentation
CHEM 427	Separation Science & Fluorescence
CHEM 431	Biochemistry I

Required cognates (23 units):

MATH 131	Calculus I
MATH 132	Calculus II
PHYS 231A or B	General or University Physics I
PHYS 231L	Physics I Laboratory
PHYS 232A or B	General or University Physics II
PHYS 232L	Physics II Laboratory
PHYS 233A or B	General or University Physics III
PHYS 233L	Physics III Laboratory

Bachelor of Science

BIOCHEMISTRY

Required: at least 103 units in biochemistry and related fields, including:

- The CHEM courses listed below (61 units)
- Required Cognates (38 units)
- Remaining units from CHEM courses numbered 300 and above (4 units)

Required chemistry & biochemistry courses (61 units):

CHEM 111	General Chemistry I
CHEM 111L	General Chemistry I Laboratory
CHEM 112	General Chemistry II
CHEM 112L	General Chemistry II Laboratory
CHEM 113	General Chemistry III
CHEM 113L	General Chemistry III Laboratory
CHEM 224	Analytical Chemistry
CHEM 281	Organic Chemistry I
CHEM 281L	Organic Chemistry I Laboratory
CHEM 282	Organic Chemistry II
CHEM 282L	Organic Chemistry II Laboratory
CHEM 321	Molecular Sci. Research Literature Review
CHEM 322	Molecular Science Research Laboratory
CHEM 345	Physical Chemistry: Thermodynamics & Kinetics
CHEM 421	Writing for Molecular Science Research
CHEM 422	Molecular Science Research Presentation
CHEM 427	Separation Science & Fluorescence
CHEM 431	Biochemistry I
CHEM 432	Biochemistry II
CHEM 481L	Experimental Biochemistry I Laboratory
CHEM 482L	Experimental Biochemistry II Laboratory
CHEM 485	Biochemistry Topics (One Class Required)

Required cognates (38 units):

BIOL 111	General Biology I
BIOL 111L	General Biology I Laboratory
BIOL 112	General Biology II
BIOL 112L or 114L	General Biology II Laboratory OR General Biology II SEA-PHAGES Lab
BIOL 113	General Biology III
BIOL 113L or 115L	General Biology III Laboratory OR General Biology III SEA-PHAGES Lab
MATH 131	Calculus I
MATH 132	Calculus II
PHYS 231A or B	General or University Physics I
PHYS 231L	Physics I Laboratory
PHYS 232A or B	General or University Physics II
PHYS 232L	Physics II Laboratory
PHYS 233A or B	General or University Physics III
PHYS 233L	Physics III Laboratory

CHEMISTRY

Required: at least 93 units in chemistry and related fields, including:

- The CHEM courses listed below (62 units)
- Required cognates (27 units)
- Remaining units from CHEM courses numbered 300 and above (4 units)

Required chemistry & biochemistry courses (62 units):

CHEM 111	General Chemistry I
CHEM 111L	General Chemistry I Laboratory
CHEM 112	General Chemistry II
CHEM 112L	General Chemistry II Laboratory
CHEM 113	General Chemistry III
CHEM 113L	General Chemistry III Laboratory
CHEM 224	Analytical Chemistry
CHEM 281	Organic Chemistry I
CHEM 281L	Organic Chemistry I Laboratory
CHEM 282	Organic Chemistry II
CHEM 282L	Organic Chemistry II Laboratory
CHEM 316	Advanced Inorganic Chemistry
CHEM 321	Molecular Sci. Research Literature Review
CHEM 322	Molecular Science Research Laboratory
CHEM 345	Physical Chemistry: Thermodynamics & Kinetics
CHEM 353	Physical Chemistry: Quantum Mechanics
CHEM 380	Advanced Organic Chemistry
CHEM 380L	Advanced Organic Chemistry Laboratory
CHEM 421	Writing for Molecular Science Research
CHEM 422	Molecular Science Research Presentation
CHEM 427	Separation Science & Fluorescence
CHEM 431	Biochemistry I

Required cognates (27 units):

MATH 131	Calculus I
MATH 132	Calculus II
MATH 133	Calculus III
PHYS 231A or B	General or University Physics I
PHYS 231L	Physics I Laboratory
PHYS 232A or B	General or University Physics II
PHYS 232L	Physics II Laboratory
PHYS 233A or B	General or University Physics III
PHYS 233L	Physics III Laboratory

MINORS**CHEMISTRY**

Required: at least 37 units in chemistry, including:

- The CHEM courses listed below (29 units)
- Remaining units from CHEM courses numbered 300 and above (8 units)

CHEM 111	General Chemistry I
CHEM 111L	General Chemistry I Laboratory
CHEM 112	General Chemistry II
CHEM 112L	General Chemistry II Laboratory
CHEM 113	General Chemistry III
CHEM 113L	General Chemistry III Laboratory
CHEM 281	Organic Chemistry I
CHEM 281L	Organic Chemistry I Laboratory
CHEM 282	Organic Chemistry II
CHEM 282L	Organic Chemistry II Laboratory
CHEM 380	Advanced Organic Chemistry
CHEM 380L	Advanced Organic Chemistry Laboratory

BIOCHEMISTRY

Required: 37 units in chemistry, including:

- The CHEM courses listed below (37 units)

CHEM 111	General Chemistry I
CHEM 111L	General Chemistry I Laboratory
CHEM 112	General Chemistry II
CHEM 112L	General Chemistry II Laboratory
CHEM 113	General Chemistry III
CHEM 113L	General Chemistry III Laboratory
CHEM 281	Organic Chemistry I
CHEM 281L	Organic Chemistry I Laboratory
CHEM 282	Organic Chemistry II
CHEM 282L	Organic Chemistry II Laboratory
CHEM 431	Biochemistry I
CHEM 432	Biochemistry II
CHEM 485	Biochemistry Topics (One Class Required)

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 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 nomenclature, properties and reactions of hydrocarbons, alcohols, phenols, thiols, and ethers. Four hours of lecture per week.

Prerequisites: MATH 007 or MATH 017 or Placement Exam Score or Qualify for MATH 121; CHEM 105L (can be concurrently enrolled)

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.

Prerequisite: CHEM 105 (can be concurrently enrolled)

CHEM 106 Introductory Chemistry II (4): Further introduction to the fundamental chemistry of carbon compounds including chirality 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.

Prerequisites: CHEM 105, or 281; CHEM 106L (can be concurrently enrolled)

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.

Prerequisites: CHEM 105; CHEM 106 (can be concurrently enrolled)

CHEM 111 General Chemistry I (4): Introduction to the particulate nature of matter, structure of atoms and molecules, and quantum mechanics. Concepts of measurements, problem solving, mole, molarity, inorganic nomenclature, electron configurations, periodic properties, and bonding theory. Four hours of lecture per week.

Prerequisites: MATH 007 or MATH 017 (can be concurrently enrolled) OR qualified for or previous credit in MATH 121, 122, 131, 132, or 133; CHEM 111L (can be concurrently enrolled).

CHEM 111L General Chemistry Laboratory I (1): Hands-on laboratory work in the principles and techniques of basic chemistry measurements, significant figures, and calculations based on measurements. Practice in drawing Lewis structures and use of valence bond and molecular orbital theory. Experiments are coordinated with the lecture material of CHEM 111. Skills emphasized include creation of a simple typed lab report, understanding of basic chemistry glassware, and proper use of significant figures. Three hours of laboratory per week.

Prerequisite: CHEM 111 (can be concurrently enrolled)

CHEM 112 General Chemistry II (4): Concepts and understanding of chemical reactions, thermochemistry, intermolecular forces, solutions, gas laws, and phase changes. Calculations for reactions, yield, thermochemistry, solutions, phase changes, and free-energy. Four hours of lecture per week.

Prerequisites: CHEM 111 & 111L; MATH 121 (can be concurrently enrolled) or qualified for or previous credit in MATH 122, 131, 132, or 133 & CHEM 112L (can be concurrently enrolled)

CHEM 112L General Chemistry Laboratory II (1): Hands-on laboratory work in the principles and techniques of graphing using a spreadsheet, connecting physical measurements with theoretical concepts, and data analysis. Experiments are coordinated with the lecture material of CHEM 112. Skills emphasized include creation of a well structured graph, use of linear regression, and proper calculation of theoretical yield and percent yield. Three hours of laboratory per week.

Prerequisites: CHEM 111 & 111L; CHEM 112 (can be concurrently enrolled)

CHEM 113 General Chemistry III (4): Concepts and calculation involving kinetics, equilibrium, titration, acid-base theory, electrochemistry, and radioactivity. Four hours of lecture per week.

Prerequisites: CHEM 111, 111L, 112, 112L & MATH 121 or qualified for or previous credit in MATH 122, 131, 132, or 133; CHEM 113L (can be concurrently enrolled)

CHEM 113L General Chemistry III (1): Hands-on laboratory work in the principles and techniques of titration, electrochemistry, and kinetics. Experiments are coordinated with the lecture material of CHEM 113. Skills emphasized include accurate & precise titration of an unknown monoprotic acid, titration calculations, and correct use of a graduated pipette. Three hours of laboratory per week.

Prerequisites: CHEM 111, 111L, 112 & 112L; CHEM 113 (can be concurrently enrolled)

CHEM 121 General Chemistry I-S (6): Introduction to the particulate nature of matter, structure of atoms and molecules, and quantum mechanics. Concepts and understanding of measurements, problem solving, mole, molarity, inorganic nomenclature, electron configurations, periodic properties, bonding theory, chemical reactions, gas laws, and thermochemistry. Calculations for reactions, yield, thermochemistry, and solutions. Six hours of lecture per week (equivalent to one semester). Typically offered winter quarter and directed towards students who have previous credit in general chemistry and students taking a reduced load who have previously attempted CHEM 111.

Prerequisites: MATH 121 (or credit in or placement in MATH 122, 131, 132, or 133)

Corequisite (or previous credit in): CHEM 111L

Restriction: Consent of the instructor

CHEM 122 General Chemistry II-S (6): Concepts and calculations involving intermolecular forces, phase changes, free-energy, kinetics, equilibrium, titration, acid-base theory, and electrochemistry. Six hours of lecture per week (equivalent to one semester). Typically offered spring quarter and directed towards transfer students with one semester of general chemistry, students who have previous credit in general chemistry, and students taking a reduced load and continuing from CHEM 121.

Prerequisites: CHEM 121 or (CHEM 111 & 112), CHEM 111L, MATH 121 (or equivalent placement test or credit or placement in MATH 122, 131, 132, or 133)

Corequisite (or previous credit in): CHEM 112L, CHEM 113L

Restriction: Consent of the instructor

CHEM 224 Analytical Chemistry (5): 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, colorimetric, and electrochemical methods of analysis. Three 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, alkyl halides, alcohols and ethers. Introduction to stereochemistry, acid-base reactions, radical reactions, substitution and elimination reactions, radical reactions, mechanisms and retrosynthesis. Introduction to spectroscopic methods of compound identification using IR. Four hours of lecture per week.

Prerequisites: CHEM 111, 111L, 112, 112L, 113 & 113L; CHEM 281L (can be concurrently enrolled)

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 (extraction, distillation, chromatography, filtration) and characterization (melting point and solubility). Thirty hours of laboratory total.

Prerequisite: CHEM 281 (can be concurrently enrolled)

CHEM 282 Organic Chemistry II (4): Nomenclature, structure and reactions involving 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. Continuation of spectroscopic methods of compound identification using IR, ¹³C and ¹H NMR, and MS.

Prerequisites: CHEM 281; CHEM 282L (can be concurrently enrolled)

CHEM 282L Organic Chemistry Laboratory II (1): Continuation of organic laboratory techniques including synthesis, isolation, purification, and characterization. Introduction to purification by crystallization and precipitation and introduction to spectroscopic techniques including NMR, IR and GC-MS.

Prerequisites: CHEM 281L; CHEM 282 (can be concurrently enrolled)

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. Typically offered winter quarter each year.

Prerequisites: CHEM 281 & consent of the instructor

CHEM 322 Molecular Science Research Lab (1-2):

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. Three hours of laboratory per week per unit while enrolled. Student should continue with same instructor from CHEM 321. Typically offered fall and spring quarters each year. If student enrolls in only one unit for spring, must enroll for another one unit the following fall with the same instructor, to complete two total units before taking CHEM 421. A maximum of 2 units may be applied toward the major.

Prerequisites: CHEM 282L & CHEM 321; CHEM 224 (can be concurrently enrolled) & consent of the instructor

CHEM 345 Physical Chemistry: Thermodynamics & Kinetics

(6): Principles of thermodynamics & kinetics applied to chemistry & biochemistry. Entropy and energy concepts used to predict direction and extent of reactions. Includes discussion and measurement of kinetics in a biochemical context. Concepts of distributions, rates, gradients and determination of properties of macromolecules. Lab portion emphasizes computer use in data acquisition, manipulation, and reporting relating to thermodynamic & equilibrium experiments as well as use of optical instruments for determination of kinetic, equilibrium, and physical constants of chemical systems. 50 hours of lecture and 40 hours of lab per term.

Prerequisites: CHEM 111, CHEM 112, CHEM 113, and MATH 132 (or credit in or placement in MATH 133)

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 345

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.

Prerequisites: CHEM 282; CHEM 380L (can be concurrently enrolled)

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.

Prerequisite: CHEM 380 (can be concurrently enrolled)

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 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 322. 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 427 Separation Science & Fluorescence (4):

Applications of separation science including various types of chromatography and instrumentation. Includes gas chromatography (GC), high-performance liquid chromatography (HPLC), and related techniques. Will include optical methods of analysis involving fluorescence techniques such as steady-state emission, polarization, scattering, lifetime, and phosphorescence. Includes parameter optimization, data collection and analysis techniques, and equipment calibration. Three hours of lecture per week, three hours of laboratory per week.

Prerequisite: CHEM 224

CHEM 431 Biochemistry I (4): Basic concepts of biomolecules, including: buffers, amino acids, protein structure and dynamics, sugars and polysaccharides, lipids and membranes, enzymes and enzyme kinetics. Molecular structure and function of biomolecules, including: carbohydrate metabolism and glycolysis; citric acid cycle; gluconeogenesis; glyoxylate pathway; pentose phosphate pathway. Four hours of lecture per week. No laboratory experience accompanies this course.

Prerequisites: CHEM 282 & CHEM 282L

CHEM 432 Biochemistry II (4): Molecular structure and function of biomolecules, including: cytochrome system and oxidative phosphorylation; photosynthesis; and lipid, amino acid, and nucleotide metabolism; nucleic acid structure; DNA replication, repair and recombination; transcription and reverse transcription; translation; viruses; and eukaryotic gene expression. Four hours of lecture per week.

Prerequisite: CHEM 431

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 481L Experimental Biochemistry Laboratory I (1): Techniques of modern experimental biochemistry including: biochemical spectroscopy; colorimetric quantification of proteins; SDS-PAGE analysis; ELISA analysis; purification and characterization of a protein using affinity chromatography; enzyme kinetics. Required for Biochemistry: Biochemical Science majors. Recommended for students planning to pursue graduate studies in biochemistry. Three hours of laboratory per week.

Prerequisites: CHEM 224; CHEM 432 (can be concurrently enrolled)

CHEM 482L Experimental Biochemistry Laboratory II (2): CURE (Curriculum Based Undergraduate Research Experience). Provides a realistic research-based environment. Applies the basic techniques from CHEM 432L and expands to overexpression and purification of an enzyme, enzyme kinetics, Polymerase Chain Reaction (PCR), and binding studies involving Green Fluorescent Protein. Recommended for students planning to work in biochemistry. Six hours of laboratory per week.

Prerequisites: CHEM 432 & CHEM 481L

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 431

CHEM 485B Structural & Computational Biochemistry (4): Builds on CHEM 431 and 432 to gain the ability to study the structure of a protein in detail and be able to relate it to the function of the protein. Explore computational methods of predicting the structure of a protein from sequence data alone (homology modelling) and the process of docking a small molecule to a protein to determine the most likely binding modes. Predict the binding affinity of a new small molecule to a protein and place in context of the mechanism of action.

Prerequisites: CHEM 431 & CHEM 432

CHEM 485C Biochemical Drug Interactions (4): Review of the basic chemical and physical properties of organic functional groups of pharmaceutical interest. Expanding the understanding of structure-based properties to include the solubility and chemical stability of organic molecules with mixed functional groups and the basics of drug metabolism in vivo including dose-response curves and bioavailability. Application of these properties to pharmaceutical science and the treatment of major disease states.

Prerequisites: CHEM 431 & CHEM 432

CHEM 498 Directed Research (0.5-4): Completion of an advanced laboratory research project under the direction of an on-campus faculty member or off-campus research or internship with an approved 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. Service Learning course.

Restriction: For Chemistry and Biochemistry majors with senior standing only; students with junior standing require consent of the instructor

Department of Communication

Department Faculty

Melissa Ann Tafoya, Chair

Professor of Communication (2013)
PhD Arizona State University 2007
Interpersonal and Family Communication

Lauren Pick

Assistant Professor of Communication (2018)
MA California State University, Fullerton 2017
Public Relations and Mass Media

Degrees Offered

Bachelor of Arts degree in:

- Communication, with emphases in:
Public Relations
Strategic Communication

Minor in:

- Communication

An interdisciplinary B.A. degree in Digital Media in Design & Communication (76 units) is available for students who take specified courses in art, design, and communication. Please refer to the Program in Digital Media section of the Undergraduate bulletin for full degree requirements and other information.

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.

Along with core communication requirements, students choose one of two emphases: Public Relations or Strategic Communication.

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, Family, Nonverbal, Small Group 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. Apply ethical communication principles and practices.
6. Influence public discourse.
7. Demonstrate the ability to accomplish communicative goals (self-efficacy).
8. Utilize communication to embrace difference.

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 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 & Undergraduate Research Projects

Internships or independent research projects are required for qualified Communication majors (2 units). All internships and research projects must be approved by the department faculty and will be graded on a satisfactory/unsatisfactory basis. Students may take up to 8 units of COMM 494 (Internship) or COMM 495 (Undergraduate Research).

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 journey. 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 Communication 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

Required: at least 67 units in Communication and related fields:

- Core Curriculum (39-45 units)
- Area of Emphasis (20 units)
- Elective Units in Related Fields (8 units)

Communication majors must take UNST 404E (4 units) during their senior year, as part of the University Studies requirements.

Communication Core Curriculum: 39-45 units, including 19 19+ upper division units.

Required Courses:

COMM 104	Fundamentals of Speech
COMM 244	Interpersonal Communication
COMM 288	Communication Theory I
COMM 328	Persuasion & Rhetoric
COMM 365	Organizational Communication
COMM 390	Communication Research Design
COMM 485	Communication Colloquium

Choose one course from each of the following (14 units required):

Choose either (4 units):

COMM 108 Introduction to Communication
OR
 COMM 202 Communication in Society

Choose either (4 units):

COMM 215 Public Relations
OR
 COMM 226 Mass Media in Society

Choose either (4 units):

COMM 344 Gender & Communication
OR
 COMM 477 Intercultural Communication

Choose either (2 units):*

COMM 494 Internship (2 units)
OR
 COMM 495 Undergraduate Research (2 units)

* A minimum of 2 units required, but a maximum of 8 units can be applied to the major.

The student chooses one of the following areas of emphasis:

Public Relations:

Required: at least 67 units:

- Core Curriculum (39-45 units)
- PR Communication Courses listed below (20 units, 16 upper-division)
- Elective non-Communication courses (8 units)

COMM 238 Introduction to News Writing & Reporting
 COMM 315 Public Relations Marketing & Development
 COMM 338 Advanced News Writing & Editing
 COMM 429 Public Relations Case Studies

Choose either (4 units):

COMM 339 Writing for Digital Media
OR
 COMM 358 Design & Writing for Public Relations Publications

8 units of elective non-Communication courses are required from either Art + Design or Marketing (see courses listed below).

8 units of elective non-Communication courses are required from either Art + Design or Marketing (see courses listed below).

Choose 8 units from one of the two areas of study:

Art + Design

ARTS 194 Photoshop & Illustrator Image Creation
 ARTS 115 Design Fundamentals
 ARTS 248 Graphic Design I
 ARTS 255 Photography
 ARTS 345B Graphic Design III: Publication Design
 ARTS 394C User Interface Design
 ARTS 395A Web Design Communication Principles

OR

Marketing

MKTG 305 Marketing Principles
 MKTG 358 Marketing Management
 MKTG 374 Consumer Behavior
 MKTG 386 Advertising
 MKTG 444 eCommerce Marketing & Consumer Behavior
 MKTG 495A Services Marketing
 MKTG 495B Social Media & Inbound Marketing
 MKTG 495E The Applied Practice of Marketing

Strategic Communication:

Required: at least 67 units:

- Core Curriculum (39-45 units)
- Strategic Communication Courses listed below (20 units, 16 upper-division)
- Elective non-Communication courses (8 units)

COMM 324 Small Group Communication
 COMM 354 Advanced Public Speaking
 COMM 488 Communication Theory II
 COMM 100+ 4 units in Communication

Choose either (4 units):

COMM 444 Family Communication
OR
 COMM 455 Nonverbal Communication

8 units of elective non-Communication courses are required from either Management or Psychology (see courses listed below).

Choose 8 units from one of the following two areas of study:

Management

MGMT 368	Principles of Conflict Resolution
MGMT 375	Managerial Communication
MGMT 429	Emotional Intelligence in the Workplace
MGMT 448	Groups & Teams
MGMT 464	Women in Management
MGMT 475	Leadership & Organizational Effectiveness

OR

Psychology

PSYC 104	General Psychology
PSYC 251	Social Psychology
PSYC 275	Abnormal Psychology
PSYC 344	Personality
PSYC 474	Industrial & Organizational Psychology
PSYC 482A	Prejudice
PSYC 482N	Development of Aggression & Bullying
PSYC 488E	Political Psychology
PSYC 488G	Health Psychology

MINOR

COMMUNICATION

Required: 28 units (12 upper division), as follows:

- The courses listed below
- Remaining 12 upper division units to be selected in consultation with advisor

COMM 104	Fundamentals of Speech
COMM 108	Introduction to Communication
COMM 244	Interpersonal Communication
COMM 288	Communication Theory I
COMM 300+	12 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

COMM104 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: ENGL 111A or B or ENGL 124 (can be concurrently enrolled)

COMM 108 Introduction to Communication (4): Designed to introduce the basic concepts of human communication and interaction behavior. Through lectures, online discussions, and reading materials, this course surveys communication topics related to identity, culture, gender, organizations, mass media, public relations and relationships. *Offered alternate years.*

Prerequisite: ENGL 111A or B 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 111A or B 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 111A or B or ENGL 124 (can be concurrently enrolled)

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 111A or B or ENGL 124 (can be concurrently enrolled)

COMM 238 Introduction to News Writing & Reporting (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 111A or B 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 111A or B or ENGL 124 (can be concurrently enrolled)

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

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. Offered alternate years. Service Learning course.

Prerequisites: ENGL 111A or B or ENGL 124 (can be concurrently enrolled)

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.

Prerequisite: ENGL 113 or ENGL 124; or consent of the instructor

COMM 338 Advanced News Writing & Editing (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 current, major journalistic stories and news. 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. May be offered as Service Learning course.

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 429 Public Relations 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 444 Family Communication (4): This course focuses on marital relationships and family dynamics that is both extensive and interdisciplinary. In order to facilitate this process, we will draw on research and information from a variety of disciplines, including family studies, sociology, psychology, and of course, communication. Focus will be placed on describing and understanding the communication processes that occur within the context of family relationships. Offered alternate years. Service Learning Course.

COMM 455 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 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: Junior or Senior standing required

COMM 477 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.

Restriction: Junior or senior standing required

COMM 485 Communication Colloquium (1): Upper division course required of all majors. Development of a portfolio will be the major activity.

Restriction: Junior or Senior standing required

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 (1-8): 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 (1-8): 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.

Restriction: Junior or Senior standing required

Additional Requirements: Formal agreement with supervising instructor & minimum overall GPA of 3.0

COMM 496 Special Topics (4): Addresses a select topic at the senior level for the Department of Communication based on special circumstances and opportunities. Content may vary; specific topics listed in the course schedule. May be repeated with new content for additional credit.

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. Service Learning course.

Restriction: For Communication majors with senior standing only

Department of Computer Science

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

Collaborating Faculty

Vazgen Ghoogassian

Adjunct Professor of Computer Science (2014)
MBA Andrews University 1980
Software engineering, information systems management

Nathan Sutter

Professor of Biology (2013)
PhD University of Washington 2001
Genetics, bioinformatics, data science

Degrees Offered

Bachelor of Science degree in:

- Computer Science

Minor in:

- Computer Science

An interdisciplinary B.S. degree in Digital Media & Web Technology (84 units) is available for students who take specified courses in art, design, and computer science. Please refer to the Program in Digital Media section of the Undergraduate bulletin for full degree requirements and other information.

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 (32 units)
- Required Cognates (8 units)
- Computer science and cognate career path electives (32 units, at least 16 units of computer science electives)

Computer science core curriculum (32 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

Required Cognates (8 units) as follows:

MATH 131	Calculus I
MATH 276	Discrete Math

Computer science and cognate career path electives (32 units, at least 16 units of computer science electives):

Computer Science Electives:

CPTG 323	Data Science
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 485	Seminar
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
MATH 132	Calculus II
MATH 133	Calculus III
MATH 155	Introductory Statistics
MATH 231	Introduction to Linear Algebra
MATH 361	Numerical Methods I
MATH 362	Numerical Methods II
MATH 461	Biomathematical Modeling I
MATH 462	Biomathematical Modeling II
MGMT 204	The Practice of Management
MGMT 327	Information Technology Management
MGMT 356	Human Resource Management
PHYS 117	Introduction to Physics
PHYS 231A or B/L	General or University Physics I & laboratory
PHYS 232A or B/L	General or University 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 and Data Science
- 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 231A or B	General or University Physics I
PHYS 353	Electronics

Software Engineering

CPTG 323	Data Science
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 204	The Practice of Management
MGMT 327	Information Technology Management
MGMT 356	Human Resource Management

Web and Mobile Applications

ARTS 194	Photoshop & Illustrator Image Creation
ARTS 394C	Interface Design
ARTS 394G	Motion Graphics
ARTS 395A	Web Design Communication Principles
CPTG 356	Principles of Networking
CPTG 374	Web Application Development
CPTG 384	Mobile Application Development
CPTG 424	Database Design & Management

Note: Information on this page has been updated as of October 2023.

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 and Data Science

BIOL 111/L	General Biology I & laboratory
BIOL 302	Genetics
CPTG 323	Data Science
CPTG 364	Analysis of Algorithms
CPTG 424	Database Design & Management
CPTG 436	UNIX Systems Administration
MATH 155	Introductory Statistics

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
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 appropriate score on placement examination

CPTG 107 Introduction to Python (3): An introduction to computer programming using the Python programming language. Topics include variables, statements, conditions, loops, functions and data types. Applications chosen from the manipulation of large data sets, data science and gaming. Does not apply toward a major in computer science.

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.

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.

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 Data Science (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. Cross-listed as BIOL 323.

Prerequisite: CPTG 121 or consent of the instructor

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. Topics include HTML, CSS, PHP, MySQL, 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 244

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 and Digital Media & Web Technology majors only.

Department of Criminal Justice

Department Faculty

Erica Garcia

MA La Sierra University 2011
Interpersonal Communication for Criminal Justice
Professionals

Enoch Kwon

Assistant Professor of Criminal Justice (2021)
MA Cornell University 2016
PhD University of California, Irvine (ABD)
Health Psychology, Human Development, and Research
Methods

Madelyn Vega-Ortiz

Associate Professor of Criminal Justice (2022)
JD University of Puerto Rico 1998
EdD (in-progress) La Sierra University
Discrimination based on sex (Title IX), race, origin,
ethnicity, color, & religion, freedom of the press, and media
communication

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 while applying theories and principles of substantive/procedural criminal law that regulate the criminal justice system.
3. Demonstrate effective oral and written communication 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.

MAJOR

Bachelor of Science

CRIMINAL JUSTICE

Required: at least 72 units, including:

- The courses listed below (53.5-55 units)
- Remaining units from CJUS courses (17-18.5 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
CJUS 384, 384L	Research Methods, Laboratory
CJUS 408	Public Policy in Criminal Justice
CJUS 414	Juvenile Justice: Delinquency & the Administration of Justice
CJUS 424	Probation, Parole & Community Corrections in America

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

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. Individually lettered classes are not repeatable.

CJUS 110A Forensic Report Writing (2): This course is an introduction to writing comprehensive laboratory and field forensic reports. The course will examine report writing techniques, courtroom presentations, and practical application of translating fieldwork and laboratory results into a written report.

CJUS 110B Blood Stain Pattern Recognition (2): An introduction to the study of bloodstain patterns in the laboratory and in the field, this course will examine the science behind bloodstain recognition and how to properly interpret bloodstain patterns at crime scenes and on physical evidence, including simulated crime scenes.

CJUS 110C Community Policing (4): An introduction to the role of Criminal Justice practitioners and agencies and their interactions with local communities to address crime rate, quality of life, and other issues that affect the community. Topics will include major issues that challenge community policing including the ability to effectively help people with a mental illness; the overwhelming presence of illegal substances in inner cities; the use of deadly force in urban areas; and the challenge of adapting law enforcement agencies and their strategies to a continuously changing society.

CJUS 110D Latent Prints (2): An introduction to the legal aspects and diverse techniques involved with processing a crime scene for fingerprints, this course will focus on proper protocols for documenting latent prints under the supervision of a certified expert. The course will include practical application of knowledge through the inclusion of simulated crime scenes that mimic the circumstances of an actual crime.

CJUS 110F Forensic Photography (2): This course is an introduction to the legal aspects and diverse techniques involved with documenting a crime scene with photography. This course focuses on practical application of photographically documenting physical evidence, including simulated crime scenes that mimic the circumstances of an actual crime.

CJUS 110G Law Enforcement Literature & Culture (2): An examination of the role of law enforcement in our society, this course will survey fictional accounts of LAPD culture from the 1960s to the 1990s. This class will focus on critical thinking and analysis of the impact of law enforcement culture on the individual officer, as well as the officer's responses to circumstances and tensions within the criminal justice system.

CJUS 110H Test Taking Strategies (1-4): Throughout the quarter we will spend time working on timed exams. The focus will be on reading comprehension, grammar/writing and critical thinking. Several careers in the field of Criminal Justice require a written examination. Law school requires an LSAT. And graduate schools usually require a GRE. These are all timed exams that have sections on reading, writing and critical thinking. We will explore tips and tricks for handling timed exams, look at sample questions and practice writing to a prompt. Unit count will be fixed (non-variable) at the time of registration.

CJUS 110I Dystopias-The Idea of Justice & its Discontents (2): This course will focus on fictional accounts of dystopias and their impact on law enforcement, individuals and their civil rights, as well as the inherent inequalities that develop in these dystopias. Topics will include different concepts of justice; the application of justice, both official and unofficial; and changes in the governmental structures that interpret and revise the legal system, both the structure and the laws.

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 111A or B 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 111A or B or ENGL 124

CJUS 232 Criminal Procedure & the U.S. 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 111A or B or ENGL 124, CJUS 205

CJUS 235 Narcotics & Dangerous Drugs (4): An exploration of the impact that narcotics and dangerous drugs has on society. Topics explored will include the cultural history of substance abuse in the American society, substance abuse and pharmacology, illicit and legal narcotics and drugs, drug trafficking organizations, and substance abuse treatment.

Prerequisites: CJUS 105 & ENGL 111A or B 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 111A or B 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.

Prerequisite: ENGL 111A or B or ENGL 124 (Concurrent registration allowed)

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 296 Special Topics (1-4): Addresses a select topic at the sophomore level for the Department of Criminal Justice based on special circumstances and opportunities. Content may vary, with special topics listed in the course schedule. This course may be repeated with new content for additional credit.

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: Junior standing required

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 205 & 231

Restriction: Junior standing required

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: Junior standing required

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

Restriction: Junior standing required

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, CJUS 354

Restriction: Junior standing required

CJUS 384 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. Will apply the fundamental statistical methods learned in MATH 155 (or its equivalent) to criminal justice data gathering and research measures. 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: ENGL 113 or ENGL 124, MATH 155

Restriction: Junior standing required

CJUS 384L Research Methods & Statistics Laboratory (1): An exploration of criminal justice research techniques and a more “hands-on” experience of data management and analysis, such as the basics of data manipulation (via various functions and formulas) and visualizations through industry-leading software programs.

Prerequisites: ENGL 113 & MATH 155

Restriction: Junior standing required

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: Senior standing required

CJUS 414 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 205 & 231

Restriction: Junior standing required

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

Restriction: Junior standing required

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 344

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 245

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 205, 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.

Prerequisite: ENGL 113 or ENGL 124

Restriction: Junior standing required

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

Restriction: Junior standing required

CJUS 466 Digital Money & Cyber Forensic Investigations (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.

Prerequisite: ENGL 113 or ENGL 124

Restriction: Junior standing required

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.

Prerequisite: ENGL 113 or ENGL 124

Restriction: Junior standing required

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: Junior standing required

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 496 Special Topics (1-4): Addresses a select topic at the senior level for the Department of Criminal Justice based on special circumstances and opportunities. Content may vary, special topics listed are in the course schedule. May be repeated with new content for additional credit.

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.

Prerequisite: Consent of the instructor & approval of department chair

Restriction: Senior standing required

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

Program in Digital Media

Program Faculty

Terrill Thomas, Program Director

Associate Professor of Art + Design (2001)
MFA Vermont College of Fine Arts 2014
Motion graphics, photography, web design, life drawing

Fredrick S.W. Clarke

Associate 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

Enoch O. Hwang

Professor of Computer Science (1988, 1999)
PhD University of California, Riverside 1999
Embedded systems, microprocessor design, robotics, mobile computing

Timothy Musso

Associate Professor of Art + Design (2008)
MFA California State University, Long Beach 2007
Design, typography, printmaking, history of graphic design

Lauren Pick

Assistant Professor of Communication (2018)
MA California State University, Fullerton 2017
Public relations and mass media

Melissa A. Tafoya

Professor of Communication (2013)
PhD Arizona State University 2007
Family and interpersonal communication

Rodney Vance

Professor of Film and Television (2012)
MFA The Catholic University of America 1988
Script writing (WGA, TV Academy)

Kristine Webster

Associate Professor of Accounting, Finance and Real Estate (1995, 2006)
MBA Loma Linda University 1991
CPA 1992
Taxation, fraud, forensic accounting, real estate finance

Danette Zurek

Senior Lecturer of Accounting (2006)
MBA Andrews University 1998
CPA 1992
Auditing, financial accounting, managerial accounting, taxation, government and non-profit accounting

Degrees Offered

Bachelor of Arts degrees in:

- Digital Media & Marketing
- Digital Media in Design & Communication

Bachelor of Fine Arts degree in:

- Digital Media & Visual Effects

Bachelor of Science degree in:

- Digital Media & Web Technology

Mission Statement

The Digital Media program is positioned at the intersection of creative industries, technology, and future employment opportunities. These interdisciplinary and interdepartmental degree offerings weave together classes from Art + Design, Communication, Computer Science, Marketing, and Film & Television, to deliver a curriculum that supports career paths in the growing digital media market.

Program Student Learning Outcomes

The Program of Digital Media has the following core learning outcomes:

All students graduating with a Digital Media degree should be able to:

- Demonstrate skills in a range of techniques and media.
- Communicate concepts through effective use of design and color.
- Produce professionally presented work.

Additional learning outcomes are discipline specific.

Students graduating with a B.A. in Digital Media in Design & Communication should be able to:

- Create messages appropriate to audiences, purpose, and context.
- Engage in communication inquiry and critically analyze messages.
- Effectively gather and analyze data to provide productive communication outcomes.

Students graduating with a B.A. in Digital Media & Marketing should be able to:

- Demonstrate understanding of key issues and the acquisition of key skills related to:
 - o Marketing.
 - o The economic environment of business.
 - o Financial reporting and analysis.

Students graduating with a B.F.A. in Digital Media & Visual Effects should be able to:

- Understand and practice basic storytelling craft.
- Produce visual storytelling media that demonstrate a sense of inventiveness or creativity and a willingness to explore and experiment.
- Demonstrate an understanding of film's historical role in culture.

Students graduating with a B.S. in Digital Media & Web Technology should be able to:

- Analyze a problem, and then design, implement, and test computer solutions for the problem.
- Work effectively in a team to complete a project.
- Demonstrate appropriate competency in the software component of Computer Science core content.

MAJORS

*Course descriptions are located on their respective department's bulletin pages; a complete list of prefixes, subjects, departments, and schools can be found in the "Classification of Courses" section of the Undergraduate bulletin.

Bachelor of Arts

DIGITAL MEDIA IN DESIGN & COMMUNICATION

This is a cross-disciplinary degree between the Departments of Art + Design and Communication.

Required: at least 76 units, including:

ARTA 205	The Language of Art
ARTS 115	Design Fundamentals
ARTS 194	Photoshop & Illustrator Image Creation
ARTS 248	Graphic Design I
ARTS 395A	Web Design Communication Principles (SL)
COMM 104	Fundamentals of Speech
COMM 226	Mass Media in Society
COMM 238	Introduction to News Writing & Reporting
COMM 264C	Edutainment
COMM 339	Writing for Digital Media

Choose 18 units from the following list:

ARTS 255	Photography
ARTS 345B	Graphic Design III: Publication Design
ARTS 355A	Portrait Photography (2-4 units)
ARTS 394A	3D Modeling
ARTS 394B	3D Character Design
ARTS 394C	User Interface Design
ARTS 394E	User Experience Design
ARTS 394G	Motion Graphics
ARTS 395B	Web Design Advanced Concepts
ARTX 486A	Professional Practices (2 Units)

Choose 18 units from the following list:

COMM 244	Interpersonal Communication
COMM 315	Public Relations Marketing & Development
COMM 324	Small Group Communication
COMM 328	Persuasion & Rhetoric
COMM 338	Advanced News Writing & Editing
COMM 365	Organizational Communication
COMM 429	Public Relations Case Studies
COMM 477	Intercultural Communication
COMM 494	Internship

DIGITAL MEDIA & MARKETING

This is a cross-disciplinary degree between the Department of Art + Design and the Zapara School of Business.

Required: 76 units, including:

ACCT 221	Financial Accounting I
ACCT 222	Financial Accounting II
ARTA 205	The Language of Art
ARTA 309	Art History: Baroque through Modern
ARTA 408B	History of Graphic Design
ARTS 115	Design Fundamentals
ARTS 194	Photoshop & Illustrator
ARTS 248	Graphic Design I
ARTS 255	Photography
ARTS 395A	Web Design: Communication Principles
ECON 254	Principles of Macroeconomics
ECON 255	Principles of Microeconomics
MKTG 305	Marketing Principles
Upper-division MKTG electives (12 units)	
School of Business elective (4 units)	
Art+Design upper division elective (4 units)	

Choose one of the following:

ARTS 345A	Graphic Design II: Packaging Design
ARTS 345B	Graphic Design III: Publication Design

Bachelor of Fine Arts

DIGITAL MEDIA & VISUAL EFFECTS

This is a cross-disciplinary degree between the Departments of Art + Design and Film & Television

Required: 96 units, including:

ARTA 205	The Language of Art
ARTA 309	Art History: Baroque through Modern
ARTA 408B	History of Graphic Design
ARTS 115	Design Fundamentals
ARTS 116	Color Fundamentals
ARTS 194	Photoshop & Illustrator Image Creation
ARTS 224	Drawing I
ARTS 255	Photography
ARTS 394A	3D Modeling
ARTS 394G	Motion Graphics
FLTV 104	Editing for Beginners
FLTV 112	Basic Production Techniques
FLTV 131	Critical Listening
FLTV 181	Introduction to Visual Storytelling
FLTV 231	Music Editing for Film & TV
FLTV 240	Editing I
FLTV 241	Editing II
FLTV 326	Color Correction
FLTV 327	Visual Effects

8 units worth of upper division Art+Design or Film or Television electives

Choose one of the following:

ARTS 234	Painting
ARTS 254	Printmaking

Choose one of the following:

ARTS 244	Typography
ARTS 248	Graphic Design I

Choose one of the following:

ARTS 324A	Drawing II
ARTS 324B	Drawing III

Bachelor of Science

DIGITAL MEDIA & WEB TECHNOLOGY

This is a cross-disciplinary degree between the Departments of Art + Design and Computer Science.

Required: 84 units, including:

ARTA 309	Art History: Baroque through Modern
ARTA 408B	History of Graphic Design
ARTS 115	Design Fundamentals
ARTS 116	Color Fundamentals
ARTS 194	Photoshop & Illustrator Image Creation
ARTS 248	Graphic Design I
ARTS 255	Photography
ARTS 394C	User Interface Design
ARTS 394E	User Experience Design
ARTS 394G	Motion Graphics
ARTS 395A	Web Design: Communication Principles
ARTS 395B	Web Design: Advanced Concepts
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 323	Data Science
CPTG 374	Web Application Development
CPTG 384	Mobile Application Development
CPTG 424	Database Design & Management
CPTG 499	Directed Study (on an approved topic)

Department of English

Department Faculty

Melissa Brotton, Chair

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

Erin Banks-Kirkham

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

Erica Garcia

Lecturer in English for Criminal Justice (2014)
MA La Sierra University 2011
Composition, humanities, detective fiction

Lora E. Geriguis

Professor of English (2007)
PhD University of California, Riverside 1997
17th & 18th 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 Higgs

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

Sam McBride

Professor of English (2007)
PhD University of California, Riverside 1997
20th c. literature and fine arts, American literature, the Inklings

Collaborating Faculty

Joy Fehr

President (2015)
PhD University of Calgary 2005
Canadian literature, regional literature, First Nations literature

Emeritus Professors of English

Robert P. Dunn (2009)

PhD University of Wisconsin
RelM School of Theology at Claremont

Winona R. Howe (2017)

PhD University of California, Riverside 1991

Degrees Offered

Master of Arts degree in:

- English

Bachelor of Arts degree in English, with emphases in:

- Literature
- Writing
- Secondary Teaching

Minors in:

- English

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. The minor in English provides an opportunity for students who major in other fields to pursue their interests in developing expertise in writing and literary studies

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 clearly in a variety of genres (across the range of academic to creative), and demonstrate a habit of thoughtful revision and editing;
- Think critically about the sociopolitical, historical, and literary content of a diverse range of writers;
- Effectively employ disciplinary conventions, such as source documentation, information literacy, fluency in literary terms, and the mechanics of the English language.

Further, it is our goal that students’ concentration in either literature or 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 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.

Students graduating with a secondary education emphasis in English should be able to:

- Be conversant in literary texts typically taught in the secondary classroom;
- Be conversant in the genres of writing typically taught in the secondary classroom

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. 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.

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: 66 units in English and related fields, including:

ENGL 205	Introduction to Creative Writing
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 285	English Colloquium
ENGL 485	English Colloquium

Choose 24-28 units from:

ENGL 410	Literary Genres
ENGL 414	World Literature
ENGL 415	A-B Literature for Children
ENGL 416	Young Adult Literature
ENGL 425	Major American Authors or Movements
ENGL 445	Biblical Literature
ENGL 446	Major British Authors or Movements
ENGL 465	Topics in English
ENGL 466	Topics in Film: Film & Literature

Choose 4-8 units from:

COMM 238	Intro to News Writing & Reporting
COMM 338	Advanced News Writing & Editing
COMM 339	Writing for Digital Media
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 375	Literary Editing & Publishing
ENGL 405A	Short Story
ENGL 405B	Poetry
ENGL 405C	Playwriting
ENGL 405E	Humor Writing
ENGL 405F	The Long Project
ENGL 405G	Memoir
ENGL 405H	Writing the Natural World
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

ENGLISH: WRITING

Required: 66 units in English and related fields, including:

ENGL 205 Introduction to Creative Writing
ENGL 285 English Colloquium
ENGL 350 Reading as Writers
ENGL 485 English Colloquium

Choose 8-12 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
ENGL 405H Writing the Natural World
ENGL 406 Writing for Publication

Choose 8 units from:

ENGL 410 Literary Genres
ENGL 414 World Literature
ENGL 415 A-B Literature for Children
ENGL 416 Young Adult Literature
ENGL 425 Major American Authors or Movements
ENGL 445 Biblical Literature
ENGL 446 Major British Authors or Movements
ENGL 465 Topics in English
ENGL 466 Topics in Film: Film & Literature
ENGL 487A Classical Rhetoric & Criticism
ENGL 487B Contemporary Literary Criticism

Choose 8-16 units from:

ARTS 248 Graphic Design I
COMM 202 Communication in Society
COMM 238 Intro to News Writing & Reporting
COMM 328 Persuasion & Rhetoric
COMM 338 Advanced News Writing & Editing
COMM 339 Writing for Digital Media
COMM 365 Organizational Communication
ENGL 375 Literary Editing &
Publishing ENGL 494 Internship
FLTV 108 Storytelling for Fun & Profit
FLTV 110 Short Scriptwriting
FLTV 311 Writing for Visual Storytelling

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

ENGLISH: SECONDARY TEACHING

The emphasis in Secondary Teaching allows students to complete teaching credential coursework along with the major in English. The program is offered in collaboration with La Sierra University's School of Education, which provides the courses leading to the Secondary credential. Those courses must be completed in the recommended order, and students will need to apply with the School of Education for acceptance into the Teacher Education program. Refer to the Teacher Education Program listing in the Department of Curriculum and Instruction section of the bulletin for more information.

Required: 108 units in English and related fields, including:

- The courses listed below (53 units)
- Required Teaching Credential Courses (55 units)

ENGL 205 Introduction to Creative Writing
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 285 English Colloquium
ENGL 304 Advanced Expository Writing
ENGL 482 Advanced Grammar & Style

Choose 8 units from:

ENGL 254 Introduction to Fiction
ENGL 255 Introduction to Poetry
ENGL 256 Introduction to Playwriting

Choose 12 units from:

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 405H	Writing the Natural World
ENGL 406	Writing for Publication
ENGL 410	Literary Genres
ENGL 414	World Literature
ENGL 415	A-B Literature for Children
ENGL 416	Young Adult Literature
ENGL 425	Major American Authors or Movements
ENGL 445	Biblical Literature
ENGL 446	Major British Authors or Movements
ENGL 466	Topics in Film: Film & Literature
ENGL 487A	Classical Rhetoric & Criticism
ENGL 487B	Contemporary Literacy Criticism

Choose 4 units from:

ENGL 457	Chaucer
ENGL 458	Shakespeare
ENGL 459	Milton

Required Teaching Credential Courses (55 units):

The following courses are recommended to be taken in the general order in which they are listed below.

EDCI 105	Initial Student Teaching
EDCI 204	Introduction to Teaching
EDCI 205	Intermediate Student Teaching (6 units total)
HLSC 214	Dimensions of Wellness
EDCI 413	Digital Literacies
EDFO 305	Psychology of Learning
EDCI 417	Culture, Society, & Ethics
EDCI 410	Comprehensive Classroom Management
EDCI 464	Special Education & Inclusion
EDCI 498	Assessment-Driven Instruction
EDCI 419	Reading in the Content Area
EDCI 426	Language & Literacy 9-12
EDCI 429	Secondary School Theory
EDCI 430	Secondary School Practices
EDCI 457	Student Teaching in the Secondary School(6 units total)

Note: In order to qualify for California Teaching Credentials, a student needs to pass an American Government Proficiency Exam (or take HPSC 274, 4 units). Please contact the School of Education for more details on other requirements for the California preliminary teaching credential.

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	World Literature
ENGL 415	A-B Literature for Children
ENGL 416	Young Adult Literature
ENGL 425	Major American Authors or Movements
ENGL 445	Biblical Literature
ENGL 446	Major British Authors or Movements
ENGL 465	Topics in English
ENGL 466	Topics in Film: Film & Literature

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 375	Literary Editing & Publishing
ENGL 405A	Short Story
ENGL 405B	Poetry
ENGL 405C	Playwriting
ENGL 405E	Humor Writing
ENGL 405F	The Long Project
ENGL 405G	Memoir
ENGL 405H	Writing the Natural World
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)	

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.

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.

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.

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: Senior standing required

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. The courses designated as A and B both fulfill the University Studies requirement; however, the B courses include additional support in skill development, grammar instruction, and revision techniques beyond that offered in the A courses. Incoming students with lower ACT/SAT scores or who feel underprepared for college-level writing are strongly encouraged to register for the B designated courses. ENGL 124 is only open to eligible students per university policy. See the Admissions Office for details.

ENGL 111A 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 112A or B.

Prerequisite: Satisfactory performance on college entrance examinations or the Writing Placement Exam

ENGL 111B College Writing I Plus (4): 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 in ENGL111B work closely with the instructor and a small cohort of peers to improve their writing skills through student-directed learning activities. Students must earn a C or better to move to ENGL 112A or B.

ENGL 112A 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 111A or B

ENGL 112B College Writing II Plus (4): 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 in ENGL112B work closely with the instructor and a small cohort of peers to improve their writing skills through student-directed learning activities. Students must earn a C or better to move to ENGL 113. *Prerequisite: ENGL 111A or B*

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 112A or B*

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.

ENGL 196 Special Topics (1-4): Addresses a select topic at the freshman level for the Department of English based on special circumstances and opportunities. Content may vary; specific topics listed in course schedule. May be repeated with new content for additional credit.

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 111A or B 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 111A or B 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 296 Special Topics (1-4): Addresses a select topic at the sophomore level for the Department of English based on special circumstances and opportunities. Content may vary; specific topics listed in course schedule. May be repeated with new content for additional credit.

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 375 Literary Editing & Publishing (2): Students will produce, edit, and publicize the undergraduate literary journal Roadrunner Review, while researching other literary journals and learning about the field of literary publishing. The course may be repeated up to six units.

Prerequisite: ENGL 113 or 124

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 396 Special Topics (1-4): Addresses a select topic at the junior level for the Department of English based on special circumstances and opportunities. Content may vary; specific topics listed in course schedule. May be repeated with new content for additional credit.

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 (recommended) or ENGL 255 or ENGL 256

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 254 or ENGL 255 (recommended) or ENGL 256

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 254 or ENGL 255 or ENGL 256 (recommended)

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 or ENGL 256

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 or ENGL 256

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 or ENGL 256

ENGL 405H Writing the Natural World (4): Students will read classic and contemporary examples of the genre, paying attention to how the writers made their work compelling and accessible for the general reader. Students will apply these tools in their own work as they research, write, workshop, and revise.
Prerequisite: ENGL 254 or ENGL 255 or ENGL 256

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 introduces 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 496 Special Topics (1-4): Addresses a select topic at the senior level for the Department of English based on special circumstances and opportunities. Content may vary; specific topics listed in course schedule. May be repeated with new content for additional credit.

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

Department of Film & Television

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)

Terrill Thomas

Assistant Professor of Art (2001)
BFA Art Center College of Design 1992
MFA Vermont College of Fine Art 2014
Interactive design, animation, interactive media

Collaborating Faculty

Stewart Harty

Adjunct Professor of Film and Television
BA Pacific Union College 1985
Editing, media ministry

Chris James

Adjunct Professor of Film and Television
Recording Engineer Diploma, Los Angeles Recording
Workshop 1997
Audio engineering

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)

Tony Shepperd

Adjunct Professor of Film and Television
Audio producing, engineering, mixing

Degrees Offered

Bachelor of Arts degree in:

- Film

Bachelor of Fine Arts degree in:

- Film and Television Production

Minor in:

- Drama

An interdisciplinary B.F.A. degree in Digital Media & Visual Effects (96 units) is available for students who take specified courses in art, design, and film & television. Please refer to the Program in Digital Media section of the Undergraduate bulletin for full degree requirements and other information.

Mission Statement

The Department of Film and Television empowers underserved populations, targeting Seventh-day Adventist and Inland Empire students, “to seek, to know, to serve” by teaching them the fundamental and universal human language of visual storytelling thus enabling them to participate in the global conversation, enhance their employability in any career of their choosing, and benefit their families and communities. Students learn the dominant language of our age within the context of a highly diverse student body and a broad liberal arts education that develops their world view; giving them both a voice capable of communicating with millions of their fellow humans and a message worth communicating.

Learning Outcomes

Upon completion of the degree, students will:

1. Use appropriate technology tools.
2. Understand and practice basic storytelling craft.
3. Articulate the essential functions and roles on a film set and demonstrate the ability to work collaboratively within that structure.
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.

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.

MAJORS

Bachelor of Arts (BA)

FILM

A major intended for those who wish to work in the area of film but not necessarily as professional filmmakers. Instead, this degree offers the flexibility to choose among a variety of film-related careers or, in combination with an additional major, acquire the skills needed to accomplish specific career goals.

Required 64 units

Core Curriculum (64 units):

FLTV 104	Editing for Beginners
FLTV 108	Storytelling for Fun & Profit
FLTV 110	Introduction to Short Scriptwriting
FLTV 112	Basic Production Techniques
FLTV 130	Field Production Audio
FLTV 131	Critical Listening
FLTV 181	Introduction to Visual Storytelling
FLTV 231	Music Editing for Film & TV
FLTV 240	Editing I
FLTV 241	Editing II
FLTV 311	Writing for Visual Storytelling
FLTV 318	History of Moving Pictures
FLTV 320	How to Watch a Movie Like a Pro
FLTV 351	Producing the PSA
FLTV 375	Cinematography
FLTV 380	Directing

Bachelor of Fine Arts (BFA)

FILM AND TELEVISION PRODUCTION

A production-focused major designed for those preparing for a creative career in the fields of film and television. This degree includes advanced professional training not offered with either of the BA degrees.

Required: at least 96 units of Film and Television Production and related fields, including:

- Core Curriculum (88 units)
- Advanced Sequence (8 units)

Core Curriculum (88 units): Required of all Film and Television Production majors

FLTV 104	Editing for Beginners
FLTV 108	Storytelling for Fun & Profit
FLTV 110	Introduction to Short Scriptwriting
FLTV 112	Basic Production Techniques
FLTV 130	Field Production Audio
FLTV 131	Critical Listening
FLTV 181	Introduction to Visual Storytelling
FLTV 231	Music Editing for Film & TV
FLTV 240	Editing I
FLTV 241	Editing II
FLTV 311	Writing for Visual Storytelling
FLTV 318	History of Moving Pictures
FLTV 320	How to Watch a Movie Like a Pro
FLTV 322	Short Scriptwriting
FLTV 361	Pre-Production Workshop
FLTV 362	Production Workshop
FLTV 363	Post-Production Workshop
FLTV 375	Cinematography
FLTV 380	Directing
FLTV 477	Senior Thesis I
FLTV 478	Senior Thesis II
FLTV 479	Senior Thesis III

Choose one of the following advanced 8 unit sequences:

FLTV 326	Color Correction
FLTV 327	Visual Effects

OR

FLTV 326	Color Correction
FLTV 340	Introduction to Digital Recording, Editing & Mixing

OR

FLTV 340	Introduction to Digital Recording, Editing & Mixing
FLTV 341	Advanced Mixing Techniques

Minor

DRAMA

Required: 28 units, including:

- Core Curriculum (16 units)
- Remaining 12 units to be taken from the options below

Core Curriculum (16 units):

DRAM 160	Drama Appreciation	
DRAM 246E	Introduction to Acting	
DRAM 297A	Performance	(2 units)
DRAM 297B	Technical Production	(2 units)
DRAM 497A	Advanced Performance	

Remaining 12 units to be taken from the following:

ARTS 115	Design Principles
ARTS 116	Color for Artists & Designers
ARTS 117	Creative Visual Thinking
ARTS 314	Three-Dimensional Design
FLTV 108	Storytelling for Fun & Profit
FLTV 247	Acting for Directors
FLTV 380	Directing

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): Intended 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): Our understanding of ourselves and the world around us is constructed through the use of narratives. The most effective way to communicate these narratives is through storytelling. In this class, we will learn how to apply the basic tools of the storytelling craft to transform dry, ordinary narratives into memorable, engaging experiences. This skill is the foundation of the audiovisual storytelling profession (film and television) but is also the most powerful way to help you become a gifted communicator — whether in business, education, healthcare, or the law, the ability to communicate through stories will give you an edge in expressing your ideas effectively and memorably. Open to all students.

FLTV 110 Introduction to 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 storytelling techniques.
Prerequisite: FLTV 108

FLTV 112 Basic Production Techniques (4): A hands-on introduction to the basics of visual storytelling including filming and production audio, roles on set, set safety, and industry standard practices. The course will also introduce the student to post-production editing and audio mixing. During this course students will create a short narrative piece, a corporate-style interview, and a short travel/destination or sports event video.
Prerequisite: FLTV 104

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, 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 181 Introduction to Visual Storytelling (4): In this introductory course and in a critique-based learning environment, students work on a set and participate in the key aspects of the production process. Each student directs a short script that is entirely shot in class. When not directing, students assist their colleagues by rotating through each of the following roles at least once: Creative Producer, Cinematographer, 1st Assistant Director, Camera, Gaffer, Grip, Electrician, Boom Operator, Production Audio, and Actor. Along with the in-class assignment, students will complete a second visual storytelling project (e.g. narrative, documentary, or music video with a narrative) of their own creation.
Prerequisites: FLTV 104, 110 & 112

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. Unit count will be fixed (non-variable) at the time of registration.

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.
Prerequisite: FLTV 131

FLTV 240 Editing I (4): The course introduces the student to the TV/Film editing experience. It explores and compares the various digital editing software options and introduces the student to common editorial workflows, processes and techniques. It incorporates audio and provides a brief introduction to multi-camera editing. Students may organize and edit the work they create in FLTV 181.
Recommended: FLTV 181
Prerequisites: FLTV 104 & 112

FLTV 241 Editing II (4): Course 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. Particular emphasis will be placed on the use and integration of motion graphics using applications such 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 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

Prerequisite: FLTV 112

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.

Prerequisite: FLTV 112

FLTV 296 Special Topics (1-4): Addresses a select topic at the sophomore 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. Unit count will be fixed (non-variable) at the time of registration.

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. Unit count will be fixed (non-variable) at the time of registration.

Prerequisite: Consent of the instructor and department chair

UPPER DIVISION

FLTV 311 Writing for Visual Storytelling (4): This is a course in writing scripted stories for visual media. It includes advanced study of script writing forms, with a particular focus on creative writing for streaming television. Increasing knowledge of writing theory is expressed in ongoing writing assignments. Students receive feedback that emphasizes that writing is a process heavily reliant on rewriting. Applies to University Studies requirements.

Prerequisite: FLTV 110

FLTV 318 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 320 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 322 Short Scriptwriting (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 311

FLTV 326 Color Correction (4): Students will gain a comprehensive understanding of color theory and learn how various color correction techniques can enhance the story being told. Students will complete color correction for an entire short film.

Prerequisite: FLTV 241

FLTV 327 Visual Effects (4): In this course, students who have achieved proficiency with editing software learn to use visual effects techniques to enhance storytelling impact. Specific techniques include mastering the workflow required to complete visual effects shots with all the needed elements, including the use of green screen.

Prerequisite: FLTV 241

FLTV 340 Introduction to Digital Recording, Editing, & Mixing (4): The student will learn the theory behind digital sound and learn the physics of sound including how it travels, it’s properties, etc. Special attention will be paid to microphone theory, placement, and choice and get introduced to mixing and signal processing techniques including equalization compression, noise reduction, limiting, gating, etc. *Prerequisite: FLTV 231*

FLTV 341 Advanced Mixing Techniques (4): In this course students learn to do a stereo mix. Students will set up submixes and record stems, build and mix effects and foley tracks, sound design, advanced signal processing techniques, mixing films and TV shows to proper film or television level specifications, creating spaces and enveloping the listener in the sound, keeping tracks organized into type and proper playlisting techniques.

Prerequisite: FLTV 340

FLTV 351 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. May be offered with Service Learning.

Prerequisites: FLTV 112 & 181

FLTV 361 Pre-Production (4): Each student will select a completed script to produce and direct. The script must be approved by the scriptwriting faculty as of sufficient scope and quality to justify the effort involved in producing it across three quarters. During this specific course, the student will prepare a budget and schedule, attract needed funding, select locations and secure permits as needed, "hire" crew and cast, and complete additional pre-production tasks as required by the script. Grading will be based on the quality and quantity of completed pre-production tasks.

Prerequisite: FLTV 380

FLTV 362 Production (4): During this course, the student will produce and direct the project developed in FLTV 361. By the end of the quarter, principal photography and pick-up shots should be in the can. Grading will be based on the quality and completeness of the footage.

Prerequisite: FLTV 361

FLTV 363 Post-Production (4): Students in this course will oversee or personally complete the required editing, post-production audio, color correction, scoring, and more as required to deliver a completed film in digital format. Grading will be based on the completed film. No grade will be given until the completed film is turned in.

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.

Prerequisite: FLTV 112

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.

Prerequisites: FLTV 130, 181, 241, 318 & 320

FLTV 396 Special Topics (1-4): Addresses a select topic at the junior 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. Unit count will be fixed (non-variable) at the time of registration.

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 477 Senior Thesis I (4): This is the first of a three-quarter sequence. Visual storytelling projects created by advanced students will showcase the creative, technical, and/or business skills learned. Proposals must be pitched to a faculty review panel for approval. Projects selected will be of sufficient scope to justify three quarters of work and 12 units of credit. Completed projects should serve to help launch students in their chosen career.

Prerequisite: FLTV 363

FLTV 478 Senior Thesis II (4): This is the second of a three-quarter sequence. Visual storytelling projects created by advanced students will showcase the creative, technical, and/or business skills learned. Proposals must be pitched to a faculty review panel for approval. Projects selected will be of sufficient scope to justify three quarters of work and 12 units of credit. Completed projects should serve to help launch students in their chosen career.

Prerequisites: FLTV 477

FLTV 479 Senior Thesis III (4): This is the third of a three-quarter sequence. Visual storytelling projects created by advanced students will showcase the creative, technical, and/or business skills learned. Proposals must be pitched to a faculty review panel for approval. Projects selected will be of sufficient scope to justify three quarters of work and 12 units of credit. Completed projects should serve to help launch students in their chosen career.

Prerequisites: FLTV 478

FLTV 496 Special Topics (1-4): Addresses a select topic at the senior 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. Unit count will be fixed (non-variable) at the time of registration.

FLTV 497 Internship (4) (repeatable up to 12 units): 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. Unit count will be fixed (non-variable) at the time of registration.

Prerequisite: Consent of the instructor and department chair

Restriction: For Film & TV majors with junior or senior standing only.

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 297A Performance (1-4): 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.

UPPER DIVISION

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. 4 units required for minor.

Prerequisites: 1-2 units of DRAM 297A & consent of the instructor

Department of Health & Exercise Science

Department Faculty

Kimberly E. Feiler, Chair

Assistant Professor of Health & Exercise Science (2014)
PhD Texas Woman's University 2021
Movement in cultural perspective, fitness methods, ACE certification, CPR, AED and First Aid Certification

Ledy Ann Patel

Assistant Professor of Health & Exercise Science (2022)
MS Loma Linda University 2019
Nutrition and dietetics, lifestyle medicine, health education, lifestyle diseases

Robert K. Thomas

Professor of Health & Exercise Science (2001)
EdD Boston University 2007
Research methods, exercise prescription

Collaborating Faculty

Stephanie Adrian

Adjunct Instructor of Health & Exercise Science (2014)
MS California Baptist University 2013
Structural kinesiology, lifetime fitness

RoWandalla Goudeau

Adjunct Instructor of Health & Exercise Science (2017)
DrPH Loma Linda University 2008
Maternal & child health, lifestyle diseases

Catherine Hendon

Adjunct Instructor of Health & Exercise Science (2006)
MS University of Oregon 1983
Exercise physiology, fitness assessment, lifetime fitness

Degrees Offered

Bachelor of Science degrees in:

- Exercise Science
- Health Science, with four concentrations:
 1. Clinical Health Studies
 2. Health Administration
 3. Nutrition
 4. Public Health

Minors in:

- Exercise Science
- Health Science

Interdisciplinary Majors

An interdisciplinary Bachelor of Arts degree in:

- Human Development & Thriving (64 units) is available for students who take specified courses from areas including child and family studies, communication, English, history, health science, psychology, religion, social issues, sociology, and social work.
- Global Contexts of Health (61 units) is available for students who take specified courses from areas including anthropology, communication, economics, geography, history, health science, management, political science, psychology, religion, sociology, and social work

Please refer to the Program in Social Ecology section of the Undergraduate bulletin for full degree requirements and other information.

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 programs that prepare students for: A) careers in health promotion, health education, public health, nutrition, exercise science, and the fitness professions; and, B) further study in professional schools such as Medicine, Dentistry, Physical Therapy, Occupational Therapy, Pharmacy, Chiropractic Medicine, and Physician Assistant.
3. Prepare students for further study in graduate and professional schools.
4. 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.
6. Describe the reciprocal relationship between physical activity and the philosophical, historical, or sociological perspectives of society.

Health Science:

7. Understand how the social, cultural, spiritual, economic, political, and biological environments affect both personal and community health.
8. 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. Students interested in applying to schools of medicine or schools with graduate health programs will need to consult with their advisor and/or their respective graduate program.

Required: at least 88 units in exercise science and related fields, including:

- Exercise Science Core Curriculum (50 units)
- Major Electives (20 units)
- Required Cognates (18 units)

Exercise Science Core Curriculum: (50 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/HLSC 275	Critical Scholarship in Exercise Science or Health Science
EXSC 350	Exercise Science Colloquium
EXSC 354	Methods of Fitness Instruction
EXSC 364	Research Methods for Exercise Science
EXSC 394	Internship in Exercise Science I
EXSC 424	Biomechanics of Human Movement
EXSC 426	Exercise Physiology
EXSC 444	Physiological Assessment & Exercise Prescription
EXSC 494	Internship in Exercise Science II
HLSC 214	Dimensions of Wellness
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)

University Studies Requirement:

UNST 404G	Senior Seminar: Religion, Values & Social Responsibility in Health & Movement
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Required Cognates: (18 units)

BIOL 131	Human Anatomy & Physiology I
BIOL 132	Human Anatomy & Physiology II
MATH 155	Introductory Statistics
PHYS 117, 117L	Intro to Physics (or PHYS 231A or B)

Major Electives: (20 units – max. 8 units combined from ARTS or COMM or FLTV) 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
ARTS 274B	Hand-Building (<i>rec. for OT or Pre-Dent</i>)
ARTS 395A	Web Design Communication Principles (<i>with Art + Design Dept. Chair approval</i>)
BIOL 446/446L	Human Gross Anatomy
COMM 226	Mass Media in Society
COMM 238	Introduction to Writing for Print Media
COMM 244	Interpersonal Communication
FLTV 104	Editing for Beginners
	OR
FLTV 112	Basic Production Techniques
Up to 16 units of HLSC courses, excluding: 120, 275, 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)	

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 (26 units): Required of all students majoring in Health Science. Students interested in applying to schools of medicine or schools with graduate health programs will need to consult with their advisor and/or their respective graduate program.

HLSC 104	Seminar in Health Science
HLSC 214	Dimensions of Wellness
HLSC 225	Nutrition Theory & Practice
EXSC/HLSC 275	Critical Scholarship in Exercise Science or Health Science
HLSC 317	Health, Society & the Consumer
HLSC 340	Lifestyle Diseases
HLSC 350	Health Science Colloquium
HLSC 467	Principles of Epidemiology

University Studies Requirement:

UNST 404G	Senior Seminar: Religion, Values & Social Responsibility in Health & Movement
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The student chooses one of the following areas of concentration:

Clinical Health Studies:

Graduates of this program will be prepared for health-related graduate school programs, such as Medicine, Dentistry, Physician Assistant, Pharmacy, Chiropractic, and other similar programs. This concentration has multiple science sequences built-in to the program, which enables students to enroll in more diverse electives as part of the total units needed for degree completion. (See your advisor for recommendations of most appropriate courses for your desired post-graduate program.)

Students interested in applying to schools of medicine or schools with graduate health programs will need to consult with their advisor and/or their respective graduate program.

Required: at least 80 units in Health Science and related fields, as follows:

- Health Science Core Curriculum (26 units)
- Required Cognates (14 units)
- The Clinical Health Studies concentration courses listed below (40 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
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

Required Cognates (14 units):

BIOL 131	Human Anatomy & Physiology I
BIOL 132	Human Anatomy & Physiology II
MATH 155	Introductory Statistics

Health Administration:

Graduates of this program are prepared for entry-level administrative positions in hospitals, clinics, and other health-related office settings. Students in this program have a balance between Health & Exercise Science studies and business management courses such as accounting and marketing. This degree prepares students for graduate work in healthcare management or for an MBA program.

Students interested in applying to schools of medicine or schools with graduate health programs will need to consult with their advisor and/or their respective graduate program.

Required: 82 units in health science and related fields, as follows:

- Health Science Core Curriculum (26 units)
- Required Cognates (12 units)
- 4 HLSC elective units selected in consultation with advisor
- The Health Administration concentration courses listed below (40 units)

ACCT 221	Financial Accounting I
ACCT 222	Financial Accounting II
ACCT 223	Managerial Accounting
ECON 254	Principles of Macroeconomics
FNCE 354	Managerial Finance
HLSC 410	Public Health Foundations & Policies
HLSC 428	Multicultural Issues in Health
HLSC 475	Senior Practicum
MGMT 204	The Practice of Management
MKTG 305	Marketing Principles

Required Cognates (12 units)

MATH 155	Introductory Statistics
SOWK 214	Generalist Practice I
AND	
COMM 215	Public Relations
OR	
PSYC 414	Interviewing & Counseling

Concentration Electives (4 units) selected from:

Other HLSC 3xx or 4xx courses not already required for Health Science - Health Administration concentration

Nutrition:

Graduates of this program will learn fundamental concepts of nutrition and their direct application to various settings. Critical thinking skills will be applied while analyzing the role of nutrition in both individual and community health. Students will gain the knowledge and skills needed to prepare, implement, and evaluate nutrition intervention programs. This degree prepares students for graduate work in Public Health, Health Science, Nutrition, or health-related graduate programs, such as Medicine, Dentistry, or Pharmacy.

Students interested in applying to schools of medicine or schools with graduate health programs will need to consult with their advisor and/or their respective graduate program.

Required 85 units in health science and related fields, as follows:

- Health Science Core Curriculum (26 units)
- Required Cognates (35 units)
- Elective Units selected in consultation with advisor (4 units)
- The Nutrition concentration courses listed below (20 units)

HLSC 314	Dynamics of Health Education
HLSC 316	Maternal & Child Health
HLSC 364	Research Methods in Health Science
HLSC 460	Nutrition Applications
HLSC 465	Applied Community Nutrition

Required Cognates (35 units)

BIOL 131	Human Anatomy & Physiology I
BIOL 132	Human Anatomy & Physiology II
CHEM 111/L	General Chemistry I with laboratory
CHEM 112/L	General Chemistry II with laboratory
CHEM 113/L	General Chemistry III with laboratory
CHEM 281/L	Organic Chemistry I with laboratory
CHEM 282/L	Organic Chemistry II with laboratory

Concentration Electives (4 units) selected from:

HIST 306	Pressing Issues in Society
HIST 339	Food & Culture
HIST 430NN	Home & Homelessness
HIST/PLSC 466	Reproductive Health, Justice & Politics in American History
HLSC 326	Behavior Change in Health & Wellness
HLSC 428	Multicultural Issues in Health

Note: Information on this page has been updated as of October 2023.

Public Health:

Graduates of this program will learn fundamental concepts of public health. Students will learn theories and methods of health behavior and health education and gain the knowledge and skills they will need to develop public health interventions. This degree prepares students for graduate work in public health, health science, health education, or health-related graduate programs, such as Medicine. Health educators need a bachelor's degree, and some employers may require the Certified Health Education Specialist (CHES) credential.

Students interested in applying to schools of medicine or schools with graduate health programs will need to consult with their advisor and/or their respective graduate program.

Required: at least 81 units in health science and related fields, as follows:

- Health Science Core Curriculum (26 units)
- Required Cognates (19 units)
- 8 elective units from the list below
- The Public Health concentration courses listed below (28 units)

HLSC 314	Dynamics of Health Education
HLSC 326	Behavior Change in Health & Wellness
HLSC 364	Research Methods for Health Science
HLSC 410	Public Health Foundations & Policies
HLSC 430	Applied Public Health Statistics
HLSC 475	Senior Practicum
HLSC 476	Health & the Global Environment

Required Cognates (19 units):

MATH 155	Introductory Statistics
	AND
<i>Choose 1 science sequence to complete:</i>	
BIOL 111, 111L	General Biology I, with laboratory
BIOL 112, 112L	General Biology II, with laboratory
BIOL 113, 113L	General Biology III, with laboratory
	OR
CHEM 111, 111L	General Chemistry I, with laboratory
CHEM 112, 112L	General Chemistry II, with laboratory
CHEM 113, 113L	General Chemistry III, with laboratory

Concentration Electives (8 units) selected from:

ARTS 194	PS/Illustrator Image Creation
BIOL 131	Human Anatomy & Physiology I
BIOL 132	Human Anatomy & Physiology II
ARTS 274B	Hand-Building
ARTS 395A	Web Design Communication Principles (with Art + Design Dept. Chair approval)
BIOL 446/446L	Human Gross Anatomy
COMM 215	Public Relations
COMM 237	Principles of Advertising
COMM 244	Interpersonal Communication
EXSC 426	Exercise Physiology
FLTV 104	Editing for Beginners
	OR
FLTV 112	Basic Production Techniques
PLSC/SOCI 160	Introduction to Gender Studies
	OR
HIST/PLSC/SOCI 306	Pressing Issues in Society
	OR
ANTH/HIST 339	Food & Culture
	OR
HIST/PLSC/SOCI 466	Reproductive Health, Justice, & Politics in American History
	OR
HIST/SOCI 430NN	Home & Homelessness
HLSC 316	Maternal & Child Health
HLSC 416	Sexuality & Family Health
HLSC 425B	Stress Management Through Applied Therapeutic Humor
HLSC 428	Multicultural Issues in Health
HLSC 440	Dynamics of Psychological Wellness
HLSC 490	International Health Experience
PHYS 231A or B	General or University Physics I
PHYS 232A or B	General or University Physics II
PHYS 233A or B	General or University Physics III
PSYC 275	Abnormal Psychology

MINORS

HEALTH SCIENCE:

Students interested in applying to schools of medicine or schools with graduate health programs will need to consult with their advisor and/or their respective graduate program.

Required: 32 units (16 upper division), including:

HLSC 214	Dimensions of Wellness
EXSC/HLSC 275	Critical Scholarship in Exercise Science or 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 415	Substance Abuse in Society
HLSC 416	Sexuality & Family Health
HLSC 425	Topics in Health
HLSC 430	Applied Public Health Statistics
HLSC 476	Health & the Global Environment

EXERCISE SCIENCE:

Students interested in applying to schools of medicine or schools with graduate health programs will need to consult with their advisor and/or their respective graduate program.

Required: 32 units (16 upper division), including:

BIOL 131	Human Anatomy & Physiology I
EXSC 104	Seminar in Exercise Science
EXSC 224	Structural Kinesiology
EXSC 254	Current Concepts & Applications of Fitness
EXSC 354	Methods of Fitness Instruction

Select remaining 12 units from the following courses:

EXSC 350	Exercise Science Colloquium
EXSC 364	Research Methods for Exercise Science
EXSC 416	Movement in Cultural Perspective
EXSC 424	Biomechanics of Human Movement
EXSC 426	Exercise Physiology
EXSC 444	Physiological Assessment & Exercise Prescription
HLSC 326	Behavior change in Health & Wellness

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 (0.5-1): Motor and cognitive skills and physiological development; adaptive programs as needed. Up to 12 courses applicable toward a baccalaureate degree.

EXSC 101	Swimming for Non-Swimmers	(0.5)
EXSC 102	Swimming - Stroke Development	(0.5)
EXSC 106	SCUBA Diving	(1)
EXSC 107	Water Aerobics	(0.5)
EXSC 108	Lifeguarding	(1)
	<i>Prerequisite: EXSC 102 or instructor consent</i>	
EXSC 109	Swim Instructor Training	(1)
	<i>Prerequisite: EXSC 102 or instructor consent</i>	
EXSC 112	Strength Training	(0.5)
EXSC 113	Jogging	(0.5)
EXSC 117	Yoga	(0.5)
EXSC 118	Circuit Training	(0.5)
EXSC 119	Intro to Triathlon	(0.5)
EXSC 124	Pilates	(0.5)
EXSC 125	Canoeing & Kayaking	(0.5)
EXSC 126	Bicycling	(0.5)
EXSC 129	Aerobic Games	(0.5)
EXSC 130	Downhill Skiing	(0.5)
EXSC 132	Snowboarding	(0.5)
EXSC 133	Intro to Ice Skating	(0.5)
EXSC 161	Badminton	(0.5)
EXSC 163	Pickleball	(0.5)
EXSC 164	Racquetball	(0.5)
EXSC 165	Tennis	(0.5)
EXSC 171	Golf	(0.5)
EXSC 177	Backpacking	(0.5)
EXSC 179	Rock Climbing	(0.5)
EXSC 183	Cardio Kick Fitness	(0.5)
EXSC 196	Special Topics: Physical Activities	(0.5)

EXSC 104 Seminar in Exercise Science (1): An introduction to the study, field, and professions of exercise science. Cross-listed as HLSC 104.

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 215A, 215B Introduction to Athletic Training (2, 2): Theory and application for assessment, treatment, taping, and prevention of minor athletic injuries.
Prerequisites: BIOL 131 & HLSC 120

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.
Prerequisites: BIOL 131 & HLSC 120

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, Math 155

EXSC 299 Directed Study (1-4): Lower division course, with an emphasis in research, completed in consultation with an advisor.
Prerequisite: Consent of the instructor

UPPER DIVISION

EXSC 350 Exercise Science Colloquium (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/HLSC 104

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.
Prerequisites: 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. Cross-listed with HLSC 364.
Prerequisites: 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: HLSC 120, 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

EXSC 416 Movement in Cultural Perspective (4): This upper division rhetoric intensive course examines movement in our world culture. Historical and contemporary interpretations of the role of play, games, sport, dance, and recreation in human life.
Prerequisites: ENGL 113 or 124, & EXSC/HLSC 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: BIOL 131 & 132, & EXSC 224, HLSC 120, & PHYS 117
Restriction: Students must have junior standing

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, HLSC 120

EXSC 444 Physiological Assessment & Exercise Prescription (4): 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 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: HLSC 120, EXSC 254, 354 & 444

Additional Requirements: Cumulative GPA > 2.3; Major GPA > 3.0; Senior status; CPR & First Aid Certifications

EXSC 495 Readings in Exercise Science (1-2): Designed for advanced exercise 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: HLSC 120 & Consent of the instructor

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: HLSC 120 & Consent of the instructor
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" & up to 42 units remaining in the degree. Must have approved senior contract for enrollment. If the senior contract is pending and prevents registration, the student must meet the following remaining unit requirements:

- 8 units or less remaining in General Studies
- 6 units or less remaining in major
- Have completed the HUMN 10x, SSCI 20x, RLGN 30x requirements

Health Science

LOWER DIVISION

HLSC 104 Seminar in Health Science (1): An introduction to the study, field, and professions of health science. Cross-listed as EXSC 104.

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 either Exercise Science or Health Science majors.*

HLSC 130 Medical Terminology (2) The study of medical terminology introduces students to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Utilizing a systems-approach, the student will define, interpret and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. In addition to medical terms, common abbreviations applicable to each system will be interpreted. *This is a hybrid course. Fifty-percent of the course will be taught online and 50% of instruction time will be in the classroom.*

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 111A or B or ENGL124

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.

Prerequisite: MATH 007

Restriction: At least sophomore standing or instructor consent

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, MATH 155

UPPER DIVISION

HLSC 314 Dynamics of Health Education (4): A comprehensive study of the theory and practice of health education, the course introduces students to the seven areas of professional competency exhibited by entry level health educators. The course focuses on community assessment and planning of health education programs, and then implements and evaluates those programs. 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.

Prerequisite: HLSC 214

HLSC 316 Maternal & Child Health (4): This course is designed to provide a public health perspective for assessing and addressing the emerging issues and persistent disparities that affect the health, well-being and quality of life of women, children, adolescents and families. An emphasis will be placed on maternal, infant, child and adolescent health promotion, disease prevention and factors affecting health behaviors and outcomes. Students will also examine programs, policies and practices designed to meet the unique health needs of women, children, adolescents and families.

Prerequisites: HLSC 214 & EXSC/HLSC 275

HLSC 317 Health, Society & the Consumer (4): This upper division rhetoric intensive course surveys the historical evolution of healthcare 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 healthcare 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; & EXSC/HLSC 275 or instructor consent

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 & EXSC/HLSC 275

HLSC 340 Lifestyle Diseases (4): An overview of the etiology, prevention, and treatment approaches to the major killers in American society including cardiovascular disease, cancer, diabetes, Alzheimer's, and obesity along with selected endemic infectious diseases such as influenza and AIDS. Topics will also include unintentional injuries and suicide, the two major killers of college-age youth.

Prerequisites: HLSC 214 & EXSC/HLSC 275

HLSC 350 Health Science Colloquium (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.

Prerequisite: ENGL 113 or 124, & EXSC/HLSC 104

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 & EXSC/HLSC 275

HLSC 410 Public Health Foundations & Policies (4): This course is designed to provide students with a foundation in healthcare practices, delivery, and policy processes. The student will explore the different approaches to public policy and the various factors, such as, political, economic, social, and cultural aspects that impact public health.

Prerequisite: HLSC 214

HLSC 415 Substance Abuse in Society (4): Combines basic principles that address the problems of drug and alcohol abuse, including current topics about prevention, awareness, nature of addiction, vignettes of the history of drug trade, and the chemical composition and effects of the most abused drugs are studied. This course provides an understanding of the history, effects in the body, intervention and treatment of drug and alcohol use. Emphasis is placed on prevention and remediation within the context of whole person wellness.

Prerequisites: HLSC 214 & EXSC/HLSC 275

HLSC 416 Sexuality & Family Health (4): 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 Stress Management Through Applied Therapeutic Humor (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 reduction. Students will investigate extant research relating to humor as a healing modality while having opportunities to develop their own stress-management skills through a laboratory component.

Prerequisites: ENGL 113 or 124, & either HLSC 214 or PSYC 104; or instructor consent

HLSC 428 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 214; & EXSC/HLSC 275 or instructor consent

HLSC 430 Applied Public Health Statistics (4): Statistical theory is applied in collecting, analyzing, and presenting data as a basis for identifying needs, planning programs, and writing proposals. Focusing on community health issues, students study survey methods, acquire experience in designing or modifying basic survey instruments, and engage in the actual field collection and statistical treatment of data.

Prerequisite: MATH 155, EXSC/HLSC 275

HLSC 440 Dynamics of Psychological Wellness (4): Basic principles by which sound mental and emotional health is acquired and maintained throughout one’s life are studied within the context of whole person wellness. Different dimensions of psychological disorders, including mood disorders, general anxiety disorders, and critical incident stress disorders, are studied, with an emphasis in prevention and remediation.

Prerequisites: HLSC 214 & EXSC/HLSC 275

HLSC 460 Nutrition Application (4): Apply critical thinking skills while analyzing the application of nutrition to various settings. Topics may include nutrition in weight management, sports, foodservice, and healthcare settings. Class format will be heavily dependent on in-depth discussions, activities, and literature review. Students will be able to test for their food safety certification upon completion. There is a SERVSafe certificate fee associated with this course.

Prerequisite: HLSC 214 & 225

HLSC 465 Applied Community Nutrition (4): Application of the principles of sound nutrition to selected groups in community settings. Students collaborate in preparing, presenting, implementing and evaluating a nutrition intervention program to a designated target population as well as observe and evaluate other groups as they implement their programs. Activities might include conducting cooking schools, nutrition education for pregnant mothers, low-budget nutrition for the homeless, or indigent weight management programs, and nutrition for the elderly.

Prerequisites: HLSC 214, 225, 314, 460 & approved senior contract

Additional Requirements: A minimum of 40 units applicable to any Health Science major, and instructor consent required

HLSC 467 Principles of Epidemiology (4): 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, EXSC/HLSC 275, & MATH 155

HLSC 475 Senior Practicum (4): Focuses on the application and further development of relevant health promotion knowledge and skills in one or more areas through an supervised internship or clerkship (100 clock hours) within an established community program. Culminates in a formal classroom presentation of the practicum experience.

Additional Requirements: A minimum of 40 units applicable to any Health Science major required; arrangements for this class are to be completed no later than the junior year & a written plan must be approved by the instructor no later than mid-

quarter prior to registering for the course; Department approval and instructor consent required

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 & EXSC/HLSC 275, or instructor consent

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.

Additional Requirements: A minimum of 40 units applicable to any Health Science major and instructor consent required

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 instructor

HLSC 499 Directed Study (1-4): Upper division course, with an emphasis in research, completed in consultation with an advisor.

Prerequisite: Consent of the instructor

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"; Instructor consent required & up to 42 units remaining in the degree. Must have approved senior contract for enrollment. If the senior contract is pending and prevents registration, the student must meet the following remaining unit requirements:

- 8 units or less remaining in General Studies
- 16 units or less remaining in major
- Have completed the HUMN 10x, SSCI 20x, RLG 30x requirements

Department of History, Politics & Sociology

Department Faculty

Katherine Parsons Koh, Chair

Associate Professor of History (2010)
MPhil Cambridge University 2006
PhD University of California, Riverside 2016
Early modern Europe, history of religion, global history

Ken Crane

Associate Professor of Sociology and Global Studies (2008)
PhD Michigan State University 2000
MPA Monterey Institute of International Studies 1986
Social anthropology, ethnography, refugee studies

Alicia Gutierrez-Romine

Associate Professor of History (2017)
PhD University of Southern California, 2016
American history, gender and sexuality, race and ethnicity

Andrew Howe

Professor of History (2005)
PhD University of California, Riverside 2005
American history, cultural studies, film studies

Eric Vega

Assistant Professor of Sociology (2013)
PhD University of California, Riverside 2010
Education, family, migration, social movements, pop culture

Collaborating Faculty

April Summitt

Provost (2013)
PhD Western Michigan University 2002
Environmental history, western history

Emeritus Professors

Jeffrey N. Dupée (2021)

Professor of History
PhD Claremont Graduate University 2001
JD Peninsula University 1988

Won K. Yoon (2021)

Professor of Sociology
PhD Louisiana State University 1976

Degrees Offered

Bachelor of Arts degrees in:

- History
- Sociology
- Global Studies
- Political Science
- Social Science: Secondary Teaching

Minors in:

- Gender Studies
- Film Studies
- Global Studies
- Legal Studies
- History
- Latin American Studies
- Sociology
- Politics

Interdisciplinary Majors

An interdisciplinary Bachelor of Arts degree in:

- Social Ecology (60 units) is available for students who take specified courses from areas including anthropology, communication, economics, history, political science, psychology, religion and sociology.
- Human Development & Thriving (64 units) is available for students who take specified courses from areas including child and family studies, communication, English, history, health science, psychology, religion, social issues, sociology, and social work.
- Global Contexts of Health (61 units) is available for students who take specified courses from areas including anthropology, communication, economics, geography, history, health science, management, political science, psychology, religion, sociology, and social work.

Please refer to the Program in Social Ecology section of the Undergraduate bulletin for full degree requirements and other information.

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

History involves the study of the past, seeking to understand societies and events within their context. Through the department's curriculum, students are exposed to the diversity of peoples, cultures, and voices, thinking critically about the cultural, social, and political contexts of multiple societies and historical eras.

Required: at least 62 units (24 upper division), including:

- The courses listed below (38 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 105	Western Intellectual Tradition
HIST 108	U.S. History to 1877
HIST 109	U.S. History Since 1877
HPSC 101	Colloquium: Introduction to the Discipline
HPSC 102	Colloquium: Perspectives in Practice
HPSC 104	Global Interactions Since the Age of Columbus
HPSC 274	American Government
HPSC 275	Critical Analysis
HPSC 375	Research Methods
HPSC 497	Senior Colloquium
HPSC 498	Senior Thesis (3 units)

Choose one from the following:

SOCI/PLSC 140	Introduction to Black Studies
SOCI/PLSC 150	Introduction to Chicanx Studies
SOCI/PLSC 160	Introduction to Gender Studies

SOCIOLOGY

Sociology is the study of the relationship between our lives and the social world: community, culture, peers, family, economy, work, religion, and global system. Sociology pays particular attention to how positionality of race, class, and gender shape their lived experience and life chances, and how the social world in turn is reshaped through human action.

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 102	Colloquium: Perspectives in Practice
HPSC 275	Critical Analysis
HPSC 375	Research Methods
HPSC 497	Senior Colloquium
HPSC 498	Senior Thesis (3 units)
SOCI 104	General Sociology
SOCI 374	Impacts of Globalization
SOCI 404	Foundations of Social Thought
SOCI 495	Field Placement

Choose one from the following:

SOCI/PLSC 140	Introduction to Black Studies
SOCI/PLSC 150	Introduction to Chicana Studies
SOCI/PLSC 160	Introduction to Gender Studies

GLOBAL STUDIES

Global Studies encourages students 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)

Study Abroad:

Study abroad is strongly encouraged for Global Studies majors, and is vital to achieving language proficiency at the intermediate and advanced levels. Students should work with their advisor to identify courses offered through ACA (or other study abroad programs) that meet the Global Studies' three elective categories, especially courses in culture, geography, society, and politics.

Internships:

Students who study abroad should take advantage of opportunities to immerse themselves deeper into host societies, developing a deeper understanding of pressing global issues. Some ACA campuses offer opportunities for internships, and students should contact the ACA coordinator to request that opportunity. Students also have the option to do an internship in the U.S. or with an international organization outside the U.S.

ANTH 215	Cultural Anthropology
ANTH 495	Field Placement (4 units)
GEOG 276	Human & Population Geography
HPSC 101	Colloquium: Introduction to the Discipline
HPSC 102	Colloquium: Perspectives in Practice
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 Popular Imagination

Choose 8 units from Area & Regional Studies:

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	Russian History
HIST 354	Colonial Latin America
HIST 355	Modern Latin America
HIST 432F	British Imperial Experience in Africa & Asia
HIST 432HH	The History of the Islamic World

Choose 8 units from extra departmental offerings or courses approved by the HPS chair:

COMM 226	Mass Media in Society
COMM 477	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 ¹	Adventism in Global Perspective
RLGN 305 ¹	The Experience of Religion in Three Cultures

Required Cognate (4 units):

WDLG 201 or demonstrated proficiency equivalent

Recommended:

Advanced second language proficiency
Study abroad

POLITICAL SCIENCE

Required: at least 78 units with (31 upper division), including:

- The courses listed below (38 units)
- Courses selected from the list of approved electives (32 units, including 16 upper division)
- Cognates (8 units)

HPSC 101	HPS Freshmen Colloquium: Introduction to the Disciple
HPSC 102	HPS Freshmen Colloquium: Perspectives in Practice
HPSC 274	American Government
HPSC 275	Critical Analysis
HPSC 375	Research Methods

¹ 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).

HPSC 497	Senior Thesis Colloquium
HPSC 498	Senior Thesis
PLSC 104	Introduction to Political Theory
PLSC 225	Introduction to Law
PLSC 316	Comparative Government
PLSC 440	Topics in International Relations
PLSC 494	Public Affairs Internships

Electives (32 units):

Choose 32 units total, with at least 16 upper division units, from the following:

ANTH/GLST 431	Forced Migration
GEOG 276	Human and Population Geography
HIST 105	Western Intellectual Traditions
HIST 106	Race, Class, and Gender in American Society
HIST 190	Historical Trials/Modern Applications
HIST 350	The American Civil Rights Movement
MGMT 347	The Legal Environment of Business
MGMT 424	Global Poverty
PLSC 432S	Law and Society
PLSC 474/ PHIL 474	Political Philosophy
PLSC 306	Pressing Issues in Society
PLSC 420	International Organizations
PLSC 430H	The United States Constitution
PLSC 440	Topics in International Relations
PLSC 485	American Political Thought
PLSC 488E/ PSYC 488E	Political Psychology
PLSC 440	Topics in International Relations
PLSC 440F	War Crimes and International Policy
PLSC 495	Readings in Political Science
PLSC 499	Directed Study in Political Science
SOCI 345	Social Organization
SOCI 431A	Border Conflicts

Required Cognates (8 units):

MATH 155 Statistics

Choose 4 units from the following:

ECON 254	Macroeconomics
ECON 255	Microeconomics
ECON 392	Essentials of Game Theory
FNCE 487	International Finance

SOCIAL SCIENCE: SECONDARY TEACHING

The emphasis in Secondary Teaching allows students to complete teaching credential coursework along with the major in Social Science. The program is offered in collaboration with La Sierra University's School of Education, which provides the courses leading to the Secondary credential. Those courses must be completed in the recommended order, and students will need to apply with the School of Education for acceptance into the Teacher Education program. Refer to the Teacher Education Program listing in the Department of Curriculum and Instruction section of the bulletin for more information.

Required: 109 units in History, Social Science and related fields, including:

- The courses listed below (42 units)
- California State Credential Required Courses (55 units)
- Required Cognates (4 units)
- Remaining 8 units to be selected from Upper Division offerings of the Department of History, Politics and Sociology in consultation with a faculty advisor

GEOG 276	Human & Population Geography
HIST 105	Western Intellectual Tradition
HIST 108	U.S. History to 1877
HIST 109	U.S. History Since 1877
HIST 430J	California History
HPSC 101	Colloquium: Introduction to the Discipline
HPSC 102	Colloquium: Perspectives in Practice
HPSC 104	Global Interactions Since the Age of Columbus
HPSC 275	Critical Analysis
HPSC375	Research Methods
HPSC497	Senior Colloquium
HPSC498	Senior Thesis
SOCI 104	General Sociology

Required Teaching Credential Courses:

The following courses are recommended to be taken in the general order in which they are listed below.

EDCI 105	Initial Student Teaching
EDCI 204	Introduction to Teaching
EDCI 205	Intermediate Student Teaching (6 units total)
HLSC 214	Dimensions of Wellness
EDCI 413	Digital Literacy
EDFO 305	Psychology of Learning
EDCI 417	Culture, Society & Ethics
EDCI 410	Comprehensive Classroom Management
EDCI 464	Special Education & Inclusion
EDCI 498	Assessment-Driven Instruction
EDCI 419	Reading in the Content Area
EDCI 426	Language & Literacy 9-12
EDCI 429	Secondary School Theory
EDCI 430	Secondary School Practices
EDCI 457	Student Teaching in the Secondary School (6 units total)

Required Cognates (4 units):

HPSC 274	American Government
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MINORS

FILM STUDIES

Required: 28 units (12 upper division), including:

ARTS 255	Photography
FLTV 318	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 I
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 Popular Imagination
HIST 430Z	Hollywood & American History

GENDER STUDIES

Required: 28 units (16 upper division), including:

HPSC 275	Critical Analysis
SOCI/PLSC 160	Introduction to Gender Studies
SOCI 414	Sociology of the Family & Intimate Relationships

16 units (at least 12 upper division) from the following list, or other relevant courses in consultation with advisor:

COMM 344	Gender & Communication
HIST 430D	Gender & Work
HIST 430DD	Gender & Film
HIST 430K	Gender in the American West
HIST 466	Reproductive Health, Justice & Politics in American History
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 Popular Imagination

Choose 4 units from Area & Regional Studies:

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	Russian History
HIST 354	Colonial Latin America
HIST 355	Modern Latin America
HIST 432F	British Imperial Experience in Africa & Asia
HIST 432HH	The History of the Islamic World

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:

HIST 105	Western Intellectual Tradition
HPSC 104	Global Interactions Since the Age of Columbus
HPSC 274	American Government
HPSC 275	Critical Analysis

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 Popular Imagination
SOCI/PLSC 150	Introduction to Chicanx Studies
SPAN 348	Spanish-American Literature 1492-1888
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/PLSC 440F	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
PLSC 496	Special Topics
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 ²	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

16 units (at least 8 upper division) from the following courses:

GEOG 276	Human & Population Geography
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 374	Impacts of Globalization
SOCI 430NN	Home & Homelessness
SOCI 431A	Border Conflicts in Popular Imagination

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 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

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 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.

² Cross-listed as PSYC 488E

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 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 339 Food & Culture (4): A study of historical, political, and anthropological dimensions of food, from production to transportation to consumption. Some specific areas to be covered: agriculture, nutrition, disease, commerce, labor, colonialism, immigration, cultural appropriation, aesthetics, taste, social class, family, memory, plenty & privation, regional identity, and globalism. Cross-listed as HIST 339.

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 "refuge" 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 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 as 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 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 108 U.S. History to 1877 (4): A survey of American history from the pre-Columbian era through Reconstruction. This course explores European settlement, the colonial period, independence from Great Britain, the formation of a republic and its Constitution, Manifest Destiny, the Civil War, and Reconstruction.

HIST 109 U.S. History Since 1877 (4): A survey of American history from the end of Reconstruction through the present era. This course explores the Progressive Era, both world wars, imperial ambition, the Great Depression and the New Deal, the Cold War, and the Civil Rights Movement.

HIST 130 Introduction to African-American History (4): This course offers a general introduction to the history of African Americans in the United States from the era of slavery to the present. It examines the lives of slaves and how African Americans shaped American history. Topics include, but are not limited to: the slave trade, antebellum society, Jim Crow, gender and sexuality, white supremacy, the Civil Rights Movement, art and culture, and the rise of the carceral state

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 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 as 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 338 Nature & Culture (4): An examination of the history of human-environment relations in the United States and of nature as a cultural concept mediated by specific contexts and communities. Particular focus will be given to the following cultural manifestations of nature: representations in popular media, including film and music; material objects, including photographs; ethical considerations; and, environmental policy. Nature will be examined as both a collection of resources and as a holistic resource.

HIST 339 Food & Culture (4): A study of historical, political, and anthropological dimensions of food, from production to transportation to consumption. Some specific areas to be covered: agriculture, nutrition, disease, commerce, labor, colonialism, immigration, cultural appropriation, aesthetics, taste, social class, family, memory, plenty & privation, regional identity, and globalism. Cross-listed as ANTH 339.

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 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 British Colonialism (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 gives special consideration to religious and ethnic minorities.

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. 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 466 Reproductive Health, Justice & Politics in American History (4): An upper division seminar that explores reproductive health, justice, and politics in American history. This course examines how that one's rights are limited according to their race, class, sexual orientation, income, immigration status, or other marker of identity. Particular focus will be given to the relationship between the physical body and the body politic; reproductive rights and choices; ethics, legislation, and the essentialization of women as reproducers over the course of American history. Cross-listed as PLSC 466 & SOCI 466.

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: For department majors only; 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: For department majors only; limited to four units per student

Additional Requirement: 3.00 minimum grade point average in the major

Political Science

LOWER DIVISION

PLSC 140 Introduction to Black Studies (4): This course broadly surveys the ongoing process of Black politics, cultural production, and identity formation as structured through race and its intersection with gender, sexualities, and class. The course explores both the Black American and wider Diaspora's fight against colonialism, persistent anti-Black racism, economic exploitation, political violence, and gender oppression. Cross-listed as SOCI 140.

PLSC 150 Introduction to Chicana Studies (4): The course explores what it means to be "Chicano/a/x", "Mexican-American", "Hispanic" or "Latino/a/x" in the United States, how they have been defined and named in the United States within the context of historical events—war, mass deportations, US foreign interventions, how they live amid institutional forces, and how they self-identify, mobilize, and engage U.S. sociocultural arrangements. Cross-listed as SOCI 150.

PLSC 160 Introduction to Gender Studies (4): This course introduces students to gender and sexuality through a multidisciplinary lens that links historical and contemporary events with key concepts in gender studies. Foundational themes include ideology, body, and power examined in the context of culture, class, race, ethnicity, religion, and sexual orientation. Students will learn to ask critical questions about gender performance and develop understandings of how these dynamic constructions shape social institutions, contribute to gender production, and are addressed through social action. Cross-listed as SOCI 160.

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 as 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. 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 466 Reproductive Health, Justice & Politics in American History (4): An upper division seminar that explores reproductive health, justice, and politics in American history. This course examines how one's rights are limited according to their race, class, sexual orientation, income, immigration status, or other marker of identity. Particular focus will be given to the relationship between the physical body and the body politic; reproductive rights and choices; ethics, legislation, and the essentialization of women as reproducers over the course of American history. Cross-listed as HIST 466 & SOCI 466.

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: For department majors only; 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: For department majors only; limited to four units per student

Additional Requirement: 3.00 minimum grade point average in the major

Sociology

LOWER DIVISION

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 140 Introduction to Black Studies (4): This course broadly surveys the ongoing process of Black politics, cultural production, and identity formation as structured through race and its intersection with gender, sexualities, and class. The course explores both the Black American and wider Diaspora’s fight against colonialism, persistent anti-Black racism, economic exploitation, political violence, and gender oppression. Cross-listed as PLSC 140.

SOCI 150 Introduction to Chicax Studies (4): The course explores what it means to be “Chicano/a/x”, “Mexican-American”, “Hispanic” or “Latino/a/x” in the United States, how they have been defined and named in the United States within the context of historical events—war, mass deportations, US foreign interventions, how they live amid institutional forces, and how they self-identify, mobilize, and engage U.S. sociocultural arrangements. Cross-listed as PLSC 150.

SOCI 160 Introduction to Gender Studies (4): This course introduces students to gender and sexuality through a multidisciplinary lens that links historical and contemporary events with key concepts in gender studies. Foundational themes include ideology, body, and power examined in the context of culture, class, race, ethnicity, religion, and sexual orientation. Students will learn to ask critical questions about gender performance and develop understandings of how these dynamic constructions shape social institutions, contribute to gender production, and are addressed through social action. Cross-listed as PLSC 160.

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 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 as 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 as HIST 350.

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 466 Reproductive Health, Justice & Politics in American History (4): An upper division seminar that explores reproductive health, justice, and politics in American history. This course examines how one’s rights are limited according to their race, class, sexual orientation, income, immigration status, or other marker of identity. Particular focus will be given to the relationship between the physical body and the body politic; reproductive rights and choices; ethics, legislation, and the essentialization of women as reproducers over the course of American history. Cross-listed as HIST 466 & PLSC 466.

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: For department majors only

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: For department majors only; 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: Junior or senior standing required

Program in English as a Second Language (ESL)

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)
EdD La Sierra University 2016
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)
MFA California State University, San Bernardino
MA La Sierra University
English

Melissa McDonald
Instructor in English as a Second Language (2012)
MS University of Southern California
Teaching English to Speakers of Other Languages Certification

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 in 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, grammatically accurate 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 six-week sessions during summer quarters. Additionally, intensive American Culture programs (varying in length) are scheduled during the summer.

Six main levels of instruction (Basic, Beginning, Intermediate, High 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 activities, conversation, vocabulary, pronunciation, and listening. Learning takes place in the classroom and through exposure to American culture experiences during a number of learning activities.

Classes are taught by experienced English language instructors. These teaching professionals are critical in helping students achieve a greater depth of understanding of the English language and American culture.

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 five 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, iTEP, or IELTS 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 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, High Intermediate, Advanced, and Expanded 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.

ESL Pathway Program:

Eight (8.0) ESL 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 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.

Upon successful completion of the first quarter in the Pathway Program, undergraduate students may register for a total of 12 units the following quarter, four (4) of which must be *ESLC 104 Expanded Listening, Pronunciation & Conversation*, which focuses on American culture and critical thinking.

Qualification for ESL Pathway Program

In order for students to be eligible for the Pathway 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 70-78; Michigan Language Test score of 51-61; iTEP of 3.5; or IELTS score of 5.5-6.0.

Successful completion of the Expanded Level ESL or Pathway Program requires the completion of ENGL 111B with a minimum grade of C. Upon completion, a student is guaranteed admission to a university-level program.

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 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 281 High Intermediate Grammar & Syntax (4): This course moves students from context into grammatically accurate communication. It emphasizes the usage of formal English grammar in written work and in speech.

ESLC 282 High Intermediate Composition (4): In this course students refine academic writing skills with an emphasis on accuracy in grammar and sentence development in writing a variety of essays based on critical analysis of readings and class discussions. The course also emphasizes competent sentence variety and mastering the mechanics of English in the context of the essay.

ESLC 283 High Intermediate Reading (4): The focus of this course is on broadening and deepening students' linguistic function and refining their reading comprehension, vocabulary development, reading rate, and study skills within a communicative academic context.

ESLC 284 High Intermediate Listening, Pronunciation & Conversation (4): This course emphasizes further development of speaking, critical listening, and note-taking proficiency for full participation in academic, professional, and social situations. Through media and technology, instructor lectures, group discussions, and informal conversations, students understand rhetorical patterns of formal, spoken English and lectures from diverse disciplines.

ESLC 280L High 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-taking 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, in addition to TOEFL practice tests and test-taking strategies.

ESLC 102 and 103 are available to ESL students who qualify for the Pathway 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 Pathway program. Pathway program students will register for ESLC 104 and up to 8 units of mainstream university courses (including ENGL 111B or ENGL 112B for undergraduate students) as advised. If required, Pathway students will register for ESLC 101 the following quarter with appropriate registration for courses (including ENGL 111B or ENGL 112B for undergraduate students) as advised.

ESLC 101 Expanded 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 104 Expanded Listening, Conversation & Pronunciation (4):

This course enables students to critically analyze assumptions, evidence, and arguments in a multicultural context. Students continue to develop their reading, writing, and listening & conversation skills.

Program in Individual Major

Program Faculty

Alicia Gutierrez-Romine, Coordinator

Associate Professor of History (2017)

PhD University of Southern California 2016

American history, gender and sexuality, race and ethnicity

Description

A student who has clearly defined objectives that cannot be fulfilled through enrollment in an established CAS major 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, from at least two different departments of the college, unless it can be shown that the major can best be accomplished within one department, in which case the advisory committee may come from that department but must still be constituted of two full-time faculty members.

The proposal is approved by the Individual Majors Committee and by the Dean of the College of Arts and Sciences. There is a three-step process for submitting a proposal: (1) at least 5 quarters before a student's projected target date for graduation, the appropriate documents should be submitted to the Individual Majors Committee for initial review; (2) once approved, at least 4 quarters before the target graduation date the Individual Majors Committee will then direct the proposal to the CAS Dean's office for further review and final approval; and (3) once approved, at least 3 quarters before the projected graduation date, the CAS Dean's office will forward the approved curriculum to Records for processing. This requirement may be waived by the Individual Majors Committee if the student provides a persuasive reason for the submission's late filing. Any subsequent changes must be approved by the advisory committee and the chairperson of the Individual Majors Committee.

This program is open to students who are currently registered at La Sierra University, who have a minimum cumulative 3.0 GPA, and who still have 5 full quarters to complete before graduation. The 3.0 cumulative GPA requirement may be waived by the Individual Majors Committee if there are persuasive academic reasons for the waiver.

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 descriptive title that will appear on the diploma.
4. 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.
5. 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.
 - E. The student must have at least 80 quarter units still to complete before the target graduation date at the time the initial proposals submitted to the Individual Majors Committee.
 - F. Students who wish to pursue an individual major are limited to one individual major and one additional major.
5. The chairman of the student's advisory committee is the student's academic advisor.
6. 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.
7. 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

Department Faculty

Sharilyn R. Horner, Chair

Senior Lecturer of Mathematics (2000)
MA California State University, Fullerton 2002
Mathematics

James W. Beach

Associate Professor of Mathematics (1979)
DA Idaho State University 1977
Analysis, probability, statistics

Justine N. Le

Lecturer of Mathematics (2021)
MA La Sierra University 2019
Mathematics

Alexander S. Rowell

Lecturer of Mathematics (2014)
PhD University of California, Riverside 2022
Partial Differential Equations, Inverse Problems, Imaging

Jon D. Vanderwerff

Professor of Mathematics (1998)
PhD University of Alberta 1992
Functional Analysis, geometry of Banach spaces

Jason C. Wittlake

Lecturer II of Mathematics (2013)
MA California State University, Fullerton 2011
Mathematics education, probability, statistics

Collaborating Faculty

Craig Kinzer

Lecturer II of Mathematics (2013)
PhD University of California, Riverside 2007
Statistics

Jennifer Miranda

BS La Sierra University 2016
Mathematics

Craig Spedden

MBA La Sierra University 2018
Financial Applications of Mathematics

Emeritus Professor of Mathematics

Vernon W. Howe (2017)

PhD Dartmouth College, 1971

Degrees Offered

Bachelor of Arts degree in:

- Mathematics: Secondary Teaching

Bachelor of Science degrees in:

- Biomathematics
- Mathematics

Minor in:

- Mathematics

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 Arts

MATHEMATICS: SECONDARY TEACHING

The emphasis in Secondary Teaching allows students to complete teaching credential coursework along with the major in Mathematics. The program is offered in collaboration with La Sierra University's School of Education, which provides the courses leading to the Secondary credential. Those courses must be completed in the recommended order, and students will need to apply with the School of Education for acceptance into the Teacher Education program. Refer to the Teacher Education Program listing in the Department of Curriculum and Instruction section of the bulletin for more information.

Required at least 113 units in Math and related fields, including:

- The courses listed below (46 units)
- 4 additional units of upper division mathematics courses
- Required Cognates (8 units)
- Required credential courses (55 units)

MATH 131	Calculus I
MATH 132	Calculus II
MATH 133	Calculus III
MATH 231	Introduction to Linear Algebra
MATH 233	Multivariable Calculus
MATH 276	Discrete Mathematics
MATH 305	Problem Solving with Technology
MATH 345	College Geometry
MATH 421	Abstract Algebra I
MATH 431	Analysis I
MATH 451	Introduction to Mathematical Statistics I

Plus choose one of the following courses:

MATH 108	Introduction to Logic
MATH 155	Introductory Statistics

Required Cognates (8 units):

CPTG 121	Introduction to Computer Sciences
PHYS 231A or B	General or University Physics I

Required Teaching Credential Courses (55 units):

The following courses are recommended to be taken in the general order in which they are listed below.

EDCI 105	Initial Student Teaching
EDCI 204	Introduction to Teaching
EDCI 205	Intermediate Student Teaching (6 units total)
HLSC 214	Dimensions of Wellness
EDCI 413	Digital Literacies
EDFO 305	Psychology of Learning
EDCI 417	Culture, Society, & Ethics
EDCI 410	Comprehensive Classroom Management
EDCI 464	Special Education & Inclusion
EDCI 498	Assessment-Driven Instruction
EDCI 419	Reading in the Content Area
EDCI 426	Language & Literacy 9-12
EDCI 429	Secondary School Theory
EDCI 430	Secondary School Practices
EDCI 457	Student Teaching in the Secondary School (6 units total)

Note: In order to qualify for California Teaching Credentials, a student needs to pass an American Government Proficiency Exam (or take HPSC 274, 4 units). Please contact the School of Education for more details on other requirements for the California preliminary teaching credential.

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)

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 235	Biostatistics
BIOL 301	Cell & Molecular Biology
BIOL 302	Genetics
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	Multivariable Calculus
MATH 305	Problem Solving with Technology
MATH 365	Introduction to Mathematical Models

Note: Two units may be applied to the biomathematics major from CHEM 431 Biochemistry I and 2 units may be applied from CHEM 432 Biochemistry II.

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 301L	Cell & Molecular Biology Projects Laboratory
BIOL 302L	Genetics Laboratory
CHEM 282	Organic Chemistry II
PHYS 231A or B	General or University Physics I
PHYS 232A or B	General or University Physics II
PHYS 233A or B	General or University 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	Multivariable Calculus
MATH 305	Problem Solving with Technology
MATH 324	Linear Algebra
MATH 415	Sets & Number Systems
MATH 421	Abstract Algebra I
MATH 431	Analysis I
MATH 432	Analysis II

Required Cognates (12 units):

PHYS 231A or B General or University Physics I

Plus, choose 8 units from:

PHYS 232A or B	General or University Physics II
PHYS 233A or B	General or University Physics III
CHEM 345	Physical Chemistry: Thermodynamics and Kinetics
CHEM 353	Physical Chemistry: Quantum Mechanics

MINOR

MATHEMATICS

Required: 30 units including:

- The courses listed below (18 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
MATH 305	Problem Solving with Technology

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 016B or appropriate score on placement examination

MATH 016A: Introductory Algebra Emporium I (2): Self-paced math lab course addressing a review of arithmetic and the first half of the standard topics of high school Algebra I. Instruction is computer-based, in a classroom environment with an instructor and/or learning assistant(s). Does not apply toward any degree or certificate at La Sierra University. Four course contact hours per week. Offered S/U only. May not be repeated.

MATH 016B: Introductory Algebra Emporium II (2): Self-paced math lab course addressing the second half of the standard topics of high school Algebra I. Instruction is computer-based, in a classroom environment with an instructor and/or learning assistant(s). Does not apply toward any degree or certificate at La Sierra University. Four course contact hours per week. Offered S/U only. May not be repeated.

Prerequisite: S in Math 016A or instructor consent

MATH 017A: Intermediate Algebra Emporium I (2): Self-paced math lab course addressing the first half of the standard topics of high school Algebra II. Instruction is computer-based, in a classroom environment with an instructor and/or learning assistant(s). Does not apply toward any degree or certificate at La Sierra University. Four course contact hours per week. Offered S/U only. May not be repeated.

Prerequisite: MATH 006 or, Math 016B, or appropriate score on placement examination

MATH 017B: Intermediate Algebra Emporium II (2): Self-paced math lab course addressing the second half of the standard topics of high school Algebra II. Instruction is computer-based, in a classroom environment with an instructor and/or learning assistant(s). Does not apply toward any degree or certificate at La Sierra University. Four course contact hours per week. Offered S/U only. May not be repeated.

Prerequisite: S in Math 017A or instructor consent

MATH 055 Algebra for Statistics (4 units): The course addresses 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 or MATH 016B, or appropriate score on placement examination

LOWER DIVISION

MATH 108 Introduction to Logic (4): This course covers both deductive and inductive logic with an emphasis on the former. Topics will be chosen from the following: Deductive and Inductive Arguments; Validity; Categorical Propositions; Venn Diagrams; Categorical Syllogisms; Propositional Logic; Predicate Logic.

Prerequisites: ENGL 111A or B & MATH 007 or MATH 017B 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 017B 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 derivatives; iterated integrals.

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 B.S. mathematics program. Not open to students who previously earned credit in BUAD 341, ECON 341 or ECON 241.

Prerequisite: MATH 007 or MATH 017B or MATH 055 or appropriate score on placement examination

MATH 156 Introduction to Statistical Software (1): An introduction to the use of software packages for descriptive and inferential statistics as introduced in MATH 155. Students will use spreadsheets to organize, analyze and present data, and they will use SPSS (or similar statistical software) for basic data analysis and presentation, hypothesis testing, regression and correlation analysis, goodness of fit and ANOVA. Does not apply to a major or minor in Mathematics.

Prerequisite: C or better in MATH 155 (can be concurrently enrolled)

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

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 and models. Analytic, qualitative and numerical techniques for first-order differential equations, first order systems, and nonlinear systems. Method of undetermined coefficients. Laplace transformations with Delta functions. Change of variables and Bernoulli Equations.

Prerequisites: MATH 133 & 231

MATH 233 Multivariable Calculus (4): Functions of several variables, limits, continuity, partial derivatives and applications; multiple integrals and applications; vector fields, line integrals, surface integrals, Green's theorem, Stokes' theorem and the divergence theorem.

Prerequisite: MATH 133

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

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 305 Problem Solving with Technology (2): Use of problem solving relevant to mathematical habits of mind. Multiple approaches including the use of technology to explore and solve problems.

Prerequisites: MATH 133 & one of the following: MATH 231, 232, or 233

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 non-Euclidean 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. Course is not offered regularly.

Prerequisite: MATH 361

MATH 365 Introduction to Mathematical Methods (4): Topics include difference equations and discrete dynamical systems, discrete models in one variable; discrete models in two variables; continuous models in one variable; continuous models in several variables.

Prerequisites: MATH 231, 232, & 305.

MATH 405 Senior Project (2): An opportunity for majors to pursue a topic of their interest. Topic to be chosen in conjunction with faculty member and approved by department. Project will culminate in the production of a paper and an oral presentation according to guidelines determined by the department.

Prerequisites: MATH 305

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 231, plus either MATH 276 or 415

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 233, plus either MATH 276 or 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

Department of Music

Department Faculty

Dean Anderson, Chair

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

David Kendall, Associate Chair

Associate Professor of Music (2014)
PhD University of California, Riverside 2010
Musicology, research methods, low brass

Raejin Lee, Associate Chair

Associate Professor of Music (2005)
DMA Rutgers University 2008
Voice, opera

Kenneth Narducci

Professor of Music (2006)
DMA University of Oregon 1989
Theory, musicianship

Ariel Quintana

Associate Professor of Music (2014)
DMA University of Southern California 2010
Choral studies, choral conducting, composition, music education

Elvin S. Rodríguez

Professor of Music (1998)
EdD Teachers College of Columbia University 1991
Piano, musicianship, music education

Giovanni Santos

Associate Professor of Music (2015)
PhD Florida State University 2022
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

Andrew Bain

MA Hochschule für Musik
Karlsruhe 2003
Horn

Spencer Baldwin

MMus Azusa Pacific University 2016
Double Bass

David Brennan

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

Cody Breyer

MMus University of Southern California 2019
Guitar

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

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

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

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

An interdisciplinary M.A.T. degree in Music Education (53 units) is available for students who take specified course in music and education. Please refer to the School of Education section of the Graduate bulletin for full degree requirements and other information.

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. Fostering an environment that supports a learning dialogue among the stakeholders of the Department of Music: students, faculty, and the community.
2. Assisting in gaining insight into the significance and function of music in the student's spiritual life and within the community of worshippers.
3. Nurturing the student's growth in aesthetic sensitivities and values, and enabling the student to effectively communicate these values.
4. Guiding the student in developing a critical and open-minded approach to music of diverse cultures and styles.
5. Stimulating the student's awareness of the vital role of music in society, and inspiring a commitment to provide meaningful exposure to music for all.
6. Supporting the advancement of musical life in the Seventh-day Adventist Church by encouraging the student to become an active contributor.
7. Fostering the student's development of self-discipline, responsibility, and professionalism in music.
8. Participating in the campus-wide emphasis on a broad,

balanced curriculum by providing cross-campus majors opportunities to participate in performance ensembles, performance instruction, and general education classes.

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/Musical Theatre 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 70 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)
- 6 units (minimum) of specified ensembles*
- The courses listed below (48 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 315	Analysis of Tonal Music
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	Conducting I
MURE 489	Music & Worship

Recommended:

MUHL 485 Music of the Christian Church

Bachelor of Music

MUSIC

Core Curriculum (58 units): Required of all students receiving a Bachelor of Music degree in Music and Music Education

Required:

- 6 units of specified ensembles **
- The courses listed below (52 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 314	Counterpoint
MUCT 315	Analysis of Tonal Music
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	Conducting I
MUPF 398	Recital in Music
MURE 489	Music & Worship

Areas of Concentration: (*students choose one*)

- Music Education
- Performance

Music Education:

Required: at least 116 units in music, including:

- Core Curriculum for Music and Music Education (58 units)
- 9 units of music electives (MUCT, MUED, MUHL, or MUPF)
- 20 units (8 upper division) of individual instruction, 16 of which are in one field

- 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	Low Brass Methods & Techniques
MUED 264C	French Horn Methods & Techniques
MUED 274	Percussion Methods & Techniques
MUED 294*	Vocal Methods & Techniques
MUED 405	Instrumental Methods
MUED 406	Choral Methods
MUPF 315	Conducting II
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 Introduction to Teaching. Required pre-professional and profession courses ("Teaching Credential-Single Subject") are available through the School of Education.

Performance:

Required: at least 116 units in music, including:

- Core Curriculum (58 units)
- MUCT 316 Analysis of Post-Tonal Music (3 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 (20 units; pattern will be identified on the official transcript)

Patterns in Performance:

Piano (20 units)

- MUED 325 Piano Pedagogy & MUHL 325 Piano Literature
- MUPF 284 and/or 384 Chamber Music (3 units)
- 13 units of electives

Strings (20 units)

- MUED 326 String Pedagogy & MUHL 326 String Literature
- MUPF 284 and/or 384 Chamber Music (3 units)
- 13 units of electives

Instrument other than piano or strings (20 units)

- MUED 428 Wind & Percussion Pedagogy & MUHL 328 Wind & Percussion Literature
- MUPF 284 and/or 384 Chamber Music (3 units)
- 13 units of electives

Voice (20 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 (1 unit)
- 11 units of electives

MINORS

MUSIC

Required: 32 units (8 upper division), including:

- 2 units minimum of specified ensembles
- 8 units of electives in music
- The courses listed below (22 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

Certificate

The Performer Certificate program is a full-time course of study designed for promising performers who desire intensive training on their instrument, voice, or conducting in order to prepare them for advanced study in their field and/or to enhance their professional employment opportunities. Students are required to enroll for a minimum of three quarters to complete the Certificate program. Extension of the program beyond two years requires departmental approval. While a baccalaureate degree is strongly recommended, it is not required for admission. Applicants must meet the performance level that is required for graduation from the undergraduate performance degree in order to be considered for this 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 Performance or Collaborative Piano

MUPF 824	Individual Instruction	(3)
MUPF 810	Seminar in the Program	(3)
MUPF 834	Large Ensemble in Music	(3)
MUPF 844	Small Ensemble in Music	(3)

A minimum of three elective units to be taken at any time during the academic year

Instrumental Performance or Instrumental Chamber Music

MUPF 825-9 A-F	Individual Instruction	(3)
MUPF 834	Large Ensemble in Music La Sierra University Wind Ensemble	(3)
	AND	
	La Sierra University Orchestra	
MUPF 844	Small Ensemble in Music	(3)

A minimum of three elective units to be taken at any time during the academic year

Vocal Performance

MUPF 829A Individual Instruction	(3)
MUPF 810 Seminar in the Program	(3)
MUPF 834 Large Ensemble in Music	(3)
MUPF 844 Small Ensemble in Music	(3)
OR	
MUPF 855 Music Theatre Workshop for Performer Certificate	(3)

A minimum of three elective units to be taken at any time during the academic year

Instrumental or Choral Conducting

MUPF 829A Individual Instruction	(3)
MUPF 810 Seminar in the Program	(3)
MUPF 834 Large Ensemble in Music	(3)
MUPF 844 Small Ensemble in Music	(3)

A minimum of three elective units to be taken at any time during the academic year

All Performer Certificate students are required to perform a recital in their field of study in order to complete the requirements of the certificate.

MUPF 854 Recital in Music for Certificate Program	(2)
Approved Electives:	
MUCT 811 Music Theory for Certificate Program	(3)
MUHL 835 Music History for Certificate Program	(2-3)
MUPF 894 Internship in the Program	(1-3)

Note: Performer Certificate students who extend their study to a second year are not required to repeat MUPF 810, Seminar in the Program. However, a full load of 12 units must still be maintained each quarter.

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: rhythm and 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 106.

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. Expansion and synthesis of diatonic harmony.

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): Analysis and composition. Chromatic harmony: applied chords, modulation to closely related keys, modal mixture.

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): Chromatic harmony: bII6, augmented sixth chords, other chromatically altered chords, chromatic and enharmonic modulation to distant keys

Prerequisite: MUCT 211

MUCT 212L Theory IIB Aural Skills Laboratory (1): Sight singing, ear training and dictation studies closely follow MUCT 212 topics. This course also includes an integrated piano proficiency module.

Prerequisite: MUCT 211L

MUCT 213 Theory IIC (3): Continued analysis and composition. Tonal ambiguity, semitonal voice leading, intervallic cells. The shift from asymmetry to symmetry. Post-tonal concepts: collections and scales, triadic extensions, transformation 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 314 Counterpoint (3): To gain tools to produce textural interest in composition, and to deepen awareness and understanding of performance music, students study the contrapuntal techniques of composers from Palestrina through Barber.

Prerequisite: MUCT 213 or consent of the instructor

MUCT 315 Analysis of Tonal Music (3): From motive to masterpiece, students examine principles of form and style using a range of analytical techniques, coming to a deeper understanding of tonal music. The course focuses on Classic and Romantic literature, with some work in 20th-century tonality.

Prerequisite: MUCT 213

MUCT 316 Analysis of Post-Tonal Music (3): Analytical studies of the wide range of musical styles found in the 20th- and 21st centuries. The course provides an opportunity to explore important modern works and to come to a deeper understanding of their structure and meaning. Review of collections, scales, and transformation theory. Intervals, pitch-class sets, inversion symmetry, twelve-tone serialism, and form.

Prerequisite: MUCT 315 or consent of the instructor

MUCT 411A Composition I (2): Composition and public performance of works including large or chamber ensembles.

Prerequisites: MUCT 213, 314, & 415B, or consent of the instructor

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 consent of the instructor

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 consent of the instructor

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 811 Music Theory for Certificate Program (3): Theory placement appropriate to student's level of studies. Includes Theory IA-B-C, Theory IIA-B-C, Counterpoint, Tonal Analysis, Post-Tonal Analysis (refer to course listings).

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.

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.

MUED 244 String Methods & Techniques (2): Basic techniques of the orchestral stringed instruments. Development of string and orchestral programs in schools.

MUED 254A Flute Methods & Techniques (1): Elementary instruction in pedagogy and performance in flute. Instrument rental fee.

MUED 254B Single Reed Methods & Techniques (1): Elementary instruction in pedagogy and performance in clarinet and/or saxophone. Instrument rental fee.

MUED 254C Double Reed Methods & Techniques (1): Elementary instruction in pedagogy and performance in oboe and/or bassoon. Instrument rental fee.

MUED 264A Trumpet Methods & Techniques (1): Elementary instruction in pedagogy and performance in trumpet. Instrument rental fee.

MUED 264B Low Brass Methods & Techniques (1): Elementary instruction in pedagogy and performance in low brass. Instrument rental fee.

MUED 264C French Horn Methods & Techniques (1): Elementary instruction in pedagogy and performance in horn. Instrument rental fee.

MUED 274 Percussion Methods & Techniques (1): Elementary instruction in pedagogy and performance in percussion. Instrument use fee.

MUED 294 Vocal Methods & Techniques (2): Basic techniques of proper vocal production and teaching methods for voice. Not required for vocal majors.

UPPER DIVISION

MUED 325 Piano Pedagogy (2): The study of published keyboard methods and pedagogical principles and techniques of keyboard instruction .

MUED 326 String Pedagogy (2): The study of string methods and pedagogical principles and techniques of string instruments.

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.

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.

MUED 406 Choral Methods (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.

MUED 415 Music in the Classroom (4): Methods and techniques of music teaching in elementary school. Special emphasis in Orff techniques. Classroom observation required.

MUED 428 Wind & Percussion Pedagogy (3): The survey study of wind, brass, or percussion methods and pedagogical principles and techniques.

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.

MUHL 326 String Literature (2): The study of string literature and interpretive skills.

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.

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.
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.

MUHL 335 History of Western Music Before 1600 (3): 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 113

MUHL 336 History of Western Music (1600-1800) (3): 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 113

MUHL 337 History of Western Music Since 1800 (3): 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 113

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 non-music 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.

800 level courses give no credit toward any degree or diploma; they are noncredit certificate program courses only.

MUHL 835 Music History for Certificate Program (2-3): History placement appropriate to student's level of studies. Includes MUHL 335, 336, 337, 338, 339 (refer to course listings).

Music Performance

LOWER DIVISION

The following seven courses are designed for non-music 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 Conducting I (2): The theory and application of basic conducting techniques.

Prerequisites: MUCT 113 & 113L

UPPER DIVISION

MUPF 315 Conducting II (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 Conducting III (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 810 Seminar in the Program (3): Seminars in various content areas (cultural norms and expectations, musical language syntax, good ensemble citizenship, departmental policies, outreach, and musical collaborations, etc.). Specific topics listed in the class syllabus. This course may be repeated twice.

Restriction: For Performer Certificate students 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.

MUPF 894 Internship in the Program (1-3): On-the-job training experience in the professional environment as it relates to the student's major and/or focus. The internship will expand the experience and application of musical knowledge and skills. The course may be repeated five times.

Restriction: Consent of the instructor

Applied Music Studies

Individual Instruction (1 or more)

Enrollment in all individual instruction courses requires department approval.

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.

*Non-majors who wish to take individual lessons for credit must participate in an ensemble class as deemed appropriate by an ensemble director.

Keyboard Instruments

Piano					
MUPF	124A1-9	224A	324A	424A	824A
Organ					
MUPF	124B1-9	224B	324B	424B	824B
Harpsichord					
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

Ensemble Courses for Music Majors

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 restricted to **music majors only**. (These courses are also available to non-music majors under different course numbers. See listings under "Ensemble Courses for Non-Music Majors").

MUPF 271A, 371A Music Theatre Workshop (0-0.5, 0-0.5): A course designed for advanced singers, Music Theatre Workshop, will give the opportunity to refine signing techniques, acting skills, stage movement, character development, and staging direction through the study and performance of fully staged musical/opera production. Students may participate on several levels: chorus, leading roles, and backstage.

MUPF 271B Music Theatre Workshop (4, 4): Music Theatre 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. *This course is only offered on the quarter of performances, typically Winter quarter.*

MUPF 277A, 377A University Chorale (0-0.5, 0-0.5): 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 (0-0.5, 0-0.5): 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 (0-0.5, 0-0.5): 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 (0-0.5, 0-0.5): 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 (0-0.5, 0-0.5): 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 (0-0.5, 0-0.5): 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 (0-0.5, 0-0.5): Study and performance of selected chamber works for keyboard, strings, woodwinds, vocal, brass, & percussion.
Prerequisite: Consent of the instructor or department chair

MUPF 285A, 385A Piano Ensemble (0-0.5, 0-0.5): Open to all qualified student who enjoy performing literature specifically written for piano ensemble.
Prerequisite: Consent of the department chair

MUPF 285B, 385B Jazz Combo (0-0.5, 0-0.5): 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 the instructor

MUPF 285D, 385D Big Band (0-0.5, 0-0.5): Large Big Band jazz ensemble format. Rehearses and performs historical and contemporary styles.
Prerequisite: Consent of the instructor

MUPF 286A, 386A Wind Ensemble (0-0.5, 0-0.5): 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.

MUPF 855 Music Theatre Workshop for Performer Certificate (3): A course designed for advanced singers, Music Theatre Workshop will give the opportunity to refine singing techniques, acting skills, stage movement, character development, and staging direction through the study and performance of full staged opera/musical production. Students may participate on several levels: chorus, leading roles, and backstage.

Ensemble Courses for Non-Music Majors

Membership in University music groups is open to all qualified students. A qualified student is one who has successfully passed an audition and received permission from the instructor to enroll in the course. 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	Music Theatre Workshop	(0-0.5, 0-0.5)
MUPF 277A1-9, 377A1-9	University Chorale	(0-0.5, 0-0.5)
MUPF 277B1-9, 377B1-9	Chamber Singers	(0-0.5, 0-0.5)
MUPF 277C1-9, 377C1-9	Men's Chorus	(0-0.5, 0-0.5)
MUPF 277E1-9, 377E1-9	Women's Chorus	(0-0.5, 0-0.5)
MUPF 279A1-9, 379A1-9	La Sierra University Orchestra	(0-0.5, 0-0.5)
MUPF 284A1-9, 384A1-9	Chamber Music	(0-0.5, 0-0.5)
MUPF 285A1-9, 385A1-9	Piano Ensemble	(0-0.5, 0-0.5)
MUPF 285B1-9, 385B1-9	Jazz Combo	(0-0.5, 0-0.5)
MUPF 285D1-9, 385D1-9	Big Band	(0-0.5, 0-0.5)
MUPF 286A1-9, 386A1-9	Wind Ensemble	(0-0.5, 0-0.5)

Ensemble Courses with Arts Internship

Arts internship program designed to give students expertise and experience in the management of an arts program through duties such as rehearsal preparation, management, facilities and logistics, music librarianship, inventory management, PR/marketing and communication.

MUPF 271AI, 371AI	Music Theatre Workshop	(0-0.5, 0-0.5)
MUPF 271BI	Music Theatre Workshop	(0-0.5)
MUPF 277AI, 377AI	University Chorale	(0-0.5, 0-0.5)
MUPF 277BI, 377BI	Chamber Singers	(0-0.5, 0-0.5)
MUPF 279AI, 379AI	La Sierra University Orchestra	(0-0.5, 0-0.5)
MUPF 285DI, 385DI	Big Band	(0-0.5, 0-0.5)
MUPF 286AI, 386AI	Wind Ensemble	(0-0.5, 0-0.5)
MUPF 834I	Large Ensemble for Performer Certificate	(3)
MUPF 855I	Music Theatre Workshop for Performer Certificate	(3)

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

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

Program Faculty

Paul M. Mallery, Chair of Sponsoring Department

Professor of Psychology (1993)
PhD University of California, Los Angeles 1994
Social and political psychology, intergroup relations

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)
PhD Rouen Human Sciences University 2007
Cognitive neuroscience, spatial and temporal perception

Leslie R. Martin

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

Collaborating Faculty

Suzanne Mallery

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

Shelly S. McCoy

Associate Professor of Psychology (2013)
PhD University of California, Riverside 2013
Developmental psychology, adolescence and emerging adulthood

Degrees Offered

Bachelor of Science degree in:

- Neuroscience

Bachelor of Arts degree in:

- Cognitive & 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, and behavioral 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. We encourage these vital qualities through the development and support of a scholarly community in which students are mentored, guided, and challenged. 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 scientific writing skills in appropriate APA style.
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 99 units in Neuroscience and related fields, including:

- Neuroscience Core (44-46 units)
- Foundations for Specialty Areas (8 units)
- Neuroscience Electives (8 units)
- Upper Division neuroscience courses (12 units)
- Required Cognates (25 units)

Neuroscience Core:

NEUR 261, 261L	Behavioral Neuroscience, with laboratory
BIOL 111, 111L	General Biology I, with laboratory
BIOL 112, 112L or 114L	General Biology II, with laboratory
BIOL 301, 301L or 305L	Cell & Molecular Biology, with laboratory
PSYC 104, 104L	General Psychology, with laboratory
PSYC 189*	Scientific Writing for Psychology & Neuroscience
PSYC 319	Junior Seminar: Professional Development
PSYC 321, 321L	Methods & Statistics I: Description & Correlation, with laboratory
PSYC 322	Methods & Statistics II: Experiment & Inference
NEUR 322L	Methods & Statistics II: Laboratory for Neuroscience
PSYC 323	Methods & Statistics III: Conducting Research
NEUR 323L	Methods & Statistics III: Laboratory for Neuroscience
NEUR 275	Research Techniques in Neuroscience

**Note: Students with more than 24 units of Psychology or Neuroscience credit at the time they enter the major may take a departmental writing test to petition waiving PSYC 189, replacing those two units with elective units in the major.*

Foundations for Specialty Areas:

Choose 8 units from the following specialty areas in neuroscience:

PSYC 356, 356L	Psychological Assessment & Measurement, with laboratory
PSYC 374, 374L	Cognitive Psychology, with laboratory
PSYC 435, 435L	Learning & Behavior, with laboratory
PSYC 456, 456L	Sensation & Perception, with laboratory

Plus, choose 8 Neuroscience Elective units from upper division NEUR classes, Foundations for Specialty Areas classes, or additional breadth classes:

BIOL 302, 302L or 306L	Genetics, with laboratory
BIOL 436	Immunology
BIOL 466	Systems Physiology
PSYC 275	Abnormal Psychology
PSYC 314	Psychology of Gender
PSYC 482G	Eyewitness Memory
PSYC 484C	Perceptual & Cognitive Development
PSYC 484H	Adaptation: Theories & Evidence
PSYC 488G	Health Psychology
MATH 131	Calculus I*
CHEM 431	Biochemistry I*

*May only count 4 units from either MATH 131 or CHEM 431 towards the 8 unit elective requirement.

Additional Upper Division NEUR courses (12 units)

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

Note: CHEM 121 and 122 may be taken instead of CHEM 111, 112, and 113.

University Studies Requirement:

UNST/UHNR 404M	Senior Seminar: Religion, Values & Social Responsibility
OR 404B	

Bachelor of Arts

COGNITIVE & BEHAVIORAL NEUROSCIENCE

Required: at least 68 units in Neuroscience and related fields, including:

NEUR 106, 106L*	Integrated Foundations of Neuroscience, with laboratory
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 II: Laboratory for Neuroscience
PSYC 323	Methods & Statistics III: Conducting Research
NEUR 323L	Methods & Statistics III: Laboratory for Neuroscience
PSYC 104, 104L	General Psychology, with laboratory

PSYC 189**	Scientific Writing for Psychology & Neuroscience
PSYC 319	Junior Seminar: Professional Development
PSYC 374, 374L	Cognitive Psychology, with laboratory
PSYC 435, 435L	Learning & Behavior, with laboratory

*Note: Students can choose either NEUR 106, 106L or BIOL 111, BIOL 111L. Students must take the lab that corresponds to the course chosen.

**Students with more than 24 units of Psychology or Neuroscience credit at the time they enter the major may take a departmental writing test to petition waiving PSYC 189, replacing those two units with elective units in the major.

Students must choose either the Clinical or Cognitive & Computational Emphasis. At least 16 units must be drawn from this area of emphasis.

Clinical Emphasis:

NEUR 354	Neuroplasticity
NEUR 365	Human Neuropsychology
NEUR 377, 377L	Introduction to EEG, with laboratory
NEUR 448, 448L	Neuroanatomy, with laboratory
NEUR 452	Neurological Disease & Disorder
PSYC 464, 464L	Exceptional Child, with laboratory
NEUR 466	Neuropharmacology
NEUR 484K	Neuroscience of Consciousness, Free Will & Responsibility
PSYC 275	Abnormal Psychology

Cognitive & Computational Emphasis:

CPTG 121	Introduction to Computer Science I
NEUR 346	Introduction to Cognitive Neuroscience
NEUR 377, 377L	Introduction to EEG, with laboratory
NEUR 484	Topics in Neuroscience
NEUR 484D	Neural Networks
NEUR 484K	Neuroscience of Consciousness, Free Will & Responsibility
PSYC 482G	Eyewitness Memory
PSYC 484C	Perceptual & Cognitive Development

Remaining elective units can be chosen from any additional classes in the emphases above or areas below, or from NEUR 295 (up to four units) or NEUR 495 (up to eight units, with no more than eight units of NEUR 295 or 495 combined).

Behavioral Area:

BIOL 469	Animal Behavior
NEUR 477, 477L	Invertebrate Neurobiology & Behavior, with laboratory
PSYC 484H	Adaptation: Theories & Evidence

Philosophical Area:

NEUR 484K	Neuroscience of Consciousness. Free Will & Responsibility
NEUR 484	Topics in Neuroscience
PHIL 204	Introduction to Philosophy
PHIL 208	Logic: How to Think Accurately
PSYC 478	History & Systems of Psychology

Sensation & Perception Area:

PSYC 456, 456L	Sensation & Perception, with laboratory
PSYC 484C	Perceptual & Cognitive Development
PSYC 488D	Psychology of Music
NEUR 484	Topics in Neuroscience

Developmental Area:

NEUR 354	Neuroplasticity
PSYC 484C	Perceptual & Cognitive Development
PSYC 484I	Adolescence & Emerging Adulthood

University Studies Requirement:

UNST/UHNR 404M	Senior Seminar: Religion, Values & Social Responsibility
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MINOR

NEUROSCIENCE

Required: 31 units, (12 upper division), including:

- The courses listed below (19 units)
- Remaining 12 upper division units from any Foundational, Breadth, or upper division NEUR classes.

PSYC 104, 104L	General Psychology, with laboratory
NEUR 106, 106L	Integrative Foundations of Neuroscience, with laboratory
NEUR 261, 261L	Behavioral Neuroscience, with laboratory
NEUR 275	Research Techniques in Neuroscience

Note: May substitute BIOL 111, BIOL 111L for NEUR 106, NEUR 106L. Students choosing this option must receive a C or better in both BIOL 111 and BIOL 111L to meet this requirement.

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

Prerequisite: Eligible for college level math

Restriction: Not open to students who have received a C or better (or are concurrently enrolled) in BIOL 111, BIOL 111L

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

Restriction: Not open to students who have received a C or better in BIOL 111, BIOL 111L

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. Concurrent enrollment in NEUR 261L is required.

Prerequisites: BIOL 111, 111L or NEUR 106, 106L; PSYC 104

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 the 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 enrollment 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 enrollment 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.

Prerequisite: NEUR 261

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.

Prerequisite: NEUR 261

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.

Prerequisite: NEUR 261

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 466

NEUR 448L Neuroanatomy Lab (0): Direct examination of the human and mammalian brain through dissection, examination of prepared slides and projections, 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.

Prerequisite: NEUR 261

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, CHEM 282 & 282L (may be taken concurrently)

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.

Prerequisites: 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.

Prerequisite: NEUR 261

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 only

Program in Philosophical Studies

Program Faculty

Maury D. Jackson, Coordinator

Professor of Practical Theology (2009)
DMin Claremont School of Theology 2007
Philosophy of religion, ethics

James W. Beach

Associate Professor of Mathematics (1979)
DA Idaho State University 1977
Logic

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

Andrew C. Howe

Professor of History (2005)
PhD University of California, Riverside 2005
History of ideas, post-modern thought

Katherine Koh

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

Igor Kokhan

Assistant Professor in Religious Studies
PhD University of the West (2020)
Comparative religions, religious studies, Adventist theology,
New Testament

John W. Webster

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.

Bachelor of Arts degree in:

- Philosophy
- Philosophy & Cognitive Science
- Philosophy & Cultural Studies
- Philosophy & Intellectual History
- Philosophy, Politics, & Economics
- Philosophy & Religion
- Philosophy & Theology

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.

Majors in Philosophy

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.

Majors

Bachelor of Arts

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

OR

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

PHILOSOPHY

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

OR

RELG 306 Sacred Texts: The Literature of the World's Religions

OR

RELM 444 Comparative Religions

Plus, 12 units of Philosophy & Natural Science:

NSCI 404 Humans & the Environment

NSCI 405 Scientific Thinking & Religious Belief

NSCI 408 Science & Ethics

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

Plus, 32 units of Cognitive Science selected from:

BIOL 439 Neurobiology

BIOL 469 Animal Behavior

NEUR 261 Behavioral 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:

COMM 344 Gender & Communication

HIST 430D Gender & Work

HIST 430Q Asian-American History

HIST 430R Popular Culture in the United States

SOCI 140 Introduction to Black Studies

SOCI 150 Introduction to Chicana Studies

SOCI 160 Introduction to Gender Studies

SOCI 345 Social Organization

SOCI 374 Impacts of Globalization

SOCI 414 Sociology of the Family & Intimate Relationships

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: 62-64 units (30 upper division) of philosophy and related fields, including:

- Core Curriculum (24 units)
- The courses listed below (38-40 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 215	Cultural Anthropology
RELE 447	Religion & Society
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: God, Faith & Reason
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

Individual Majors in Philosophy

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.

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	The Making of Modern 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: Junior or senior standing required

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: Junior or senior standing required

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: Junior or senior standing required

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 496 Special Topics (1-4): Addresses a select topic at the senior level for the Philosophical Studies Program based on special circumstances and opportunities. Content may vary; specific topics listed in course schedule. May be repeated with new content for additional credit.

PHIL 499 Directed Study (1-4): Upper division independent study in consultation with an advisor.

Department of Physics

Department Faculty

Gary Case, Chair

Associate Professor of Physics (2013)
PhD University of California, Riverside 1998
Astrophysics

Alfredo Suzuki

Associate Professor of Physics (2018)
PhD University of London, 1986
Quantum Field Theory

Collaborating Faculty

Ivan E. Rouse

Professor of Physics (1978)
PhD Washington State University 1974
Condensed matter

Emeritus Professors of Physics

Edwin A. Karlow (2018)

PhD Washington State University 1971

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 - Physics

1. Students will be able to formulate, deconstruct, and solve complex physics problems.
2. Students will demonstrate depth of understanding in the fundamental subject areas: mechanics, electromagnetism, thermal and statistical physics, and quantum mechanics.
3. Students will learn basic laboratory data analysis techniques, including the use of statistical software packages, distinguishing statistical and systematic errors, propagating errors, and representing data graphically.
4. Students will demonstrate proficiency in the use of mathematical and experimental software packages and equipment necessary for designing and implementing experiments in physics.
5. Students will communicate scientific information effectively both in written and oral formats.
6. Students will be prepared for graduate study in physics or other related disciplines or for careers in scientifically oriented jobs in industry and business.

Learning Outcomes - Biophysics

1. Students will be able to formulate, deconstruct, and solve complex biophysics problems.
2. Students will demonstrate depth of understanding in the fundamental subject areas: human body mechanics, physical properties of biological materials, biomedical imaging, cellular physics, and statistical and thermal physics.
3. Students will learn basic laboratory data analysis techniques, including the use of statistical software packages, distinguishing statistical and systematic errors, propagating errors, and representing data graphically.
4. Students will demonstrate proficiency in the use of mathematical and experimental software packages and equipment necessary for designing and implementing experiments in biophysics.
5. Students will communicate scientific information effectively both in written and oral formats.
6. Students will be prepared for graduate study in biophysics or other related disciplines or for careers in scientifically oriented jobs in industry and business.

Rhetorical Experiences in Physics

Students majoring in biophysics or physics 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.

MAJORS

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 231B, 231L	University Physics I, laboratory
PHYS 232B, 232L	University Physics II, laboratory
PHYS 233B, 233L	University 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
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
PHYS 485	Physics Seminar 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 231A or B, 231L	General or University Physics I, laboratory
PHYS 232A or B, 232L	General or University Physics II, laboratory
PHYS 233A or B, 233L	General or University 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
PHYS 415	Advanced Physics Lab I
PHYS 464	Statistical & Thermal Physics
PHYS 485	Physics Seminar II

Plus, choose 6 elective units from:

BIOL 466	Systems Physiology
CHEM 431	Biochemistry I
CHEM 432, 432L	Biochemistry II, with laboratory
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 231A or B, 231L	General or University Physics I, laboratory
PHYS 232A or B, 232L	General or University Physics II, laboratory
PHYS 233A or B, 233L	General or University Physics III, 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 231B, 231L	University Physics I, with laboratory
PHYS 232B, 232L	University Physics II, with laboratory
PHYS 233B, 233L	University 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.

Physics

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 elementary education. Two lectures, one two-hour laboratory per week. Does not apply toward a major in physics.

Prerequisite: MATH 007 or equivalent

PHYS 118 Health Science Physics (2): Problem solving and laboratory experiments in topics of particular interest to students in allied health fields. Attention given to developing problem-solving skills. One lecture, one two-hour laboratory per week. Does not apply toward a major in physics.

Prerequisites: PHYS 117 & MATH 007 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 231A General Physics I (4): Kinematics and dynamics of particles and rigid bodies, properties of matter, momentum, energy, fluid dynamics. Recommended preparation for General Physics includes high school courses in algebra I and II, geometry, trigonometry, and physics. Four lectures per week. Must be taken concurrently with PHYS 231L.

Prerequisite: MATH 122 or equivalent or MATH 131 or placement into or above MATH 131

PHYS 231B University Physics I (4): Calculus-based course covering kinematics and dynamics of particles and rigid bodies, properties of matter, momentum, and energy. Recommended preparation for University Physics includes high school courses in algebra I and II, geometry, trigonometry, pre-calculus, and physics. Four lectures per week. Must be taken concurrently with PHYS 231L.

Prerequisite: 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.

PHYS 232A General Physics II (4): Heat and heat transfer, electric and magnetic forces and fields, DC and AC properties of circuits, electromagnetic induction. Four lectures per week. Must be taken concurrently with PHYS 232L.

Prerequisite: PHYS 231A

PHYS 232B University Physics II (4): Calculus-based course covering heat and heat transfer, electric and magnetic forces and fields, DC and AC properties of circuits, electromagnetic induction. Four lectures per week. Must be taken concurrently with PHYS 232L.

Prerequisite: PHYS 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.

Prerequisite: PHYS 231L

PHYS 233A General Physics III (4): Geometrical and physical optics, harmonic motion and wave phenomena, quantum physics of the atom and nucleus. Four lectures per week. Must be taken concurrently with PHYS 233L.

Prerequisite: PHYS 232A

PHYS 233B University Physics III (4): Calculus-based course covering geometrical and physical optics, harmonic motion and wave phenomena, sound, radioactivity, and relativity. Four lectures per week. Must be taken concurrently with PHYS 233L.

Prerequisite: 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.

Prerequisite: PHYS 232L

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 233A or B & 233L

PHYS 304 Astronomy (4): Observational astronomy, the solar system, physics of stars, and stellar systems. One lecture and one laboratory per week.

Prerequisite: MATH 007 or equivalent

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 233A or B & 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 233A or B, 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 233A or B & 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 233A or B & 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 233A or B & 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 233A or B & 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 233A or B & 233L, 464

PHYS 385 Physics Seminar I (1): Informal seminars on physics and/or biophysics of mutual interest to faculty and students. Seminars to assist students in preparing a formal paper in AIP style.

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 233A or B & 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 233A or B & 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 233A or B & 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 233A or B

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 233A or B

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 485 Physics Seminar II (1): Informal seminars on physics and/or biophysics of mutual interest to faculty and students. Seminars to assist students in preparing a formal paper in AIP style.

PHYS 486 Topics in Physics (1-4): Topics in physics and/or biophysics selected by faculty. 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: Junior or senior standing required

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

Geology

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

Program in Pre-Health Professions

Program Faculty

Natasha S. Dean

Lecturer II (2003)
PhD Loma Linda University 2004

Jennifer Helbley

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

Eugene E. Joseph

Associate Professor of Biology (1989)
PhD Morehouse School of Medicine 2004
Human Anatomy

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)
PhD Rouen Human Sciences University 2007
Cognitive neuroscience, special and temporal perception

Leslie R. Martin

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

Arun Muthiah

Lecturer of Biology (2016)
PhD Loma Linda University 2013
Microbiology and molecular genetics

Robert K. Thomas

Professor of Health & Exercise Science (2001) EdD
Boston University 2007
Research methods, exercise physiology

Collaborating Faculty

Catherine Hendon

Assistant Professor of Health & Exercise Science (2006)
MS University of Oregon 1983
Exercise physiology, fitness assessment, lifetime fitness

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

Kendra Nelson

Assistant Professor of Health & Exercise Science (2017)
DPT Loma Linda University
Biomechanics, movement in cultural perspective

Degrees Offered

Associate of Science in Health Science Objectives

The Associate Degree in Health Sciences provides prehealth students with the opportunity to earn a degree that allows them to meet their prerequisite requirements for transfer to health professional programs at other institutions, or as a foundation for a bachelor's degree at La Sierra University.

Program Learning Outcomes

1. Apply basic science knowledge in social, life, and physical science to solve problems related to human health.
2. Describe, explain and evaluate scientific evidence.
3. Exercise critical thinking skills in understanding the complex factors involved in serving and understanding human behavior and needs.
4. Identify several career paths in the health care field and societal pressures involved in delivering health care.

Associate of Science In Health Sciences

Required: at least 98 units including core curriculum, general education, and elective units.

Associate of Health Science Core Curriculum: (At least 36 units)

Required of all students majoring in this degree program.

*Course descriptions are located on their respective department's bulletin pages; a complete list of prefixes, subjects, departments, and schools can be found in the "Classification of Courses" section of the Undergraduate bulletin.

BIOL 131	Human Anatomy & Physiology I
BIOL 132	Human Anatomy & Physiology II
BIOL 185	Basic Medical Microbiology
HLSC 125	Basic Nutrition
	OR
HLSC 225	Nutrition Theory & Practice
HLSC 130	Medical Terminology
HLSC 104	Seminar in Health Science
PSYC 104	General Psychology
	OR
PSYC 234	Developmental Psychology

Choose at least two of the following:

CHEM 105	Introductory Chemistry I and lab
CHEM 106	Introductory Chemistry II and lab
CHEM 111	General Chemistry I with Lab
CHEM 112	General Chemistry II with Lab
CHEM 113	General Chemistry III with Lab

University Studies Requirement: 50 units

PREH 101A,B,C	Career Seminar for Healthcare Professionals
ENGL 111, 2, 3	College Writing I, II, III
COMM 104	Fundamentals of Speech
	OR
COMM 244	Interpersonal Communication
	12 units of Humanities courses from Theme II
MATH 121	College Algebra
	OR
MATH 155	Introductory Statistics
	8 units of Religion, including one course from Theme IIIC
	8 units of Social Science courses listed in Theme I
HLSC 120	Lifetime Fitness
	One Service Learning Course

Electives: any 12 units (listed courses are recommended) to reach 98 minimum overall.

MATH 154	Intro to Statistical Software
	Physical Activity Course
	Second PSYC course
HLSC 214	Dimensions of Health
SOCI 104	General Sociology

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-Diagnostic Medical Sonography
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 Academic & Career Services (www.lasierra.edu/oacs) and Pre-Health Professions (www.lasierra.edu/pre-health-professions).

Pre-Graduate/Pre-Professional Courses

The courses below are intended to introduce students to relevant topics for Graduate or Professional School.

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

Department of Psychology

Department Faculty

Paul M. Mallery, Chair

Professor of Psychology (1993)
PhD University of California, Los Angeles 1994
Social and political psychology, intergroup relations

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)
PhD Rouen Human Sciences University 2007
Cognitive neuroscience, spatial and temporal perception

Leslie R. Martin

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

Collaborating Faculty

Sean E. Evans

Adjunct Associate Professor of Psychology (2010)
PhD Loma Linda University 2005
Clinical psychology, forensic psychology

Suzanne Mallery

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

Shelly S. McCoy

Associate Professor of Psychology (2013)
PhD University of California, Riverside 2013
Developmental psychology, adolescence and emerging adulthood

Emeritus Professor of Psychology

Adeny Schmidt (2022)

PhD University of California, Los Angeles, 1986

Degrees Offered

Departmental Bachelor of Arts degrees in:

- Psychology
- Cognitive & Behavioral Neuroscience (See Program in Neuroscience for degree requirements and other information)

Minors in:

- Psychology
- Health Psychology

Interdisciplinary Degrees Offered in Collaboration with Other Departments:

- A Bachelor of Science degree in Neuroscience, in collaboration with the Biology Department.
- A minor in Neuroscience, in collaboration with the Biology Department.

Bachelor of Arts degrees in:

- Social Ecology, in collaboration with the Department of History, Politics, and Sociology (60 units).
- Human Development & Thriving, in collaboration with the Department of History, Politics, and Sociology (64 units).
- Global Contexts of Health, in collaboration with the Department of Health and Exercise Science and the Department of History, Politics, and Sociology (61 units).

Please refer to the Program in Neuroscience and the Program in Social Ecology sections of the Undergraduate bulletin for full degree requirements and other information.

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 scientific writing skills in appropriate APA style.
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.

Departmental and University Honors

Three different types of honors are available for students in the Psychology Department:

First, 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.

Second, 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. Applications are available through faculty mentors.

Finally, many students choose to join the University Honors Program, an alternative general education track for students of outstanding intellectual and creative ability. For Honors Scholarship Projects in Psychology or Neuroscience, up to twelve units (for Psychology) or eight units (for Neuroscience) may count towards the major with approval of the Registrar. Students planning to do an Honors Scholarship Project in Psychology or Neuroscience should plan to complete the Methods and Statistics sequence of courses their Sophomore or Junior year.

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. Some funds are available to help support outstanding undergraduate research projects, and members of Psi Chi can 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 62 units, including:

- The courses listed below (32 units)
- Required Cognate (5 units)
- Remaining 25 units selected from emphases listed below

PSYC 104, 104L	General Psychology, with laboratory
PSYC 188*	Introduction to the Psychology Major
PSYC 189**	Professional Writing in Psychology & Neuroscience

PSYC 319	Junior Seminar: Professional Development
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

*PSYC 188 not required of students who have completed 12 units of Psychology credit at the time of entering the major.

**Students with more than 24 units of Psychology or Neuroscience credit at the time they enter the major may take a departmental writing test to petition waiving PSYC 189, replacing those two units with elective units in the major.

Required Cognate (5 units) as follows:

Choice from:

BIOL 111, 111L*	General Biology I, with laboratory
	OR
NEUR 106, 106L*	Integrative Foundations of Neuroscience, with laboratory

*Note: Student can choose either NEUR 106, 106L or BIOL 111, BIOL 111L. Students must take the lab that corresponds to the course.

Required University Studies course:

UNST/UHNR 404M	Senior Seminar: Religion, Values, & Social Responsibility
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Emphases: 25 units of Psychology and related classes from one or more of the following emphases. Must include at least 16 units in PSYC, two labs, and two classes with an asterisk.

Clinical Psychology (Career path for therapy-related professions: clinical psychologist, occupational therapist, physical therapist, speech therapist, marriage & family therapist, art therapist, teaching and research in clinical psychology, etc.)

*PSYC 234, 234L	Developmental Psychology
*PSYC 251, 251L	Social Psychology
*PSYC 275	Abnormal Psychology
*PSYC 314	Psychology of Gender
*PSYC 344	Personality
*PSYC 435, 435L	Learning & Behavior
*PSYC 454	Psychotherapy
NEUR 365	Human Neuropsychology
NEUR 452	Neurological Disease & Disorder
NEUR 466	Neuropharmacology
PSYC 356, 356L	Psychological Assessment & Measurement
PSYC 414, 414L	Interviewing & Counseling

PSYC 464, 464L	The Exceptional Child
PSYC 478	History & Systems of Psychology
PSYC 482B	Clinician-Patient Communication
PSYC 482D	Eating Disorders
PSYC 482L	Psychopathy

Forensic Psychology (Career path for legal professions: forensic psychologist, lawyer, paralegal professional, probation officer, teaching and research in forensic psychology, etc.)

PSYC 106	Critical Thinking in Psychology
*PSYC 275	Abnormal Psychology
*PSYC 374, 374L	Cognitive Psychology
COMM 328	Persuasion & Rhetoric
PLSC 225	Introduction to Law
PLSC 432S	Law & Society
PSYC 482G	Eyewitness Memory
PSYC 482L	Psychopathy
PSYC 482M	Forensic Psychology
PSYC 482N	The Development of Aggression & Bullying
PSYC 482P	Psychology of Peace & Conflict
PSYC 488B	Psychology & Law

Experimental Psychology (Career path for teaching and research professions and professions that require data and research expertise, such as college professor, early childhood education specialist, adolescent development specialist, human factors consultant, cognitive neuroscientist, political psychologist, government researcher, etc.)

PSYC 106	Critical Thinking in Psychology
*PSYC 234, 234L	Developmental Psychology
*PSYC 251, 251L	Social Psychology
*PSYC 314	Psychology of Gender
*PSYC 374, 374L	Cognitive Psychology
*PSYC 435, 435L	Learning & Behavior
*PSYC 456, 456L	Sensation & Perception
PSYC 295	Introductory Research
PSYC 392	Essentials of Game Theory
PSYC 478	History & Systems of Psychology
PSYC 482A	Prejudice
PSYC 482I	Language Development
PSYC 484C	Perceptual & Cognitive Development
PSYC 484I	Adolescence & Emerging Adulthood
PSYC 495	Intermediate and/or Advanced Research
NEUR 275	Research Techniques in Neuroscience
NEUR 346	Introduction to Cognitive Neuroscience
NEUR 354	Neuroplasticity
NEUR 377, 377L	Introduction to Electroencephalography

Health Psychology (Career path for health professions: medical doctor, health psychologist, nurse, physical therapist, dentist, teaching and research in health psychology, health coaching, etc.)

*PSYC 234, 234L	Developmental Psychology
*PSYC 314	Psychology of Gender
*PSYC 488G	Health Psychology
HLSC 214	Dimensions of Wellness
HLSC 326	Behavior Change in Health & Wellness
NEUR 354	Neuroplasticity
NEUR 452	Neurological Disease & Disorder
PSYC 414, 414L	Interviewing & Counseling
PSYC 482B	Clinician-Patient Communication
PSYC 482D	Eating Disorders
PSYC 488F	Sport Psychology

Industrial/Organizational Psychology (Career path for business careers: industrial-organizational psychologist, behavioral analyst, management consultant, human resource specialist, marketing manager, teaching and research in industrial/organizational psychology, etc.)

*PSYC 251, 251L	Social Psychology
*PSYC 344	Personality
ECON 254	Principles of Macroeconomics
ECON 255	Principles of Microeconomics
MGMT 204	The Practice of Management
MGMT 356	Human Resource Management
MKTG 305	Marketing Principles
MKTG 374	Consumer Behavior
PSYC 392	Essentials of Game Theory
PSYC 474	Industrial & Organizational Psychology

Some of these courses may be offered alternate years: check with the Department of Psychology or the offering department for more information.

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 PSYC and NEUR 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)

NEUR 261, 261L	Behavioral Neuroscience, with laboratory
PSYC 104, 104L	General Psychology, with laboratory
PSYC 106	Critical Thinking in Psychology (or PSYC 321, 321L)
PSYC 488G	Health Psychology

Remaining 10 units to be selected from:

HIST 430A	Disease in History
PSYC 251	Social Psychology
PSYC 456	Sensation & Perception
PSYC 482B	Clinician-Patient Communication
PSYC 482D	Eating Disorders
PSYC 488F	Sport Psychology

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.

Note: Information on this page has been updated as of October 2023.

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 111A or B (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 188 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 189 Scientific Writing for Psychology & Neuroscience (2): The focus of this course is on professional (technical) writing for a scientific audience. Students gain familiarity with the structure of scientific reports in psychology and neuroscience, and practice their own skills in both understanding and conveying content in this style. Primary focus is on (1) improving writing by honing reading and organizational skills of various types (e.g., sentence structure, transitions, synthesis, argument-building), and (2) becoming proficient in the basics of APA style (the most common disciplinary reporting style).

Prerequisite: ENGL 112A or B

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 111A or B (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 (0.5-4): 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 Junior Seminar: Professional Development (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.

Prerequisite: PSYC 104 & PSYC 188

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 enrollment in PSYC 321L is required.

Prerequisites: PSYC 104, 104L (can be concurrently enrolled without consent of instructor), 189 (can be concurrently enrolled without consent of instructor) & completed the foundational studies math and quantitative reasoning requirement.

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 enrollment 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 enrollment in PSYC 322L required.

Prerequisites: PSYC 104L, PSYC 189, 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 enrollment 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 enrollment 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 enrollment 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 enrollment 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 enrollment 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. Concurrent enrollment in PSYC 374L is required.

Prerequisite: PSYC 104, 104L

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 enrollment 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 394.

Prerequisite: Consent of the instructor

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 enrollment 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 enrollment 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. Concurrent enrollment 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 enrollment 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. Concurrent enrollment in PSYC 456L is required.

Prerequisites: PSYC 104, 104L

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 enrollment 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 enrollment in PSYC 464L is required.

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 enrollment 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.

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 Clinician-Patient Communication (2): An advanced course on the characteristics of communication between medical clinicians 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.

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 major with junior or senior standing only

Program in Social Ecology

Core Program Faculty

Paul M. Mallery, Chair of Sponsoring Department

Professor of Psychology (1993)
PhD University of California, Los Angeles 1994
Social and political psychology, intergroup relations

Ken Crane

Associate Professor of Sociology and Global Studies (2008)
PhD Michigan State University 2000
MPA Monterey Institute of International Studies 1986
Social anthropology, ethnography, refugee resettlement

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)
PhD Rouen Human Sciences University 2007
Cognitive neuroscience, spatial and temporal perception

Leslie R. Martin

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

Collaborating Faculty

Alicia Gutierrez-Romine

Associate Professor of History (2017)
PhD University of Southern California, 2016
American history, gender and sexuality, race and ethnicity

Andrew Howe

Professor of History (2005)
PhD University of California, Riverside 2005
American history, cultural studies, film studies

Suzanne Mallery

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

Shelly S. McCoy

Adjunct Assistant Professor of Psychology (2013)
PhD University of California, Riverside 2013
Developmental psychology, adolescence and emerging adulthood

Eric Vega

Assistant Professor of Sociology (2013)
PhD University of California, Riverside 2010
Education, transnationalism, family, Latin@ studies & media

Degrees Offered

Bachelor of Arts degrees in:

- Social Ecology
- Human Development & Thriving
- Global Contexts of Health

Mission Statement

Housed within the Department of Psychology but with a distinctly interdisciplinary flavor, the program in Social Ecology is offered by the Psychology Department in conjunction with other departments. The program consists of three majors: a BA in Social Ecology, a BA in Human Development and Thriving, and a BA in Global Contexts of Health. All three majors encompass a truly interdisciplinary approach to understanding the political, economic, social, and cultural determinants of human growth and thriving. Students in this program develop an appreciation for diverse life experiences and the ways that social, political, and economic factors constrain options for populations, as well as the ability to apply this understanding to specific contexts. All students within the program will be trained to analyze complex problems from an interdisciplinary perspective, demonstrating critical thinking, application of knowledge, and sensitivity to diverse experiences.

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.

The BA in Social Ecology equips students to recognize the ways that social conditions like inequality, lack of representation, and injustice contribute to both broader, deep-seated, global environmental problems as well as more focused social problems like civil unrest and violence within communities and families. The program equips students to evaluate and address problems in light of the complex interplay between social factors and environmental concerns. Graduates with this degree may pursue work in areas such as public policy, civil service, human services, and the non-profit sector, and may choose to go on to pursue further education in fields such as law, social work, urban planning, or environmental science.

The BA in Human Development and Thriving focuses on sociocultural, political and economic conditions as the grounds within which children and families grow and develop. The courses within the major strengthen students' understanding of diverse experiences and practices as they impact children's developmental pathways. The program also equips students to evaluate the ways in which adverse childhood experiences and environments impact the long-term outcomes of subsequent generations and to assess critical points for intervention. Students who graduate with this degree may work in jobs involving child care or early childhood education, child welfare, family planning, or early intervention or they may go on to pursue further education in fields such as marriage and family therapy, social work, child life, or education.

The philosophy of the BA in Global Contexts of Health is that while health and disease ultimately play out within the individual human body, the sociocultural, political, and economic conditions in which people live provide the framework of constraints and opportunities that act as determinants of health and wellbeing. The major provides a broad contextual lens with which to understand health disparities within and across populations. From this view health disparities present a complex problem, the solution to which will require scholars and practitioners who are able to integrate their knowledge of the larger sociocultural context for health in a population and identify targets for change. Students in the major learn to analyze contextual factors including globalization and transnational interactions of cultures, economies, and politics as well as the conflicts that arise as a result of imbalances of power within and among nations. The core curriculum for the BA degree in Global Contexts of Health grounds students in a variety of disciplinary perspectives and research methods for addressing the determinants of health, ranging from individual behavior to larger social and cultural factors. The degree requirements focus on traditional public health topics along with an understanding of cultural, social, and psychological perspectives on the human condition. In particular, the critical analysis course and research methods and thesis sequence allows students to apply what they have learned to specific health problems in context. Graduates with this degree will be competitive applicants for clinical programs in applied fields such as medicine, dentistry, occupational

therapy, nursing, and pharmacy, as well as health policy and public health.

Program Student Learning Outcomes

For all majors:

1. Demonstrate knowledge and understanding of the perspectives of diverse fields within the social sciences, including anthropology, sociology, health, and psychology
2. Use critical thinking to effectively integrate information and ideas derived from multiple disciplinary and methodological perspectives
3. Understand and respect diverse perspectives and experiences.
4. Consider current trends and controversies in social ecology and reflect on them in light of personal beliefs and Seventh-day Adventist values.

Additional Outcomes for the Social Ecology Major:

1. Analyze the ways in which sociocultural constraints and intersectionalities act upon diverse populations to produce and exacerbate inequalities.
2. Identify, select, and apply relevant social and environmental data to analyze specific social ecological problems using research methods appropriate to the problem.

Additional Outcomes for the Human Development and Thriving Major:

1. Analyze the ways in which sociocultural constraints and intersectionalities act upon human (particularly child) and family development to produce inequalities and limit thriving.
2. Identify, select, and apply relevant data to analyze specific problems related to human development and thriving, using research methods appropriate to the problem.

Additional Outcomes for the Global Contexts of Health Major:

1. Analyze the ways in which sociocultural constraints and intersectionalities act upon the health and well-being of diverse populations to produce and exacerbate inequalities.
2. Identify, select, and apply relevant data to analyze specific health problems in context using research methods appropriate to the problem.

MAJORS

Bachelor of Arts

*Course descriptions are located on their respective department's bulletin pages; a complete list of prefixes, subjects, departments, and schools can be found in the "Classification of Courses" section of the Undergraduate bulletin.

SOCIAL ECOLOGY

Required: 60 units, including:

Core (14 units):

ANTH 215	Cultural Anthropology
PSYC 104, 104L	General Psychology, with laboratory
SOCI 104	General Sociology
PSYC 319	Junior Seminar: Professional Development

Required Cognate (4 units):

SSCI 206	Childhood in Global Perspective
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Social Groups (4 units):

Choose from:

HIST 130	Introduction to African-American History
SOCI 140	Introduction to Black Studies
SOCI 150	Introduction to Chicana Studies
SOCI 160	Introduction to Gender Studies

Methods (8 units):

Choose either:

PSYC 106	Critical Thinking in Psychology and
PSYC 321, 321L	Methods & Statistics I: Description & Correlation, with laboratory
	OR
HPSC 275	Critical Analysis and
HPSC 375	Research Methods

In addition, choose at least 26 units of breadth classes from the following:

ANTH 431	Forced Migration
COMM 344	Gender & Communication
COMM 477	Intercultural Communication
HIST 338	Nature & Culture
HIST 339	Food & Culture
HIST 430D	Gender & Work
HIST 430DD	Gender & Film
HIST 431A	Border Conflicts in Popular Imagination
HIST 466	Reproductive Health, Justice & Politics in American History
HLSC 428	Multicultural Issues in Health
HLSC 416	Sexuality & Family Health

MGMT 464	Women in Management
PLSC 432S	Law & Society
PSYC 314	Psychology of Gender
PSYC 488B	Psychology & Law
RELE 457	Religion & Gender
SOCI 306	Pressing Issues in Society
SOCI 374	Impacts of Globalization
SOCI 414	Sociology of the Family & Intimate Relationships
SOCI 430NN	Home & Homelessness
SOWK 320	Cultural Humility

Remaining units to be selected from either breadth classes, Social Groups classes, or the following:

COMM 226	Mass Media in Society
ECON 254	Principles of Macroeconomics
HIST 273	Gender, Family & Society
PSYC 275	Abnormal Psychology
SOWK 114	Influencing Change: Individual, Community & Global Perspectives
SOWK 205	Social Policy I
SOWK 286E	Criminal Justice

HUMAN DEVELOPMENT AND THRIVING

Required: 64 units, including:

Core (19 units):

ANTH 215	Cultural Anthropology
PSYC 104, 104L	General Psychology, with laboratory
PSYC 234, 234L	Developmental Psychology, with laboratory
SOCI 104	General Sociology
PSYC 319	Junior Seminar: Professional Development

Required Cognate (4 units):

Choose either:

SSCI 206	Childhood in Global Perspective
	OR
SSCI 204	Growing up in America

Method (8 units):

Choose either:

PSYC 106	Critical Thinking in Psychology and
PSYC 321, 321L	Methods & Statistics I: Description & Correlation, with laboratory
	OR
HPSC 275	Critical Analysis and
HPSC 375	Research Methods

Social Issues and Groups (select 12 units from the following, including at least 8 upper division units):

HIST 130	Introduction to African-American History
HIST 466	Reproductive Health, Justice & Politics in American History
MGMT 424	Global Poverty
SOCI 140	Introduction to Black Studies
SOCI 150	Introduction to Chicax Studies
SOCI 160	Introduction to Gender Studies
SOCI 306	Pressing Issues in Society
SOCI 374	Impacts of Globalization
SOWK 114	Influencing Change: Individual, Community & Global Perspectives
SOWK 205	Social Policy I
SOWK 320	Cultural Humility

Child and family studies (choose a minimum of 17 units of classes from the following):

COMM 444	Family Communication
ENGL 415B	Modern Children's Literature, Post 1940
HIST 430D	Gender & Work
HLSC 416	Sexuality & Family Health
HLSC 428	Multicultural Issues in Health
PSYC 314	Psychology of Gender
PSYC 414, 414L	Interviewing & Counseling, with laboratory
PSYC 464, 464L	The Exceptional Child, with laboratory
PSYC 482D	Eating Disorders
PSYC 482N	The Development of Aggression & Bullying
PSYC 484I	Adolescence & Emerging Adulthood
RELT 464	Religious Development & Moral Learning
SOCI 414	Sociology of the Family & Intimate Relationships
SOCI 430NN	Home & Homelessness

Select remaining units from any of the remaining classes in the major or any of the following:

HIST 273	Gender, Family & Society
HLSC 214	Dimensions of Wellness
PSYC 275	Abnormal Psychology
SOWK 286F	Child Welfare

GLOBAL CONTEXTS OF HEALTH

Required: 63 units, including:

Global Contexts of Health Core (37 units):

ANTH 215	Cultural Anthropology
HLSC 214	Dimensions of Wellness
SOCI 104	General Sociology
PSYC 104	General Psychology
PSYC 319	Junior Seminar: Professional Development
HPSC 275	Critical Analysis
HPSC 375	Research Methods
HPSC 497	Senior Colloquium
HPSC 498	Senior Thesis (3 units)

And, one of the following:

HIST 130	Introduction to African-American History
SOCI 140	Introduction to Black Studies
SOCI 150	Introduction to Chicax Studies
SOCI 160	Introduction to Gender Studies

And, either:

ECON 254	Principles of Macroeconomics
	OR
ECON 255	Principles of Microeconomic

Social, cultural, and political factors impacting health (select 10 units from the following, a minimum of 8 units of which must be upper division):

COMM 344	Gender & Communication
COMM 477	Intercultural Communication
ECON 366	Economic Growth & Development
HIST 339	Food & Culture
HIST 430A	Disease in History
HIST 430D	Gender & Work
HIST 430NN	Home & Homelessness
HIST 431A	Border Conflicts in Popular Imagination
HIST 466	Reproductive Health, Justice & Politics in American History
HPSC 104	Global Interactions Since Columbus
MGMT 424	Global Poverty
MGMT 467	Legal Issues in Healthcare
PSYC 234	Developmental Psychology
PSYC 275	Abnormal Psychology
PSYC 314	Psychology of Gender
PSYC 482A	Prejudice
PSYC 482B	Clinician-Patient Communication
PSYC 488E	Political Psychology
PSYC 488G	Health Psychology
RELG 237	World Religions
SOCI 306	Pressing Issues in Society
SOCI 374	Impacts of Globalization
SOWK 114	Influencing Change: Individual, Community & Global Perspectives
SOWK 286F	Child Welfare
SSCI 206	Childhood in Global Perspective

Public Health (select 12 units from the following):

HLSC 316	Maternal & Child Health
HLSC 326	Behavior Change in Health & Wellness
HLSC 410	Public Health Foundations & Policies
HLSC 416	Sexuality & Family Health
HLSC 428	Multicultural Issues in Health
HLSC 467	Principles of Epidemiology
HLSC 476	Health & the Global Environment

Contexts of Application (select 4 units from the following):

ANTH 321	Social Development of East Asia
ANTH 331	Transnationalism: the Americas
ANTH 431	Forced Migration
HIST 130	Introduction to African-American History
HIST 355	Modern Latin America
PLSC 420	International Organizations
RELE 454	Applied Ethics & Social Issues
SOCI 140	Introduction to Black Studies
SOCI 150	Introduction to Chicana Studies
SOCI 160	Introduction to Gender Studies
SOCI 414	Sociology of the Family & Intimate Relationships

Department of Social Work

Department Faculty

Marni M. Straine, Chair

Assistant Professor of Social Work (2013)
MSW Loma Linda University 2008
DSW University of Southern California 2020

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

Monte Butler

Adjunct Instructor of Social Work (2017)
BS PacificUnion College 1988
MSW University of Utah 1990
PhD University of Utah 2003

Laurel Brown

Adjunct Instructor of Social Work (2016)
MSW State University of New York 1981
PhD Loma Linda University 2011

Degree Offered

Bachelor of Social Work degree

An interdisciplinary B.A. degree in Global Contexts of Health (61 units) is available for students who take specified courses from areas including anthropology, communication, economics, geography, history, health science, management, political science, psychology, religion, sociology, and social work. Please refer to the Program in Social Ecology section of the Undergraduate bulletin for full degree requirements and other information.

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 204A, 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 academic and professional behavioral standards established by the Social Work Department designed to meet the Council on Social Work Education's standards. 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.

Mission Statement

The mission of La Sierra University's Social Work Program is to prepare ethical and competent generalist practitioners who demonstrate the knowledge, values, ethics, and skills of the social work profession. This quality education is provided through a foundation of mentoring and nurturing professional growth in learners of all ages within a Christian perspective. This perspective values and embraces diversity while actively serving individuals, families, groups, communities and organizations through service learning and internship opportunities.

Goals

1. Prepare students with the knowledge, values, ethics, and skills in generalist social work practice for working with individuals, families, groups, communities, and organizations.
2. Infuse throughout the curricula the appreciation and respect for all aspects of diversity.
3. Facilitate the growth of students through academic advising, mentoring, and professional development.
4. Offer curricula in a way that provides accessibility to working students.
5. Prepare students for entry-level professional practice, continued advanced education, and lifelong learning.
6. Prepare students to embrace a commitment to community service.
7. Equip students to recognize the impact spirituality can have on professional practice.

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. Engage in service-learning activities within the community in response to identified 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.

Required: at least 92 units, with 80 units in Social Work (58 upper division), including:

- The courses listed below (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 216	Generalist Practice III
SOWK 286	Topics in Social Work (4 units)
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 320	Cultural Humility
SOWK 388	Field Practicum Orientation
SOWK 405	Social Policy II
SOWK 345	Social Work Research
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 in Social Work
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Recommended:

ANTH 215	Cultural Anthropology
COMM 244	Interpersonal Communication
COMM 344	Gender & Communication
COMM 444	Family Communication
ECON 254	Principles of Macroeconomics
ECON 255	Principles of Microeconomics
MGMT 204	The Practice of Management
PSYC 251	Social Psychology
PSYC 275	Abnormal Psychology
PSYC 314	Psychology of Gender
SOCI 160	Introduction to Gender Studies
SOCI 414	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.)

Note: Information on this page has been updated as of October 2023.

Graduate Studies in Social Work

Many graduate programs in social work offer advanced standing for students who have completed a BSW from a Council on Social Work Education accredited school such as the La Sierra University Social Work program. Although each graduate school has different requirements, generally advanced standing reduces graduate coursework from two years to one year.

In collaboration with the Loma Linda University School of Behavioral Health, Department of Social Work and Social Ecology, La Sierra University Social Work majors who earn a grade of a “B” or better in the following courses at La Sierra University currently meet the requirements for the corresponding course at the graduate level at Loma Linda University (See LLU MSW Student Handbook, 2021-2022, pp. 29-31).

La Sierra University Social Work Department BSW Course	Loma Linda University Behavioral Health, Department of Social Work & Social Ecology, MSW Course Equivalency
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Note: Units are not exact equivalencies

SOWK 311 Human Behavior & the Social Environment I (4) SOWK 312 Human Behavior & the Social Environment II (4)	SOWK 513 Human Behavior in a Culturally Diverse Environment (5)
SOWK 205 Social Policy I (4) SOWK 405 Social Policy II (4)	SOWK 514 Social Welfare History & Policy (5)
SOWK 314 Social Work Methods: Individuals (4)	SOWK 517 Practice I: Individuals (3)
SOWK 315 Social Work Methods: Groups (4)	SOWK 518 Practice II: Groups (3)
SOWK 316 Social Work Methods: Comm. & Org. (4)	SOWK 519 Practice III: Organization & Communities (3)
SOWK 345 Social Work Research (5)	SOWK 548 Research Methods (5)
SOWK 451 Field Seminar (2) SOWK 452 Field Seminar (2) SOWK 453 Field Seminar (2) SOWK 461 Field Practicum (4) SOWK 462 Field Practicum (4) SOWK 463 Field Practicum (4)	SOWK 757 AB Professional Foundation Practicum & Seminar (6)
Content integrated within all courses above (0)	SOWK 510 Diversity Theory in Practice and Research (3)

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.

Note: Successful completion of SOWK 205 & SOWK 405 with a "B" or better meets the equivalency of LLU's SOWK 514.

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 111A or B & 112A or B (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 biopsychosocial spiritual assessment, child neglect/abuse assessment, suicide assessment, crisis intervention,

and content on diversity, oppression, and social justice.

Prerequisites: ENGL 111A or B, 112A or B, & 113 (can be concurrently enrolled), & SOWK 214

Restriction: For Social Work majors only

SOWK 216 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

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: Consent of department faculty & chair

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 biopsychosocial 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.
Note: Successful completion of SOWK 311 & SOWK 312 with a "B" or better meets the equivalency of LLU's SOWK 513.
Prerequisites: SOWK 215 (can be concurrently enrolled), BIOL 107 & PSYC 104

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 biopsychosocial 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.
Note: Successful completion of SOWK 311 & SOWK 312 with a "B" or better meets the equivalency of LLU's SOWK 513.
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.
Note: Successful completion of SOWK 314 with a "B" or better meets the equivalency of LLU's SOWK 517.
Prerequisites: SOWK 215, 216 (can be concurrently enrolled), 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.
Note: Successful completion of SOWK 315 with a "B" or better meets the equivalency of LLU's SOWK 518.
Prerequisites: SOWK 215 & PSYC 104

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.
Note: Successful completion of SOWK 316 with a "B" or better meets the equivalency of LLU's SOWK 519.
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 111A or B, 112A or B, 113, SOWK 214, 215, 216, 311 & 312
Corequisites: SOWK 451 & 461
Additional Requirement: Must have senior standing

SOWK 320 Cultural Humility (2): This course focuses on being open to, and learning about, other cultural perspectives, histories and contexts through a variety of methods in order to engage, empower and advocate for social change and justice. Students will concentrate on the study of the lived experiences of diverse groups, while considering civil and social unrest from both historical and current perspectives. It introduces, and integrates the application of, culture, cultural diversity, cultural competence, and cultural humility into practice at the micro, mezzo and macro levels of intervention. (Open to non-majors)

SOWK 345 Social Work Research (5): Introduction to basic research concepts, approaches to research design, ethical research practices, 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 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. The lab portion of this course is embedded into the 5 units and will be incorporated into the weekly class time.
Note: Successful completion of SOWK 345 with a "B" or better meets the equivalency of LLU's SOWK 548.
Prerequisites: MATH 155 & SOWK 215

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. Must be retaken if

field practicum was not completed.

Prerequisites: SOWK 215, 216 (can be concurrently enrolled), 312 (can be concurrently enrolled) & 314 (can be concurrently enrolled)

Restriction: Admission into the Social Work Program.

Additional Requirement: 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 (service learning), resulting in a lab fee.

Note: Successful completion of SOWK 205 & SOWK 405 with a "B" or better meets the equivalency of LLU's SOWK 514.

Prerequisite: SOWK 205

Restriction: For Social Work majors only

Additional Requirement: Must have junior or senior standing

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.

Note: Successful completion of SOWK 451/452/453 & SOWK 461/462/463 with a "B" or better meets the equivalency of LLU's SOWK 757AB.

Prerequisites: SOWK 205, 216, 312, 314, 315 (can be taken concurrently) & 388

Corequisites: SOWK 317 & 461

Restrictions: Admission into the Social Work Program & consent of the field director

Additional Requirement: Must have senior standing

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.

Note: Successful completion of SOWK 451/452/453 & SOWK 461/462/463 with a "B" or better meets the equivalency of LLU's SOWK 757AB.

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.

Note: Successful completion of SOWK 451/452/453 & SOWK 461/462/463 with a "B" or better meets the equivalency of LLU's SOWK 757AB.

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.

Note: Successful completion of SOWK 451/452/453 & SOWK 461/462/463 with a "B" or better meets the equivalency of LLU's SOWK 757AB.

Prerequisites: SOWK 205, 216, 312, 314, 315 (can be taken concurrently) & 388

Corequisites: SOWK 317 & 451

Restrictions: Admission into the Social Work Program & consent of the field director

Additional Requirements: Must have senior standing; 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.

Note: Successful completion of SOWK 451/452/453 & SOWK 461/462/463 with a "B" or better meets the equivalency of LLU's SOWK 757AB.

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.

Note: Successful completion of SOWK 451/452/453 & SOWK 461/462/463 with a "B" or better meets the equivalency of LLU's SOWK 757AB.

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 (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, in 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.

Restriction: Consent of department faculty & chair

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-psycho-social 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 in field with senior standing only

Program in Sustainability Studies

Program Faculty

Jennifer Helbley, Interim Program Director

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

Marvin Payne

Associate Professor of Chemistry (1997)
PhD University of North Texas 1993
Biochemistry, enzyme mechanisms

April Summitt

Provost (2013)
PhD Western Michigan University 2002
Environmental history, western history

Degrees Offered

The program in Sustainability Studies offers one Bachelor of Arts degree and two Bachelor of Science degrees.

- BA Sustainability & Society
- BS Urban Plant Agriculture
- BS Sustainable Agriculture Entrepreneurship

Mission Statement

The Program in Sustainability Studies (PSS) seeks to foster resilient and sustainable systems between society, the economy and the environment at La Sierra University and the greater community, for today and future generations. The PSS will educate students in finding dynamic solutions to complicated global challenges facing the environment and society through a broad, interdisciplinary education in the natural sciences, humanities, and social sciences. The PSS will drive leadership and social responsibility founded in the United Nations Sustainable Development Goals, focusing on environmental justice, critical-thinking skills, and sustainable solutions for local and global communities.

Goals

The Program in Sustainability Studies is dedicated to creating graduates who are prepared to solve real-world problems in the industries of agriculture, food science, global studies, agricultural entrepreneurship, and sustainability science. The School will educate students regarding conservation and agriculture's relevance to younger generations, including future scientists and thought leaders, and give them the critical opportunity to participate in advocacy and building solid and effective leadership identities. The programming in the Program in Sustainability Studies will reflect current and developing technologies and practices used in food and agricultural production and management, with deep connections to significant global challenges, such as climate change, inequality, and a growing global population.

There are three common programmatic goals:

1. Interdisciplinary collaboration and integration.
2. 21st century solutions to local and global challenges.
3. Civic engagement and community partnership.

Degree Descriptions

BA Sustainability & Society: Students will encounter a study of social and natural sciences to develop critical thinking for resolving sustainability-related challenges on local and global levels. The program focuses on social, cultural, political, and community development aspects of sustainable systems.

BS Urban Plant Agriculture: Students will focus on basic science and cultivated food production systems. They will learn to devise thoughtful, dynamic, and realistic solutions for society's environmental challenges with minimal adverse outcomes.

BS Sustainable Agriculture Entrepreneurship: Students will focus on issues of sustainability in agriculture and the economy. They will learn about the importance of resources, policy, and management. The pathway will provide students with practical experiences to prepare them for management careers in farming and food production with a focus on sustainable practices in agriculture at a local and global scale.

Sustainability & Society Learning Outcomes

1. Summarize and criticize complex systems involving urban agriculture, public policy, and food.
2. Identify interactions between the environment and human society, including identification of stakeholders and knowledge bases, and incorporate these into sustainable solutions.
3. Analyze historical and current socioeconomic forces and their impact on implementing sustainable practices.
4. Promote sustainability in multiple subcultures and promote equitable inclusion in sustainability.

Urban Plant Agriculture Learning Outcomes

1. Summarize and criticize complex systems involving urban agriculture, public policy and food.
2. Identify interactions between the environment and human society, including identification of stakeholders and knowledge bases, and incorporate these into sustainable solutions.
3. Collect data and produce comprehensive reports on implementing urban plant agriculture systems practically.
4. Maintain a commercial urban agriculture operation.

Sustainable Agriculture Entrepreneurship Learning Outcomes

1. Summarize and criticize complex systems involving urban agriculture, public policy, and food.
2. Identify interactions between the environment and human society, including identification of stakeholders and knowledge bases, and incorporate these into sustainable solutions.
3. Produce business plans in urban agriculture that incorporate good finance, marketing and management principles.
4. Identify and apply essential management techniques.

MAJORS

Bachelor of Arts

SUSTAINABILITY & SOCIETY

Required: 83 units, as follows:

- 21 units of sustainability core
- 38 units of social & natural science
- 24 units of business

Sustainability Core Courses

AGRI 111	Introduction to Growing Food Sustainably	(3)
AGRI 112	Water Management in Growing Food	(3)
AGRI 112L	Water Management in Growing Food Lab	(3)
SUST 397	Internship in Sustainability	(4)
SUST 421	Writing Sustainability Reports	(4)
SUST 422	Promoting Sustainability	(2)

Choose either:

MATH 155	Introductory Statistics	(4)
OR		
DATA 115	Data Fluency for Everyone	(4)

Social & Natural Science Courses

Choose either:

SOCI 140	Introduction to Black Studies	(4)
OR		
SOCI 150	Introduction to Chicana Studies	(4)
ANTH 339	Food & Culture	(4)
GEOG 276	Human & Population Geography	(4)
HIST 338	Nature & Culture	(4)
HLSC 225	Nutrition Theory & Practice	(4)
HPSC 375	Research Methods	(4)
SOCI 374	Impacts of Globalization	(4)
SOWK 320	Cultural Humility	(2)

Choose either:

ANTH 331	Transnationalism: the Americas	(4)
OR		
ANTH 431	Forced Migration	(4)

Business Courses

ECON 254	Principles of Macroeconomics	(4)
ECON 255	Principles of Microeconomics	(4)
ECON 366	Economic Growth & Development	(4)
MGMT 347	Legal Environment of Business	(4)
MGMT 424	Global Poverty	(4)
MGMT 429	Emotional Intelligence in the Workplace	(4)

Bachelor of Science

URBAN PLANT AGRICULTURE

Required: 84 units, as follows:

- 21 units of sustainability core
- 45 units of plant science
- 10 units of social & natural science
- 8 units of breadth

Sustainability Core Courses

AGRI 111	Introduction to Growing Food Sustainably	(3)
AGRI 112	Water Management in Growing Food	(3)
AGRI 112L	Water Management in Growing Food Lab	(3)
SUST 397	Internship in Sustainability	(4)
SUST 421	Writing Sustainability Reports	(4)
SUST 422	Promoting Sustainability	(2)

Choose either:

MATH 155	Introductory Statistics	(4)
	OR	
DATA 115	Data Fluency for Everyone	(4)

Plant Science Courses

AGRI 113	Quality Control in Growing Food	(3)
AGRI 113L	Quality Control in Growing Food Lab	(1)
AGRI 281	Organic Chemistry & Biochemistry for Agriculture	(4)
AGRI 282	Cell Biology & Genetics for Agriculture	(4)
AGRI 301	Cultivated Plants: Nutrients & Pest Management	(4)
AGRI 302	Cultivated Plants: Metabolics, Growth & Yield	(4)
AGRI 303	Cultivated Plants: Sustainability & Ecology	(4)
AGRI 411	Soil Science	(4)
AGRI 411L	Soil Science Lab	(2)
BIOL 111	General Biology I	(4)
BIOL 111A	General Biology Seminar	(0)
BIOL 111L	General Biology I Lab	(1)
BIOL 112	General Biology II	(4)
BIOL 112L	General Biology II Lab	(1)
BIOL 113	General Biology III	(4)
BIOL 113L	General Biology III Lab	(1)

Social & Natural Science Courses

ANTH 339	Food & Culture	(4)
HLSC 225	Nutrition Theory & Practice	(4)
SOWK 320	Cultural Humility	(2)

Breadth Courses

Choose 8 units from:

AGRI 412	Organic & Hydroponic Plant Agriculture	(4)
BIOL 304	General Ecology	(4)
BIOL 385	Medicinal Plants	(4)
BIOL 415	Environmental Science	(4)
MGMT 424	Global Poverty	(4)

Bachelor of Science

SUSTAINABLE AGRICULTURE ENTREPRENEURSHIP

Required: 91 units, as follows:

- 21 units of sustainability core
- 4 units of plant science
- 52 units of business
- 14 units of social & natural science

Sustainability Core Courses

AGRI 111	Introduction to Growing Food Sustainably	(3)
AGRI 112	Water Management in Growing Food	(3)
AGRI 112L	Water Management in Growing Food Lab	(3)
SUST 397	Internship in Sustainability	(4)
SUST 421	Writing Sustainability Reports	(4)
SUST 422	Promoting Sustainability	(2)

Choose either:

MATH 155	Introductory Statistics	(4)
	OR	
DATA 115	Data Fluency for Everyone	(4)

Plant Science Courses

AGRI 113	Quality Control in Growing Food	(3)
AGRI 113L	Quality Control in Growing Food Lab	(1)

Business Courses

ACCT 221	Financial Accounting I	(4)
ACCT 222	Financial Accounting II	(4)
ACCT 223	Financial Accounting III	(4)
ECON 254	Principles of Macroeconomics	(4)
ECON 255	Principles of Microeconomics	(4)
ECON 366	Economic Growth & Development	(4)
FNCE 354	Managerial Finance	(4)
MGMT 327	Information Technology Management	(4)
MGMT 347	Legal Environment of Business	(4)
MGMT 424	Global Poverty	(4)
MGMT 491	Management Strategy	(4)
MKTG 305	Marketing Principles	(4)

Social & Natural Science Courses

Choose either:

SOCI 140	Introduction to Black Studies	(4)
	OR	
SOCI 150	Introduction to Chicanx Studies	(4)
SOCI 374	Impacts of Globalization	(4)
SOWK 320	Cultural Humility	(2)

Choose either:

ANTH 339	Food & Culture	(4)
	OR	
MGMT 429	Emotional Intelligence in the Workplace	(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.

Agriculture

LOWER DIVISION

AGRI 111 Introduction to Growing Food Sustainably (3):

Introduction to small and medium scale methods to growing food in close proximity to end consumers of the food. Includes a basic introduction to plant biology, plant chemistry, ecology, farming terminology, agricultural tools, soil, nutrients, and water systems. 30 hours of lecture per term.

AGRI 112 Water Management in Growing Food (3):

Continued study of growing food sustainability by looking specifically at the water management in growing food. Topics include water quality, water composition, waste management, concentration measurement and management, hardness, pH, water soluble nutrients, and sources for agricultural water. 30 hours of lecture per term.

Prerequisite: AGRI 111

Corequisite (or previous credit in): AGRI 112L

AGRI 112L Water Management in Growing Food Lab (1):

Practical application of theory covered in water management in growing food. Focus on measurement of real systems involved in plant management including testing water quality and managing closed loop water systems. 30 hours of lab work per term.

Prerequisite: AGRI 111

Corequisite (or previous credit in): AGRI 112

AGRI 113 Quality Control in Growing Food (3):

A study of the measurement, management, and regulation of quality in growing food. Focus on small to medium size growing operations with a variety of crops. Regulations focused on growing in California & the United States. Digital data collection and analysis in combination with analog techniques and distinguishing advantages of each. 30 hours of lecture per term.

Prerequisite: AGRI 113

Corequisite (or previous credit in): AGRI 113L

AGRI 113L Quality Control in Growing Food Lab (1):

Practical application of theory covered in quality control in growing food. Focus on measurement of real systems involved in plant production including identification of contamination, completing compliance reports, and measurements. 30 hours of lab work per term.

Prerequisite: AGRI 112

Corequisite (or previous credit in): AGRI 113

AGRI 281 Organic Chemistry & Biochemistry for Agriculture (4): A study in the organic compounds and reactions and biochemical molecules and cycles necessary for understanding plants. A focus on the complex interactions taking place at the molecular level in plants, soil, and water systems used in agriculture. 40 hours of coursework per term.

Prerequisite: AGRI 113, AGRI 113L

AGRI 282 Cell Biology & Genetics for Agriculture (4): A study in cellular biology and genetics necessary for understanding plants and other organisms used in agriculture. A focus on the complex interactions in the cellular functions and role of genetics in achieving quality food products sustainably. 40 hours of coursework per term.

Prerequisite: AGRI 281

UPPER DIVISION

AGRI 301 Cultivated Plants: Nutrients & Pest Management (4): In-depth look at plant requirements for and delivery of nutrients and pest management. Focus on sustainability of methods and interaction of the complex systems that are involved in the delivery and plant use of nutrients as well as the impacts of pest management on the crop and surroundings. 30 hours of lecture and 30 hours of lab each term.

Prerequisite: AGRI 282

AGRI 302 Cultivated Plants: Metabolics, Growth, & Yield (4): In depth look at how cultivated plants transform energy and nutrients into biochemicals and the regulation of those processes. Emphasis on managing the processes to increase yields sustainably and while maintaining high quality. 30 hours of lecture and 30 hours of lab each term.

Prerequisite: AGRI 301

AGRI 303 Cultivated Plants: Sustainability & Ecology (4): A capstone course in balancing and understanding the balance of wild systems, cultivated systems, and semi-cultivated systems to maintain ecology and natural systems while cultivating for human consumption. Students will grapple with a complex, real scenario and propose methods for sustainable resource use. 30 hours of lecture and 30 hours of lab each term.

Prerequisite: AGRI 302

AGRI 411 Soil Science (4): Measurement and management of the complex ecosystems present in soils as they interact with agricultural crops. Integration of concepts from non-living and living systems that are present in the soils of agriculture. Emphasis on maintaining soil for long term production of food while not harming surrounding ecosystems. 40 hours of lecture per term.

Prerequisite: AGRI 203

Corequisite: AGRI 411L (or previous credit)

AGRI 411L Soil Science Lab (2): Hands-on application of methods and techniques learned in Soil Science. Complex, real-world systems will be used in project based learning where students are expected to show creativity and critical thinking in developing plans, executing experiments, and reporting results. 30 hours of lab work each term.

Corequisite: AGRI 411

AGRI 412 Organic & Hydroponic Plant Agriculture (4): Introduction to the practices and regulations of organic farming and hydroponic farming. Critical analysis of resource use in both practices and impact on plant biochemistry, genetics, and food production. 40 hours of coursework per term.

Prerequisite: AGRI 411 & 411L

Sustainability

UPPER DIVISION

SUST 397 Internship in Sustainability (4): An on-campus or off-campus work-study in sustainability. Topic and benchmarks are cooperatively determined by the student and a supervisor. Approximately 100 hours of work required.

Prerequisite: AGRI 301 (or concurrent enrollment)

SUST 421 Writing Sustainability Reports (4): Summarizing work done in SUST 397 into a well written report or reports. Emphasis on communication being readable and useful to a wide variety of audiences including the general public, stakeholders, scientific community, and policy makers. 40 hours of coursework per term.

Prerequisite: AGRI 397, ENGL 113 or ENGL 124

SUST 422 Promoting Sustainability (2): Preparation and presentation of materials that promote sustainability based on evidence and takes into account the audience. Students are expected to complete a poster presentation and an oral presentation with a diverse audience. 20 hours of coursework per term.

Prerequisite: AGRI 421

SUST 455 Topics in Sustainability (1-4): In-depth analysis of different topics in the field of sustainability. See the class schedule for the topic of the course. May be repeated with new content for additional credit up to a total of 12 units. 10 hours of coursework per unit per term.

Prerequisite: ENGL 113 or ENGL 124

SUST 499 Directed Study (1-4): Independent advanced study of a topic pertaining to sustainability.

Restriction: Requires consent of the instructor.

Additional course descriptions are located on their respective department's bulletin pages; a complete list of prefixes, subjects, and departments can be found in the "Classification of Courses" section of the Undergraduate bulletin.

Department of World Languages

Department Faculty

Carlos Parra, Chair

Professor of Spanish Language & Literature (2015)
PhD Duke University 2001
Romance languages and literary studies

Collaborating Faculty

Lorena Gutiérrez-Cortés

Adjunct Instructor of Spanish (2008)
MA California State University, San Bernardino
Spanish/Hispanic literature, linguistics, and civilization

Mary Myong Sook Shin

Adjunct Instructor of Korean (2016)
JD University of California, Hastings College of Law 1986
MA University of Arizona
Curriculum and instruction

Claire K. Liu

Adjunct Instructor of Chinese (2014)
MA University of Wisconsin, Madison
MA University of California, Los Angeles
Chinese intellectual history
Modern Chinese literature and language

Courtney Lloyd

Adjunct Instructor of American Sign Language (2017)
MA National University
Deaf and Hard-of-Hearing Education

Yoshimitsu Mineyama

Adjunct Instructor 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, contemporary Spanish American literature

Tristan Murray

Adjunct Instructor of French (2019)
MA New York University 2017
French Studies

Francisco Burgos-Suárez

Adjunct Instructor of Spanish (2019)
PhD University of Alabama 2014
Spanish Linguistics, literature

Raúl Élmara Zanatta

Adjunct Instructor of Spanish (2018)
MA La Sierra University (2022)
Spanish language, conversation

Degrees Offered

Bachelor of Arts degree in:

- Spanish
- Spanish: Secondary Teaching

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 opportunity of studying 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 abroad 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 first to La Sierra University. Although enrolled abroad, 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.

For more information concerning this program and its offerings, refer to the Adventist Colleges Abroad listing earlier 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 society in the U.S. 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 human diversity.

World Languages Learning Outcomes

Students Learning Outcomes (SLO) as follows:

1. *Listening & Reading Comprehension*
 - Ability to understand in a target language through listening/reading
2. *Oral & Written Proficiency*
 - Achieving oral/written proficiency in a target language by levels (ACTFL). Majors in Spanish will perform at advanced-mid level.
3. *Intra-/Inter-linguistic Competency*
 - Developing understanding of the structure of the target language. Ability to make comparisons with own language.
4. *Cultural Understanding*
 - Increasing understanding and appreciation of target language cultures and communities.
5. *Associations*
 - Furthering knowledge of other academic disciplines and areas of interest.
6. *Extra-Curricular Use of Language*
 - Using target language beyond classroom.
7. *Integration of Faith & Learning*
 - Nurturing and encouraging faith and learning, emphasizing community and service.

Summer World Language Courses

During the summer months, the Department of World Languages may offer a number of languages. Courses are 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 and eight-week summer programs are also available through the Adventist Colleges Abroad schools located in Austria, Brazil, France, Israel, Italy, and Spain. (For additional information, see the "Adventist Colleges Abroad" section listed elsewhere in this Bulletin.)

MAJORS

Bachelor of Arts

SPANISH

The major in Spanish is offered jointly through La Sierra University and the Adventist Colleges Abroad (ACA) schools in Argentina and Spain. Students intending to declare a major in Spanish must take the Spanish Placement Examination (WebCAPE) administered by the Office of Academic & Career Services (OACS). One academic year abroad is required for all majors, except those who can give evidence of having completed secondary school studies in a Spanish-speaking country. For accurate credit equivalencies from the ACA programs in Argentina or Spain for the major in Spanish, please contact the Department of World Languages.

Required: at least 55 units, of which 51 units (42 upper division) must be in Spanish and 8 units must be in specified English and History cognate courses:

- The courses listed below (46 units)
- Required Cognates (8 units)
- 3 terms abroad (Academic year through ACA)

PRIOR TO ACA STUDIES

Choose 4 units from:

SPAN 153	Beginning Spanish III
	OR
WDLG 213A	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 371-73/471-73	Advanced Spanish Conversation	(3 qtrs)
SPAN 332-33	Latin-American Literature (Argentina)	(2 qtrs)
SPAN 331-33	History of Spanish Literature (Spain)	(2 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)

UPON RETURN FROM ACA ARGENTINA/SPAIN

Choose either:

SPAN 365	Cervantes & Don Quixote	(4)
	OR	
SPAN 430	Peninsular Spanish Literature through Cinema	(4)

Choose either:

SPAN 347	Peninsular Spanish Literature 10th Century-1898	(4)
	OR	
SPAN 348	Spanish-American Literature 1492-1888	(4)

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
AND select one of the following courses (or substitution approved by World Languages Dept. and CAS):	
HIST 354	Colonial Latin America
HIST 355	Modern Latin America
HIST 430L	Mexico

SPANISH: SECONDARY TEACHING

The emphasis in Secondary Teaching allows students to complete teaching credential coursework along with the major in Spanish. The program is offered in collaboration with La Sierra University's School of Education, which provides the courses leading to the Secondary credential. Those courses must be completed in the recommended order, and students will need to apply with the School of Education for acceptance into the Teacher Education program. Refer to the Teacher Education Program listing in the Department of Curriculum and Instruction section of the bulletin for more information.

Required: at least 103 units in Spanish and related fields, including:

- The courses listed below (48 units)
- California State Credential required courses (55 units)

NOTE: One academic year in ACA Spain or Argentina is required.

PRIOR TO ACA STUDIES

Choose 4 units from:

SPAN 153	Beginning Spanish III
	OR
WDLG 213A	Spanish for Spanish-speakers

AND complete:

ENGL 113	College Writing III
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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 371-73/471-73	Advanced Spanish Conversation	(3 qtrs)
SPAN 332-33	Latin-American Literature (Argentina)	(2 qtrs)
SPAN 331-33	History of Spanish Literature (Spain)	(2 qtrs)

4 units from the following courses (Argentina):

SPAN 301-303	Folklore of Argentina
SPAN 305-306	Geography of Argentina
SPAN 345-346	History of Argentina

4 units from the following courses (Spain):

SPAN 312-313	Spain & its Culture
SPAN 315-317	History of Spain & Europe

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)

UPON RETURN FROM ACA ARGENTINA/SPAIN

Choose either:

SPAN 348	Spanish-American Literature 1492-1888
	OR
SPAN 430	Peninsular Spanish Literature through Cinema

Required Teaching Credential Courses:

The following courses are recommended to be taken in the general order in which they are listed below.

EDCI 105	Initial Student Teaching
EDCI 204	Introduction to Teaching
EDCI 205	Intermediate Student Teaching (6 units total)
HLSC 214	Dimensions of Wellness
EDCI 413	Digital Literacies
EDFO 305	Psychology of Learning
EDCI 417	Culture, Society & Ethics
EDCI 410	Comprehensive Classroom Management
EDCI 464	Special Education & Inclusion
EDCI 498	Assessment-Driven Instruction
EDCI 419	Reading in the Content Area
EDCI 426	Language & Literacy 9-12
EDCI 429	Secondary School Theory
EDCI 430	Secondary School Practices
EDCI 457	Student Teaching in the Secondary School (6 units)

Note: In order to qualify for California Teaching Credentials, a student needs to pass an American Government Proficiency Exam (or take HPSC 274, 4 units). Please contact the School of Education for more details on other requirements for the California preliminary teaching credential.

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 WDLG 213A), SPAN 307, SPAN 329, & two literature courses.

Through ACA:

- 28 units in 300-level Spanish courses (includes 201 and 202 or equivalent), & one literature course.

OTHER LANGUAGE MINORS:

Minors in Arabic, French, German, Italian, or Portuguese are 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) in this section of the bulletin.

Prerequisite: Language placement examination (if available)

The following classes will be offered periodically:

ARAB 151, 152, 153 Beginning Arabic I, II, III (4, 4, 4)

CHIN 151, 152, 153 Beginning Chinese I, II, III (4, 4, 4)

ITLN 151, 152, 153 Beginning Italian I, II, III (4, 4, 4)

WDLG 296 Special Topics (1-4): Addresses a select topic at the sophomore level for the Department of World Languages based on special circumstances and opportunities. Content may vary; specific topics listed in the course schedule. May be repeated with new content for additional credit.

WDLG 299 Directed Study (1-4): A course that provides a flexible format in which to pursue further language acquisition and fluency through a variety of activities suited to the student's needs and goals.

Prerequisite: Department approval

UPPER DIVISION

WDLG 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: Department approval*

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

JAPN 201 Intermediate Japanese I (4): A first-level intermediate course in the study of the language and culture of Japanese-speaking peoples with emphasis on conversation, composition, vocabulary building, and culture-based discussions. There is a language lab requirement for this course.

Prerequisite: Japanese placement examination or a grade of C or better in JAPN 153

JAPN 202 Intermediate Japanese II (4): A second-level intermediate course in the study of the language and culture of Japanese-speaking peoples with emphasis on conversation, composition, vocabulary building, and culture-based discussions. There is a language lab requirement for this course.

Prerequisite: Japanese placement examination or a grade of C or better in JAPN 201

JAPN 203 Intermediate Japanese III (4): A high intermediate continuation of the study of the language and culture of the Japanese-speaking peoples with emphasis on conversation, composition, vocabulary building, and non-guided discussions. There is a language lab requirement for this course.

Prerequisite: Japanese placement examination or a grade of C or better in JAPN 202

Korean

LOWER DIVISION

KORE 151 Beginning Korean I (4): A collegiate-level beginning course in the study of language and culture of Korean-speaking peoples through the use of audio/video tapes, computer and online resources, and/or drills. Designed for beginning students with no background in the language. There is a language lab requirement for this course.

Prerequisite: Korean placement examination

KORE 152 Beginning Korean II (4): The second level of a beginning course in the study of the language and culture of Korean-speaking peoples through the use of audio/video tapes, computer and online resources, and/or drills. There is a language lab requirement for this course.

Prerequisite: Korean placement examination or a grade of C or better in KORE 151

KORE 153 Beginning Korean III (4): The third level of a beginning course in the study of the language and culture of Korean-speaking peoples through the use of audio/video tapes, computer and online resources, and/or drills. There is a language lab requirement for this course.

Prerequisite: Korean placement examination or a grade of C or better in KORE 152

Spanish

LOWER DIVISION

SPAN 151 Beginning Spanish I (4): A collegiate-level beginning course in the study of the language and culture of Spanish-speaking peoples through the use of audio/video tapes, computer software, and/or drills. There is a language lab requirement for this course.

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.

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 151M

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

SPAN 299 Directed Study (1-4): A course that provides a flexible format in which to pursue further language acquisition and fluency through a variety of activities suited to the student's needs and goals.

Prerequisite: Department approval

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: WDLG 213A 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: WDLG 213A 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 SPAN 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 one year abroad (minimum 2-3 quarters)

SPAN 426 Spanish Civilization (4): A study of Spanish civilization that traces influences, characteristics, and contributions to Western civilization.
Prerequisite: WDLG 213A 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: WDLG 213A 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: WDLG 213A or SPAN 312

SPAN 347 Peninsular Spanish Literature 10th Century – 1898 (4): A survey of Spanish literature from the 10th Century through the Generation of '98 (19th 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: WDLG 213A or SPAN 312

SPAN 348 Spanish-American Literature 1492-1888 (4): A survey of Spanish-American literature from Pre-Columbian literature through Pre-Modernismo (19th 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: WDLG 213A 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 17th 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: 20th Century (4): A survey of authors and works from the late 19th Century Spanish literary movements through the late 20th 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: 20th Century (4): A survey of representative authors and works from Latin American Modernismo (late 19th Century) to the late 20th 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 496 Special Topics (1-4): Addresses a select topic at the senior level for the Department of World Languages based on special circumstances and opportunities. Content may vary; specific topics listed in the course schedule. May be repeated with new content for additional credit.

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

John Thomas, PhD, Dean

Gary Chartier, PhD, JD, LLD, Associate Dean

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.

The Zapara School serves southern California's Inland Empire region and the Seventh-day Adventist community of faith, as well as students from other geographic areas and faith traditions. But its commitment of the Seventh-day Adventist heritage of global services means that it is particularly concerned to empower students, like those in the Inland Empire whose resources and opportunities are limited. The School will actively recruit students from the Inland Empire. And it intends that its proactive mentoring and nurture of these students will equip them to flourish and to contribute to the flourishing of their families, neighborhoods, and communities.

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 and services 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 students 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 co-curricular 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 word.

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.

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.

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.

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.

Nuñez Business Incubator

Sponsored by the Nuñez Community Foundation, the Hispanic Business Incubator is a comprehensive educational and community development program designed to empower Hispanic entrepreneurs. Members of the ZSB faculty and staff and community mentors assist participants in transforming their creative business ideas into reality. The HBI's services are free to all participants, and the ZSB does not demand equity in any incubated firm.

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 fairly and peaceably without resorting to the legal system or using violence. It does this by offering lectures, non-credit seminars, and non-credit certificate programs focused on conflict negotiation, conflict coaching, mediation, facilitation, and restorative justice. The Center is also committed to helping schools, churches, and community youth organization develop cultures of kindness through the prevention of peer abuse by implementing the Olweus Bullying Prevention Program. The Center also delivers programming in cooperation with other La Sierra University entities. 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—and its commitment to the Seventh-day Adventist Call for Peace issued after the destruction of the Twin Towers in New York City in 2001.

Finance Lab

This state-of-the-art technology center allows students to use StockTrak stock market simulation software to engage with current market data. Students can learn skills needed for financial management and investing activities including trading stocks, options, futures, bonds and mutual funds from more than fifty global exchanges. The Lab serves as a center for the activities of the Investment Club, which provides students with opportunities to decide on trades using real money.

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.

Paul Cone Research Group

The Paul Cone Research Group highlights the ZSB's commitment to building a research culture. The group offers full-time and adjunct faculty members, staff members, and students opportunities to participate in collaborative research projects designed to yield shared publications. Experienced researchers provide mentoring opportunities and facilitate conversations about topics and strategies.

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. In particular, it is equipped with four MarkForged Onyx 3D prototype printers and a MarkTwo 3D printer.

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 as Students in Free Enterprise, 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 World Cup competitions in 2002, 2007, and 2016. 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 the university's Sam Walton Fellows, the team's work actively embodies the mission of the university. Learn more at lasierra.edu/enactus.

Placement and Internships

The ZSB is committed to helping 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 a practicum. A student who wishes to earn credit for a practicum should register for a practicum course (ACCT 696, ECON 696, FNCE 696, MGMT 694, 696, or 697, or MKTG 696). An agreed upon number of practicum hours—unless otherwise specified, thirty—must be completed for each unit of credit the student earns, along with required coursework. A practicum course may be repeated for additional credit in accordance with ZSB policy. A student who wishes to complete more than eight practicum units must obtain the approval of the dean's office. An international student completing a practicum should register for a practicum course during the term in which the practicum takes place.

Internships are available on a regular basis with entities including Adventist Health, Adventist Risk Management, KPMG, and Advent Health. 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 Office of the Dean.

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 Analytics
 - Business and Society
 - Finance
 - Health Care Management
 - Human Resource Management
 - International Business
 - Management
 - Management for Health Care Professionals
 - Marketing
 - Political Economy
- and an individually designed customized concentration (with ZSB approval)

Business Core

The Business Core is required as part of each of the two majors offered by the ZSB. It consists of 53-56 units (4 cognate units are also required), 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*	1-3
MGMT 204	The Practice of Management	4
MGMT 327	Information Technology Management	4
MGMT 347	The Legal Environment of Business	4
MGMT 356	Human Resource Management	4
MGMT 457	Business Skill Intensive	1
MGMT 459	Principles of Entrepreneurship	4
	OR	
MGMT 491	Management Strategy	4
MGMT 466	Introduction to Business Analytics	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:

One of the courses below:

CPTG 117	Problem Solving Using Computer Programming	(4)
DATA 115	Data Fluency for Everyone	(4)
MATH 108	Introduction to Logic	(4)
MATH 155	Introductory Statistics	(4)

Note: Information on this page has been updated as of October 2023.

Department of Accounting, Economics & Finance

Regular Members of the Faculty

Fredrick Clarke

Associate Professor of Economics (2010)
PhD Claremont Graduate University 2010
International trade, game theory

Kim-Liang Chuah

Associate Professor of Finance and Economics (2019)
PhD Washington State University 1992
Economics of higher education, financial forecasting,
healthcare economics, operations management

Armond Manassian, chair

Professor of Accounting (2019)
PhD University of Calgary 2001
International accounting, financial accounting

Kristine Webster

Associate Professor of Accounting, Finance
and Real Estate (1995, 2006)
MBA Loma Linda University 1991
CPA 1992
CFE 2013, Cr.FA 2013
Taxation, fraud, forensic accounting, real estate finance

Danette Zurek

Senior 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

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 policy and development

John Thomas

Dean, Zapara School of Business
Bashir Hasso Professor of Entrepreneurship and Political
Economy (1989)
PhD Claremont Graduate University 2001
Behavioral finance, economic development, economics of
entrepreneurship

Members of the Collaborating Faculty

Mark Abdollahian

Adjunct Professor of Business Analytics, Strategy, and
Political Economy (2023)
PhD Claremont Graduate University 1996
Decision making, mathematical modeling, political economy

H. Robert Gadd

Adjunct Professor of Accounting (2017)
PhD University of Texas at Arlington 2000
CPA
Accountant/auditor decision making, accountant/auditor
expertise

Kevin Grant

Adjunct Associate Professor of Management and Finance
(2018)
PhD Regent University 2008
Leadership, finance, economics, and strategy

Keith Howson

Adjunct Professor of Accounting
PhD University of Newcastle 2002
CA 2010
CMA 2000
Financial and managerial accounting not-for-profit
governance

Steve Hemenway

Adjunct Assistant Professor of Accounting (2015)
MBA La Sierra University 2015
MA La Sierra University 2005
Accounting

Jim Hughes

Adjunct Associate Professor of Accounting (2019)
MBA La Sierra University 2004
MT Georgia State University 1994
CPA
Health care accounting and administration

Kyungkook Kang

Adjunct Associate Professor of Economics (2019)
PhD Claremont Graduate University 2011
Economics, quantitative research methods

Dandan Kowarsch

Adjunct Assistant Professor of Business Analytics (2021)
PhD Claremont Graduate University 2022
Statistics, economics, modeling, social network analysis,
homeless prevention, refugee, and asylum impact on
economic growth, global income equity

Jeanie O’Laughlin

Adjunct Associate Professor of Accounting (2021)
PhD Claremont Graduate University 2003
CPA
Financing of tribal colleges, accounting, tax codes, forensic
accounting, fraud examination, financial literacy

Dean Parsons

Adjunct Assistant Professor of Finance (2019)
DBA student California Southern University
MBA Azusa Pacific University 2004
Global markets, risk exposure, investment strategy

Akhilesh Srivastava

Adjunct Professor of Business Analytics (2022)
PhD student, Indian Institute of Technology
MBA, Indian School of Business 2016
Business analytics, management, public policy

Zining Yang

Adjunct Assistant Professor of Economics (2015)
PhD Claremont Graduate University 2015
Economics, data modeling, 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:
Business Analytics
Finance
Political Economy

MAJORS

Specific requirements for the ZSB’s two majors are listed below. The Zapara School of Business dean’s office may, at its discretion, waive a major or concentration 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 chair of the Department of Accounting, Economics, and Finance.

Required: 81-84 units, as follows:

- Business Core (49-52 units) plus Business Core Cognate (4) *See Zapara School of Business section earlier in this Bulletin for specific requirements*
- Major-specific requirements (36 units)
- 4 units of specific electives to be selected from upper division ACCT and FNCE courses not used to fulfill any other requirement (or others with the approval of the chair)

Major-Specific Requirements (36):

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)

Certifications and Designations

Professionals in accounting can demonstrate their capacities by acquiring a range of certifications and designations. These include:

- Certified Public Accountant
- Certified Management Accountant
- Certified Financial Manager
- Certified Fraud Examiner
- Certified Financial Planner
- Certified Internal Auditor

BUSINESS:

CONCENTRATIONS

BUSINESS ANALYTICS

Required: 77-80 units, as follows:

- Business Core (53-56 units) plus Business Core Cognate (4) *See Zapara School of Business section earlier in this Bulletin for specific requirements*
- Concentration-specific requirements (24 units)

Concentration-Specific Requirements (24):

CPTG 121	Introduction to Computer Science	(4)
ECON 368	Data Visualization for Business Intelligence	(4)
ECON 374	Data Engineering and Structure	(4)
ECON 384	Statistics, Forecasting, and Hypothesis Testing in Business	(4)
ECON 434	Machine Learning for Business Analysis	(4)
ECON 454	Integrative Business Analytics Project	(4)

Earning a concentration in Business Analytics requires successful completion of MATH 121, because this course is a pre- or co-requisite for CPTG 121.

** 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.*

FINANCE

Required: 69-72 units, as follows:

- Business Core (53-56 units) plus Business Core Cognate (4) *See Zapara School of Business section earlier in this Bulletin for specific requirements*
- Concentration-specific requirements (16 units)
- 4 units of concentration-specific electives to be selected from upper division ACCT and FNCE courses not used to fulfill any other requirement.

Concentration-Specific Requirements (16):

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)

** 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.*

Certifications and Designations

Professionals in finance can demonstrate their capacities by acquiring a range of certifications and designations. These include:

- Chartered Financial Analyst
- Certified Public Accountant
- Chartered Alternative Investment Analyst
- Certified Financial Planner
- Financial Risk Manager

POLITICAL ECONOMY

Required: 69-72 units, including:

- Business Core (53-56 units) plus Business Core Cognate (4) *See Zapara School of Business section earlier in this Bulletin for specific requirements*
- Plus, 16 units of concentration-specific requirements:

Concentration-Specific Requirements (16):

ECON 366	Economic Growth & Development	(4)
ECON 357	International Economics	(4)
ECON 394	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 concentration, 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 111A or B 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 & MATH 007

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 & MATH 007

ACCT 244 Real Estate Accounting (4): This course explores the accounting rules for key real estate transactions. It reviews relevant concepts, principles, rules, regulations, reporting requirements, and accounting and tax procedures and strategies. It examines accounting for retail land sales, real estate sales, property exchanges, the sale of time-share intervals, the rental of property, and investments in real estate ventures. It also examines issues related to financial statement presentations and accompanying disclosures.

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, the time-value of money, and generally accepted accounting principles applicable to 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 348 Forensic Accounting(4): This course is designed to instruct students in the practices and techniques of forensic accounting.

Prerequisite: ACCT 446 (a student may enroll concurrently in this course)

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 including tax planning, and non-profit organizations.

Prerequisite: ACCT 354

ACCT 362 Cost Determination & Analysis (4): 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.
Prerequisite: ACCT 222

ACCT 421 Controllership (4): Study of accounting techniques, concepts, and procedures related to the functions and responsibilities of the controller.
Prerequisite: Consent of instructor

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; changes in specific accounting practices.
Prerequisite: ACCT 354

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 341

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 combinations, multinational operations and foreign currency transactions, liquidations, and reorganizations. Includes partnership formation, income distribution and liquidation.
Prerequisite: ACCT 343

ACCT 466 Fraud Examination (4): The principles and methods of fraud detection and deterrence and the interviewing of witnesses.
Prerequisite: ACCT 222

ACCT 468 Advanced Auditing (4): Topics selected from among internal and compliance auditing, auditor's ethics and liability, EDP auditing and 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 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 108 or 115 or 121 or 155 or CPTG 117 or DATA 115, or consent of the instructor (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 108 or 115 or 121 or 155 or CPTG 117 or DATA 115, or consent of the instructor (for all options, student can be concurrently enrolled)

ECON 264 Real Estate Economics (4): This course examines the microeconomics of property rights and rules and the macroeconomic factors that shape and influence markets for real property.
Prerequisite: ECON 255, MATH 155 or DATA 115, or consent of the instructor

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, MATH 155 or DATA 115, or consent of the instructor

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, MATH 155 or DATA 115, or consent of the instructor

ECON 368 Data Visualization for Business Intelligence (4): This course is intended to equip the student to identify important patterns in large data sets, and then communicate regarding those patterns and resulting managerial insights in a persuasive way for effective decision making. The course teaches students how to explore, analyze and visualize multi-dimensional datasets in a variety of business contexts. It offers models of best practices for data visualization, considers common mistakes and pitfalls that should be avoided, and teaches students how to ask questions that can lead to significant business discoveries.

Prerequisites: ECON 254 & 255, MATH 155 or DATA 155, or consent of the instructor

ECON 374 Data Engineering and Structure (4): This course is intended to foster understanding of data engineering processes and practices related to batch and real-time analytical solutions. It considers core technologies used to build analytical solutions, the design of analytical serving layers, and factors relevant to work with source files. Students will explore ingestion techniques and learn how to interactively explore data stored in files in a data lake, as well as ways of transforming data. Students will learn how to monitor and analyze the performance of analytical system so that they can optimize the performance of data loads, or queries that are issued against the systems. They will also learn how to use data to build dashboards and predictive models.

Prerequisites: ECON 254 & 255, MATH 155 or DATA 115, or consent of the instructor

ECON 384 Statistics, Forecasting, and Hypothesis Testing in Business (4): A survey of quantitative techniques used in business decision making. Considers predictive analytics models for use in finance, operations management, accounting, marketing, human resource management, and entrepreneurship, employing actual data much like those encountered in practice. Models are explained as procedures that students may replicate with their own data. These include moving-average, exponential smoothing, S-curve, event, advanced regression, time-series decomposition, ARIMA, data mining, ensemble, and text mining models.

Prerequisites: ECON 254 & 255, MATH 155 or DATA 115, or consent of the instructor

ECON 394 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.

Prerequisite: MATH 108 or 115 or 121 or 155 or CPTG 117 or DATA 115, or consent of the instructor

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: MATH 155 or DATA 115, or consent of the instructor

ECON 434 Machine Learning for Business Analysis (4): This course equips the student to identify patterns in the data using machine learning algorithms. It offers a conceptual foundation for the analysis, evaluation, and creation of these algorithms and their use in reaching actionable insights into business problems. Attention will be paid to algorithms used for prediction and classification.

Prerequisites: ECON 254 & 255, MATH 155 or DATA 115, or consent of the instructor

ECON 454 Integrative Business Analytics Project (4): Serving as a capstone to the business analytics curriculum, this course provides the student with an opportunity to complete an individual or group project that draws on a range of business analytics competencies as well as on the skills embodied in the Business Core.

Prerequisites: ECON 254 & 255, MATH 155 or DATA 115, or 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: MATH 155 or DATA 155, or 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: MATH 155 or DATA 115, or 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: MATH 155 or DATA 115, or consent of the instructor

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 and Practice (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 and MGMT 347

FNCE 394 Real Estate Appraisal (4): The principles and procedures of appraisal used to estimate market values; location analysis, standards and ethics, the sales comparison, cost, and income approaches for residential properties, residential market analysis and highest and best use; residential appraiser site valuation and cost approach; and residential sales comparison and income approach.

Prerequisite: FNCE 354

FNCE 434 Real Estate Finance (4): Analysis of real estate financing. Covers the mortgage market, lenders, conventional and government-backed loans, processing and closing loans, foreclosures.

Prerequisite: FNCE 354

FNCE 435 Mortgage Loan Brokering and Lending(4): This course examines issues including types of loans, lending sources, marketing, financial mathematics, completion of the loan application, loan packaging and underwriting, the loan closing statement, and income property financing and brokerage. It also introduces students to relevant legal and regulatory issues

Prerequisite: FNCE 354 and MGMT 347

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 467 Escrow (4): This course offers an overview of the escrow process and applicable laws, regulations, and professional norms. It examines topics including types of escrow, preparation of documents, terminology, phraseology, title and escrow procedures, the method of adjusting taxes, rents, and other charges, exchanges, loan escrow, sales of trust deeds and notes, consummation of land contracts, and leasehold escrows.

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 Concentrations

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 Concentrations 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 of Science degree with a customized concentration 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 sixteen additional units.
3. A proposal for a customized concentration should ordinarily include the following:
 - A. A list of the courses to be included in the proposed curriculum;
 - B. A title for the concentration, which will be the only designation to appear on the student's diploma and transcript (apart from "Bachelor of Science in Business") if the curriculum is approved; and
 - C. Documents or other materials supportive of the proposal and requested by the Program in Customized Concentrations, 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 concentration proposal must be approved in accordance with a review process established by the dean's office. The Program in Customized Concentrations 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 concentration has been approved.
6. While the University will attempt to ensure that a person whose customized concentration has been approved will be able to complete requirements for the concentration 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 concentration's completion. Approval of a customized concentration 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

Regular Members of the Faculty

S. Eric Anderson

Professor of Management (2011)
PhD University of North Texas 1992
Health care management, strategic management, health care economics and finance, political economy, international trade

Gary Chartier, acting chair

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

Lari E. Mobley

Associate Professor of Marketing and Management (2022)
PhD Claremont Graduate University 2015
Strategic marketing, advertising, cocreation, motivation, leadership

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

James Pinder

Associate Professor of Healthcare Management and Law (2021)
PhD Claremont Graduate University 2020
JD William Howard Taft University 2008
Program evaluation, pharmacy law, healthcare management

John Razzouk

Assistant Professor of Management and Marketing (2019)
PhD student University of North Carolina
MBA La Sierra University (2011)
Strategic marketing

John Thomas

Dean, Zapara School of Business
Bashir Hasso Professor of Entrepreneurship and Political Economy (1989)
PhD Claremont Graduate University 2001
Behavioral finance, political economy, development studies, entrepreneurship, social entrepreneurship

Members of the Collaborating Faculty

Josue Anguiano-Vega

Associate Professor of Administration and Leadership (2018)
EdD La Sierra University 2018
Organizational learning, at-risk youth, culture and leadership, caring school climates, parochial education, Christian educational leadership

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 Information Systems (2019)
MBA La Sierra University (2012)
Information systems management

Alex Bryan

Adjunct Assistant Professor of Health Care Management (2021)
MS Albany Medical College 2021
DMin George Fox University 2009

Brendan Collins

Adjunct Instructor in Management (2021)
BA Walla Walla University 2019

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

Mark Gaspar

Adjunct Associate Professor of Business Analytics
BS Loma Linda University (1984)
Business strategy and analytics

Kevin Grant

Adjunct Associate Professor of Management and Finance (2018)
PhD Regent University 2008
Leadership, finance, economics, and strategy

Marcia Haber

Adjunct Assistant Professor of Conflict Resolution (2022)
JD Western State University College of Law
Conflict resolution

Adeeb Hattar

Adjunct Associate Professor of Marketing (2019)
DBA Walden University 2016
Marketing management and marketing research, financial
crises and banking

Mark Khalaf

Adjunct Assistant Professor of Law (2014)
JD Southwestern University School of Law 2002
Business law

Dandan Kowarsch

Adjunct Assistant Professor of Business Analytics (2021)
PhD student Claremont Graduate University
MBA La Sierra University 2016
Statistics, econometrics, modeling, social network analysis,
homeless prevention, refugee and asylum impact on
economic growth, global income equity

Robert Kevan Metcalfe

Adjunct Professor of Hospital Administration
FACHE 2009
MBA Florida Institute of Technology 1989
Health care administration

Heather Miller

Adjunct Assistant Professor of Management (2013)
MBA La Sierra University (2007)
Business Communication, language acquisition, first
generation college student success, motivation for decision
making, self efficacy

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

Rosalie Peterson

Adjunct Assistant Professor of Management (2018)
EdD Pepperdine University 2018
Leadership, learning design, adult learning, organizational
behavior, change management, diversity and inclusion,
groups and teams, coaching and mentoring, human resource
management, training and development

Adam Phillips

Adjunct Assistant Professor of Law (2022)
JD Pepperdine University 2010
MBA La Sierra University 2007

Lovelyn Razzouk

Adjunct Instructor in Management (2018)
MA La Sierra University 2021
Administration and leadership, management

Daniel Robertson

Adjunct Assistant Professor of Management and Law (2021)
JD Pepperdine University 2011
Conflict resolution, mediation, business law, education law,
plausibility standard

Michael Scarano

Adjunct Assistant Professor of Sports Management (2022)
MEd Azusa Pacific University 1981

Nidhi Shah

Adjunct Associate Professor of Management and Marketing
(2017)
PhD Devi Ahilya University 2006
Organization behavior, leadership, women in leadership,
technology in management learning, assessment,
entrepreneurship, human resource management, social
media 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

Rahmatullah Tameez

Adjunct Assistant Professor of Marketing (2018)
DBA Columbia Southern University 2016
Marketing, financial investments

Warren C. Trenchard

Adjunct Professor of Management and Social Entrepreneurship
PhD University of Chicago 1981
Social entrepreneurship, management strategy

Lisa S. Willsey-Goolsby

Adjunct Associate Professor of Marketing
PhD Northcentral University 2020
Professional Certified Market 2001
Marketing strategy, consumer behavior, marketing and
technology

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
 - Health Care Management
 - Human Resource Management
 - International Business
 - Management for Health Care Professionals
 - Management
 - Marketing

Minors available in: Management, Marketing, and Real Estate

Bachelor of Science

BUSINESS:

CONCENTRATIONS

Specific requirements for the various concentrations within the BS in Business offered by the Department of Management and Marketing 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.

BUSINESS AND SOCIETY

The BS in Business with a concentration in Business and Society is designed especially to prepare business students for the study and practice of law, with a particular emphasis on business and economic issues related to law.

Required: 69-72 units, including:

- Business Core (53-56 units) plus Business Core Cognate (4) *See Zapara School of Business section earlier in this Bulletin for specific requirements*
- 8 units of concentration-specific requirements
- 8 units of concentration-specific electives, to be selected from among the following courses (or others with departmental approval)

Concentration-Specific Requirements (8):

PLSC 225	Introduction to Law	(4)
MGMT 447	Topics in Business Law	(4)

Concentration-Specific Electives (Choose 8 units from):

ECON 394	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 Business with a concentration in Health Care Management is designed for students who wish to prepare to serve as leaders in health care organizations.

Required: 69-72 units, including:

- Business Core (53-56 units) plus Business Core Cognate (4) *See Zapara School of Business section earlier in this Bulletin for specific requirements*
- 16 units of concentration-specific electives to be selected from among the following courses (or others with departmental approval)

Concentration-Specific Electives (Choose 16 units from):

FNCE 465	Fundamentals of Health Care Finance	(4)
MGMT 368	Principles of Conflict Resolution	(4)
MGMT 424	Global Poverty	(4)
MGMT 429	Emotional Intelligence in the Workplace	(4)
MGMT 436	Health Care Management	(4)
MGMT 459	Principles of Entrepreneurship	(4)
MGMT 466	Introduction to Business Analytics	(4)
MGMT 467	Legal Issues in Healthcare	(4)
MGMT 484	Management Internship	(4)
MGMT 495H	The Applied Practice of Management: Healthcare Administration and Leadership	(4)

HUMAN RESOURCE MANAGEMENT

Required: 69-72 units, including:

- Business Core (53-56 units) plus Business Core Cognate (4) *See Zapara School of Business section earlier in this Bulletin for specific requirements*
- 12 units of concentration-specific requirements
- 4 units of concentration-specific electives to be selected from among the following courses (or others with departmental approval)

Concentration-Specific Requirements (12):

MGMT 365	Principles of Conflict Resolution	(4)
MGMT 445	Compensation	(4)
MGMT 475	Leadership and Organizational Effectiveness	(4)

Concentration-Specific Electives (Choose 4 units from):

FNCE 365	Investment Analysis	(4)
MGMT	Any upper-division course not used to fulfill another requirement	(4)

INTERNATIONAL BUSINESS

The BS in Business with a concentration in International Business is designed for students who wish to understand and engage with business challenges in a global environment.

Required: 69-72 units, including:

- Business Core (53-56 units) plus Business Core Cognate (4) *See Zapara School of Business section earlier in this Bulletin for specific requirements*
- 12 units of concentration-specific electives to be selected from among the courses listed below (or others with ZSB approval)
- *International experience* (4 units): this requirement may be satisfied by means of the completion of MGMT 266, the completion of an international internship or tour course offered by the Zapara School, or the completion of an international internship or tour course offered by another school with the approval of the Zapara School
- 12 units of cognates, to be selected with the approval of

the ZSB from courses outside the ZSB in anthropology, sociology, literature, history, politics, psychology, religion, or philosophy

Concentration-Specific Electives (Choose 12 units from):

ECON 357	International Economics	(4)
ECON 366	Economic Growth and Development	(4)
FNCE 487	International Finance	(4)
MGMT 424	Global Poverty	(4)
MGMT 486	International Environment and Management	(4)
MGMT 484I	International Management Internship	(4)
MGMT 495I	Topics in International Business	(4)
MKTG 487	International Marketing	(4)

MANAGEMENT

Required: 69-72 units, including:

- Business Core (53-56 units) plus Business Core Cognate (4) *See Zapara School of Business section earlier in this Bulletin for specific requirements*
- 16 units of upper-division ZSB courses other than those used to meet Business Core requirements

MANAGEMENT FOR HEALTH CARE PROFESSIONALS

The BS in Business with a concentration in Management for Health Care Professionals 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: 69-72 units, including:

- Business Core (53-56 units) plus Business Cognate (4) *See Zapara School of Business section earlier in this Bulletin for specific requirements*
- 14 units of concentration-specific electives to be selected from among the following courses (or others with departmental approval)
- 55 units of concentration-specific cognates

Concentration-Specific Electives (Choose 14 units from):

BIOL 301	Cellular and Molecular Biology	(4)
BIOL 301L	Cellular and Molecular Projects Lab	(1)
BIOL 302	Genetics	(4)
BIOL 302L	Genetics Lab	(1)
BIOL 434	Histology	(4)
BIOL 446	Human Gross Anatomy	(5)
BIOL 446L	Human Gross Anatomy Lab	(1)
BIOL 466	Systems Physiology	(4)
BIOL 474	General Microbiology	(4)
CHEM 431	Biochemistry I	(3)
CHEM 432	Biochemistry II	(3)
CHEM 432L	Biochemistry Lab Analysis	(3)
CHEM 433	Biochemistry III	(3)

Concentration-Specific Cognates (55):

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.

MARKETING

Required: 69-72 units, including:

- Business Core (53-56 units) plus Business Core Cognate (4) 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. (or others with departmental approval)
- 4 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 concentration requirements. The following courses, in particular, may *not* ordinarily be

used to meet concentration 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 concentration, and students are strongly urged to complete internships when they are available.

MINORS

MANAGEMENT

Required: 28 units of management courses, including:

- MGMT 204
- 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

REAL ESTATE

Required: 32 units of real-estate-related courses, including:

ACCT 244	Real Estate Accounting	(4)
ECON 264	Real Estate Economics	(4)
FNCE 384	Real Estate Principles and Practice	(4)
FNCE 394	Real Estate Appraisal	(4)
FNCE 434	Real Estate Finance	(4)
FNCE 435	Mortgage Loan Brokering and Lending	(4)
MGMT 489	Legal Aspects of Real Estate	(4)
Plus, choice between:		
MGMT 347	Legal Environment of Business	(4)
OR		
MGMT 374	Fix, Flip, and Property Management	(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. 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 204 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.

Pre- or co-requisite: ENGL 111A or B

MGMT 219 Business Colloquium (0.5): Topics of interest to scholars and students of business.

MGMT 266 Business and Global Cultures (4): An exploration of business activity in one or more cultural settings, building on prior international travel experience.

Prerequisite: Consent of the instructor of the ZSB dean's office

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 314 Philosophy of Work (4): Explores a range of philosophical issues related to the meaning and organization of work.

MGMT 317 Business Colloquium: Intensive (1-4): Intensive engagement with topics of interest to scholars and students of business. Offers students the opportunity to keep abreast of current business-related media and publications relevant to the current market, the workplace, the social and political environment of business, personal growth, and professional development.

Prerequisite: Consent of the instructor

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.

Prerequisite: ENGL 113

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.

Prerequisite: ENGL 111A/B, ENGL 112, ENGL 113

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 347 or equivalent required(may be concurrently enrolled); MGMT 204 recommended

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.

Prerequisite: MGMT 204, MGMT 347

MGMT 374 Fix, Flip, and Property Management (4): This course covers a range of issues related to property investment. Students learn how to initiate and manage efforts designed to rehabilitate or upgrade and then sell residential and commercial properties—obtaining financing, identifying and analyzing deals, assessing their own financial capacities, negotiating deals, overseeing repairs, and promoting and selling properties. They also learn how to manage investment properties—exploring issues related to organization, staffing, marketing, accounting

maintenance, landlord policies, operational guidelines, leases, lease negotiations, tenant relations, maintenance, reports, and relevant laws and regulations.

MGMT 375 Managerial Communication (4): Effective organizational communication, written and oral; consultations, meetings, and conferences; document design; use of appropriate communication technologies; linking communication with organizational strategy.

Prerequisites: ENGL 113 or 124; MGMT 204, MKTG 305

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 384 Real Estate Practice (4): Operation of a real estate business and the role of the agent and the broker. Includes listing, prospecting, sales techniques, use of current real estate forms; financing, title insurance, escrow and taxation.

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 459C.

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 204

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 457 Business Skill Intensive (1): This course is designed to sharpen and reinforce the skills offered in and presupposed by undergraduate study in business and to equip students to integrate insights from the various functional areas of business. It will feature both an overview of key skill areas and a synthetic simulation exercise designed to draw on all of these skills in mutually reinforcing ways, and will culminate with the completion of one or more standardized business skill examinations.

Prerequisite: completion of the undergraduate Business Core or consent of the instructor

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 204, 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 108 or 115 or 121 or 155 or CPTG 117 or DATA 115

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 (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, as specified by the instructor, including MGMT 204.

MGMT 484H Practicum in Human Resource Management (1-4): A ten-week structured and supervised work experience in human resource management culminating in an academic paper or project.

Prerequisite: MGMT 356

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.

Prerequisite: MGMT 204

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 489 Real Estate Law (4): In-depth analysis of aspects of business law related to real estate, including real estate contracts, ownership, estates, easements, landlord-tenant, trust deeds, liens, agency, security devices, and land use.

Prerequisite: MGMT 347

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.

Prerequisites: ACCT 223, ECON 254 & 255, FNCE 354, MGMT 204, 347, & 375, and MKTG 305 or consent of the instructor

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 495E The Applied Practice of Management (1-4):

Students will apply concepts learned in MGMT 204 Practice of Management to a project-based business venture with a focus on gaining practical knowledge and experience in organizational behavior, operations and logistics, human resource and production management, and leadership. May be repeated for additional credit with consent of the instructor.

Prerequisite: Consent of the instructor, MGMT 204 or equivalent

MGMT 495H The Applied Practice of Management: Healthcare Administration and Leadership (4):

Overview and survey of all qualities of healthcare administration leadership in the American and specifically faith-based healthcare systems. The course will provide first-hand knowledge, experience, and healthcare leadership principles from executives and leaders in Seventh-day Adventist healthcare. Topics will include finance, mission,

hospital administration, human resources, healthcare policy and more with conversations led by guest executive presenters.

Prerequisite: Consent of the instructor, MGMT 204, or equivalent

MGMT 495P Philanthropic Strategy (1-4): An introduction to philanthropic fund-raising and its role in organizational development.

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 communication 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.

Prerequisite: ENGL 113

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 108 or 115 or 121 or 155 or CPTG 117 or DATA 115 & 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: 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 358

MKTG 487 International Marketing (4): Methods utilized for developing marketing strategies in the global market. Cultural, political, legal, economic, and distribution differences within foreign markets.
Prerequisite: MKTG 358

MKTG 495 Topics in Marketing (1-4): Advanced issues in marketing. May be repeated for additional credit with consent of the instructor.
Prerequisite: Consent of the instructor

MKTG 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 495E The Applied Practice of Marketing (1-4): Students will apply concepts learned in MKTG 305 Marketing Principles to a project-based business venture with a focus on gaining practical knowledge and experience in marketing strategy (market segmentation, targeting, and product differentiation and positioning) with an emphasis on the marketing mix—product, price, place/distribution, and promotion. May be repeated for additional credit with consent of the instructor.

MKTG 499 Directed Study (1-4): Independent study under the direction of a supervisor on a topic selected by the faculty member and the student, with regular and periodic communication with the instructor.

Prerequisites: Consent of the instructor & the dean's office.

Restriction: Open only to students with senior standing

Department of Administration & Leadership

Department Faculty

Josue M. Anguiano-Vega, Chair

Associate Professor of Administration and Leadership (2018),
EdD La Sierra University 2018

David Penner

Professor of Administration and Leadership (2017),
PhD Andrews University 1987

John Chen

Assistant Professor of Curriculum and Instructions (2022)
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Keith Driberg

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Assistant Professor of Curriculum and Instruction (2022),
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Ph.D. Claremont Graduate University 2019.

Support Staff

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Director of Accreditation and Assessment,
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Sylvia Cordoba

Credential Analyst

Mission

The Department of Administration and Leadership is committed to preparing moral leaders who pursue excellence rather than accept mediocrity, focus on service for the common good rather than personal glory, seek truth rather than power, and exercise authority on principle rather than expediency.

Attainment of this mission is fostered through the discovery of meaning and purpose in the development of administrative and leadership skills and dispositions, as well as in acquisition of psychological, historical, philosophical, sociocultural, and spiritual insights. Such dimensions are basic to a truly scholarly appreciation of the educational process.

The department, with the support of the other departments of La Sierra University's School of Education, offers a program leading to the Bachelor of Arts degree. The department offers an approved programs leading to a Seventh-day Adventist Teaching Certificate with endorsements for Elementary Education.

The comprehensiveness of course offerings and the extensiveness of library holdings and other resources for study and research, coupled with the quality and diversity of faculty and students, contribute to the excellence of our various degree programs. La Sierra University is located in a large concentration of public and Seventh-day Adventist elementary and secondary schools, colleges, and universities. This provides excellent opportunities for field experiences.

There is a constant need for highly qualified leaders in the field of international education. Effective leadership requires and deserves the finest quality of specialized preparation.

The department provides programs designed to prepare individuals for leadership positions in school and non-school settings. Department graduates hold positions such as elementary teachers, English as a foreign language teachers, and education program specialists.

Program Learning Objectives

- Address complex topics systematically and creatively, think critically and write competently in developing and supporting a sustained argument.
- Demonstrate the ability to communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences regarding international education, Teaching English as a Foreign Language (TEFL), and education program development and management.
- Demonstrate a conceptual understanding and methodological competence in conducting research on issues involving international education, TEFL, and education program development and management.
- Understand and critically reflect on the moral, ethical, and legal dimensions of international education, TEFL, and education program development and management.
- Identify and critique the theories, concepts, and current research findings of the field of international education, TEFL, and education program development and management.
- Be critically aware of the requirements and standards of the relevant employer organizations, government ministries and agencies, and other professional bodies.
- Be critically conversant with the literature, theory, current issues, and generally regarded best practices in the discipline of international education, TEFL, and education program development and management.

Academic Advisement

Advisement for the International Education & Leadership major is provided through the Administration & Leadership Department. As well as through the Office of Academic & Career Services (OACS).

Students are also mentored and coached during their undergraduate program by the faculty in the School of Education.

Credentials Offered

The department in collaboration with the department of Curriculum & Instruction provides a program leading to the following Seventh-day Adventist Credential: Elementary Education. Requirements for obtaining this credential may be found in the “Seventh-day Adventist Teaching Credential” provided on the Curriculum & Instruction section in this bulletin.

Seventh-day Adventist Teaching Credential with endorsements for:

A. Elementary Education

Certificate Offered

Teaching English as a Foreign Language [TEFL] and Teaching English to Speakers of Other Languages [TESOL] Certificate. The purpose of this certificate is to provide an advanced foundation that will allow educators seeking to develop their expertise in teaching English Language Development Courses in K-12 schools and higher educational institutions in the United States and foreign countries. Students should contact the Department of Administration & Leadership for specific course requirements for the certificate.

Degree Offered

The department provides a program leading to the following bachelor's degree.

- Bachelor of Arts (BA): International Education & Leadership

With the following specializations:

- Teaching English as a Foreign Language (TEFL)
- Elementary Education
- Program Specialist

MAJOR

Research & Global Perspective Core (18)

RSCH 405	Introduction to Research Writing	(3)
RSCH 452	Applied Classroom Research	(3)
3 Courses	Global Studies Core Courses	(12)

School of Education Core: EDCI (24)

EDCI 204	Introduction to Teaching	(3)
EDFO 305	Psychological Theories of Instruction	(3)
EDCI 413	Digital Literacy	(3)
EDCI 498	Introduction to Assessment	(3)
EDCI 410	Classroom Management	(3)
EDCI 464	Special Education in Gen. Ed.	(3)
EDCI 401	Culturally Responsive Pedagogy	(3)
EDCI 460	Comparative Education in Global Context	(3)

TEFL/TESOL Specialization (21)

EDTS 431	TEFL/TESOL Grammar Methods	(3)
EDTS 411	TEFL/TESOL Listening & Conversation Methods	(3)
EDTS 421	TEFL/TESOL Reading & Writing Methods	(3)
EDTS 401	Second Language Acquisition Theory, Research & Pedagogy	(3)
EDTS 441	TEFL/TESOL Vocabulary & Idioms Methods	(3)
EDTS 491	TEFL/TESOL Practicum	(6)

Elementary Education Specialization (42)

EDCI 410	Classroom Management	(5)
EDCI 414	Reading K-8	(5)
EDCI 415	Mathematics K-8	(4)
EDCI 416	Language and Literacy K-8	(3)
EDCI 417C	Culture, Society, & Ethics K-12	(2)
EDCI 418	Science and Health K-8	(4)
EDCI 425	Student Teaching*	(14)
EDCI 464	Special Ed in General Classroom	(3)
EDCI 498	Introduction to Assessment	(3)

International Program Leadership Specialization (21)

EDAD 424	Introduction to School Administration	(3)
EDAD 410	Principles of Adult Education	(3)
EDAD 471	Foundations of Resource Management	(3)
EDAD 481	Foundations of Community Engagement	(3)
EDAD 440	Leadership Theory in International Context	(3)
EDAD 425	International Program Leadership Fieldwork	(6)

COURSES**UNDERGRADUATE**

EDAD 424 Introduction Education Program Administration (3): Introduces the student to the diverse leadership issues and administrative aspects involved in a school setting.

EDAD 425 International Program Leadership Fieldwork (1-6): An individually tailored field experience in a educational program service setting.

EDAD 440 Introduction to Leadership Theory (3): Exploration of students' own leadership styles and philosophical and spiritual perspectives, and how those characteristics shape the individual as an educational leader.

EDAD 471 Foundations of Resource Management (3): This course is designed to introduce the student to the complexity and various aspects involved in managing an educational program to cultivate a safe, equitable and productive learning and working environment for all stakeholders.

EDAD 481 Foundation of Community Engagement (3): This course is designed introduce the student to the complexity and various aspects involved in collaborating with families and other stakeholders to address the diverse student and community interests and mobilize community resources.

UNDERGRADUATE**Teaching English as a Foreign Language**

EDTS 401 Second Language Acquisition Theory, Research & Pedagogy (3): This course will survey research on second language acquisition and second language teaching methods. Students will become familiar with the key theories and leadership describing language acquisition as well as the major pedagogical methods used in second language instruction from the 20th century to the present. Students will observe online ESL courses taught using the pedagogical methods discussed in the course and write evaluations of the teaching and learning strategies that they see in practice. Students will use what they have learned in this course to write an extended critique of a second language learning curriculum, identifying where it follows and/or deviates from research-supported principles and practices of second language acquisition and teaching methods.

EDTS 411 TEFL/TESOL Listening & Conversation Methods

(3): This course will survey key issues and skills associated with teaching speakers of other languages to listen to and converse in English. It will survey the empirical literature describing the challenges ESL/ELL students face listening to and speaking English. Students will observe ESL listening and conversation classes and write evaluations of the teaching and learning strategies they see in practice. Students will generate a portfolio of listening and conversation lesson plans together with accompanying materials that they can use in their future classroom practice.

EDTS 421 TEFL/TESOL Reading & Writing Methods (3):

This course will survey key issues and skills associated with teaching reading and writing to speakers of other languages. It will survey the empirical literature describing the challenges ESL/ELL students face learning to read and write in English, research-based methods of instruction, and the key reading and writing skills students must master for academic success. Students will observe ESL reading and writing courses and write evaluations of the teaching and learning strategies they see in practice. Students will generate a portfolio of reading and writing plans and materials that they can use in their future classroom practice.

EDTS 431 TEFL/TESOL Grammar Methods (3):

This course will survey key issues and skills associated with teaching English grammar to speakers of other languages. It will survey the conventions of English grammar, contrasting deductive and inductive approaches to presenting these. Students will observe ESL grammar classes and write evaluations of the teaching and learning strategies they see in practice. Students will generate a portfolio of grammar lesson plans and materials that they can use in their future classroom practice.

EDTS 441 TEFL/TESOL Vocabulary & Idioms Methods (3):

This course will survey key issues and skills associated with teaching English vocabulary and idioms to speakers of other languages. It will survey key research on vocabulary and idioms learning and instruction. Students will generate a portfolio of vocabulary and idioms lesson plans and materials that they can use in their future classroom practice.

EDTS 491 TEFL/TESOL Practicum I (1-9):

This course will provide students with opportunities for applied practice in the field of TEFL/ESL instruction. Students will teach ESL/TEFL courses to second language learners, using standards-based lesson plans and assessment strategies, and keep a detailed portfolio of the lesson plans and assessment data they use to measure their effectiveness and student learning. They will write teaching reflections on every lesson they teach, describing student the lesson, student response, and areas of strength and weakness in their practice.

RSCH 405 Research Writing & Methodology (3):

This course will survey key issues and skills associated with research writing in the field of education. It will focus on writing and research as both processes and products, surveying types of qualitative and quantitative research and the methods appropriate to conduct them. Students will engage in original empirical case study research, using computer-assisted qualitative data analysis software, and compose a research paper following APA guidelines. Additionally, this course also meets the University's UDRI requirement.

RSCH 452 Applied Classroom Research (3):

Introduces the student to the action research methodology. During the course the students are guided through an action research project.

The School of Education

Department of Curriculum & Instruction

Department Faculty

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PhD Alliant International University 1992

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PhD Claremont Graduate University 2019

Sam McBride, Co-Chair, Liberal Studies Committee

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Physical organic chemistry

Nathan Sutter

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PhD University of Washington 2001
Genetics

Melissa Ann Tafoya

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PhD Arizona State University 2007
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Terrill Thomas

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MFA Vermont College of Fine Art 2014
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*Note: Information on this page has been updated as of
October 2023.*

Curriculum and Instruction Mission Statement

The School of Education promotes, models, and supports exemplary teaching, effective leadership, responsible research, and social and educational service that fosters lifelong learning and enhances the quality of life and justice in our communities and our world.

Exemplary teaching refers to our commitment to employing outstanding educators who provide high-quality instruction to our students. We train our students in foundational theories and prioritize real-world practicing skills that can be implemented in the classroom or clinic setting. The instruction within our coursework equips students to be fully prepared to serve their community when they leave our program.

Effective leadership speaks to our program's emphasis on nurturing within our students an investigative curiosity and a desire to participate and collaborate in advancing knowledge. We do this by prioritizing best practices in curriculum development and delivery so that our students feel confident in going out and being agents of change in their workplaces.

Responsible research encompasses all our work in the School of Education – from developing a standards-based curriculum to supporting trauma-informed practice and holding high standards for research and writing. We have an evidence-based, data-driven approach to our instructional strategies; likewise, we expect our students to embrace those principles in their academic work.

Social and educational service identifies the heart of our vision– to serve others. At La Sierra University and in the School of Education, our spiritual values and ethical principles direct us to care for the whole person. We endeavor to educate our students, but we also seek to connect with them on a relational level– understanding that each individual's context is significantly linked to their worldview and academic journey. As an extension of that, we wish for our students to graduate from our programs ready to serve their students, colleagues, and communities by taking into account their needs and contexts.

Degrees Offered

Bachelor of Arts degree in:

- Liberal Studies
- Biology: STEM Education
- Chemistry: STEM Education
- Physics: STEM Education

**See Blended Undergraduate Teacher Education section for other degrees with teacher credential courses embedded*

Post-baccalaureate Credential Preparation Programs:

- Multiple Subject Preliminary Credential
- Single Subject Preliminary Credential

**Please note that completion of the degree and programs does not guarantee a student's teaching credential.*

Teacher Education Programs

The Teacher Education Program at La Sierra University is State of California approved. **The Teacher Education Program** is offered via two approaches. The first approach is a blended program in which students take prerequisite and methods courses for the program as part of their undergraduate degree. Students should check with their undergraduate program to ascertain whether their major and the teaching credential may be completed within 4 years. The second approach is the graduate Master of Arts in Teaching (MAT) degree available for completing the approved Teacher Education Program at the graduate level. Please see the Graduate Bulletin for more information on the MAT degree program.

Because the Teacher Education Program is a California Commission on Teacher Credentialing (CCTC) approved program, program decisions are made based on the requirements of the State of California, as well as the North American Division of Seventh-day Adventists and the Pacific Union Conference of Seventh-day Adventists. The California Teaching Performance Expectations (TPEs) are embedded in all coursework and formally assessed in the state-mandated California Teaching Performance Assessments (CalTPA 1 and CalTPA 2).

Note: Information on this page has been updated as of October 2023.

California State Teaching Credentials

La Sierra University is authorized to recommend students for the following state teaching credentials:

Multiple Subject Teaching Credential (TK-6)

Single Subject Teaching Credentials

- Art
- Biology
- Business
- Chemistry
- Earth and Space Science
- English
- Foundational Level Science
- Industrial and Technology Education
- Mathematics: Foundational Level
- Mathematics
- Music
- Physical Education
- Physics
- Social Science
- World Languages

Throughout the teacher education program, students must participate in periodic assessments. Should the assessment results received by the department indicate an area of concern, the student may be asked to follow an individualized remediation plan in order to attain the success expected in the profession. As this is a State of California approved program, the program content may not be otherwise adjusted.

Blended Undergraduate Teacher Education

- Students who have completed the Liberal Studies Program will be prepared to be a California TK-6 public classroom educator.
- Students who have completed a bachelor's in a degree with the same name as the credential listed above along with the Teacher Education Program as outlined in the Teaching Pathway Requirements below will be prepared to teach their content in California public junior/middle and high schools.
- In order to be eligible for a California teaching credential, the student must complete final student teaching or an internship in a California public school.

The following bachelor's degrees have embedded the teacher credential courses in the degree requirements:

- English: Secondary Teaching (see English Department for more information)
- Mathematics: Secondary Teaching (see Mathematics Department for more information)
- Biology: STEM Education (See STEM Education below)
- Chemistry: STEM Education (See STEM Education below)
- Physics: STEM Education (See STEM Education below)
- Social Science: Secondary Teaching (see History, Politics and Sociology Department for more information)
- Spanish: Secondary Teaching (see World Language Department section for more information)

Academic Advisement

Advisement for undergraduate students pursuing a teaching credential is provided through the Office of Academic & Career Services (OACS). Students are also mentored and coached during their undergraduate program by the Curriculum & Instruction faculty in the School of Education.

Elementary (Multiple Subject) Teaching Credential

Multiple Subject teaching credential candidates are advised by OACS and by a Teacher Education Program faculty member, and should contact the Department of Curriculum and Instruction in the School of Education for an advisor by the sophomore year. Students planning to teach at the elementary level should major in Liberal Studies, and must complete their teaching clinical practice in a California public school.

Secondary (Single Subject) Teaching Credential

Students preparing to teach at the secondary level will qualify for the State of California preliminary teaching credential 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 mentored 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. NAD requirements also must be met by Seventh-day Adventist students desiring an SDA credential and meet all religion requirements (see NAD Certification Handbook). 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.

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.

Teaching Pathway

STAGE 1:

1. Students register for EDCI 105 Initial Student Teaching Seminar Course. Students must submit a negative TB test result administered by a physician and a Certificate of Clearance with FBI and Department of Justice Clearance granted within one year (for freshman) and within the quarter (for transfer students) to continue in the Teaching Pathway. Students must attend weekly seminars as outlined in the syllabus. Students may concurrently take any Teacher Education Preparation Courses except Elementary and Secondary Teaching Methods courses.

Entry Course (2 units)

EDCI 105	Initial Student Teaching Seminar	(2)
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STAGE 2:

Grade Requirement: All undergraduate Foundational courses must have a final grade of C or better to count towards the Teacher Education Program for a state preliminary teaching credential or a SDA teaching credential.

These Foundational courses are required of all students before beginning the credential program.

Note: Information on this page has been updated as of October 2023.

Foundational Courses (16 units)

EDCI 204	Introduction to Teaching	(3)
EDCI 413	Digital Literacies	(3)
EDCI 417	Culture, Society, & Ethnicity	(3)
EDFO 305	Psychology of Learning	(3)
HLSC 214	Dimensions of Wellness (C & I)	(4)

2. Apply to the Teacher Education Program after completing and passing a minimum of 3 Foundational courses.

STAGE 3:

Grade Requirement: All Teaching Methods courses must have a final grade of C or better to count towards the Teacher Education Program for a state preliminary teaching credential or a SDA teaching credential.

3. Complete and pass the remaining Foundational courses listed above, as well as, the following courses.

Teaching Methods Courses (15 units)

EDCI 205	Intermediate Student Teaching (2 per year after initial student teaching)	(6)
EDCI 410	Comprehensive Classroom Management	(3)
EDCI 464	Special Education and Inclusion	(3)
EDCI 498	Assessment-Driven Instruction	(3)

AND

Elementary Methods Courses (16 units)

EDCI 414	Reading K-8	(5)
EDCI 415	Mathematics K-8	(4)
EDCI 416	Language and Literacy K-8	(3)
EDCI 418	Science and Health K-8	(4)

OR

Secondary Methods Courses (16 units)

EDCI 419	Reading in the Content Area	(5)
EDCI 426	Language and Literacy 9-12	(3)
EDCI 429	Secondary Teaching	(4)
EDCI 430	Secondary Practice	(4)

4. Multiple-subject teaching credential candidates can take the Reading Instruction Competence Assessment (RICA) at any time throughout the Teacher Education Program, but are recommended to take the RICA after completing EDCI 416 Language and Literacy K-8. Single-subject teaching credential candidates do not have this requirement.
5. Submit documentation for fulfillment of the US Constitution requirement.
6. Submit documentation for fulfillment of the basic skills requirement.
7. Submit documentation for fulfillment of the subject-matter competency requirement.

- Submit a Cardio-pulmonary Resuscitation (CPR) training including infant/pediatric training (must be current for student teaching)

STAGE 4:

- Schedule a meeting with the program director to plan for a placement for final student teaching clinical practice. This meeting must take place 3 months prior to the desired start date of student teaching.
- Register for Final Student Teaching after all the previous requirements have been fulfilled. Final Student Teaching requires a full-time placement in a California public school. Students will be placed for up to 16 weeks to fulfill the requirements of the state and the university for the preliminary teaching credential. Students must pass the following exams during student teaching:
 - Instructional Cycle 1
 - Instructional Cycle 2

Elementary Student Teaching	
EDCI 425	Final Student Teaching in the Elementary School (6)

OR

Secondary Student Teaching	
EDCI 457	Final Student Teaching in the Secondary School (6)

Student Teaching

(16 weeks student teaching, including seminar)

- Authorization to do student teaching is requested during an appointment with the Program Director of Elementary and Secondary Teaching. Candidates should meet with the Program Director no later than one full quarter prior to the anticipated start date, in order to allow for arrangements in locating placements.
- Up to sixteen weeks (16 weeks) are required for student teaching. Specific dates and locations will be arranged through the Program Director of Elementary and Secondary Teaching. Candidates are not to attempt to make their own student teaching site arrangements. La Sierra University maintains legal contracts with school districts and only university faculty work with these contracted agreements and agencies.
- Students are required to complete the 600 hour clinical practice requirement mandated by the state and the university for the preliminary teaching credential and pass the CalTPA Instructional Cycles I and II during their student teaching. Students have 4 quarters, at most, to complete their student teaching and pass the CalTPA Instructional Cycles 1 and 2.

- Each student teaching placement involves full-time commitment; therefore, during this time candidates may not enroll in a class or hold a job outside of placement without permission of the Department of Curriculum and Instruction department. Candidates should be at the placement site from about 7:30 a.m. to 3:30 p.m. (the daily schedule will vary in different schools) five days per week for 16 weeks. During the student teaching experience, attendance at an online weekly seminar is required. Student teaching may occur during the summer quarter beginning in August to coincide with the public K12 district schedule.
- Candidates are expected to provide their own transportation for student teaching. Refer to the Student Teaching Handbook for additional specific requirements.
- Most students will finish the requirements of final student teaching in 2 quarters. In extenuating circumstances, students have 12 months to finish their final student teaching and the CalTPA Instructional Cycles. Students have 12 months from their graduation date to apply for the state preliminary credential.
- Small Schools Requirement: All students applying for elementary Seventh-day Adventist credentials are required to spend a portion of their student teaching experience in a small school class of 3 grades or more. The department will arrange this placement.

Examinations

As listed above in the requirements of the program, the California Commission on Teacher Credentialing (CCTC) requires students to pass the following examinations or to fulfill the current equivalency:

A. California Basic Education Skills Test (CBEST) or equivalent to fulfill the Basic Skills Requirement (BSR)

Options for Meeting the Basic Skills Requirement

Individuals may satisfy the basic skills requirement by one of the following methods:

- Meet the Basic Skills Requirement by Coursework**
Individuals may meet the requirement by providing official transcripts to a Commission-approved preparation program or submitted with their application packet to the Commission. The transcripts must show passage of courses in reading, writing, and mathematics as outlined below. Courses must have been taken at a regionally-accredited college or university for credit, passed with a grade of B or better, be degree applicable, and be at least 3 semester units or 4 quarter units. Qualifying coursework does not include professional development or continuing education units or in-service training or workshops. Qualifying coursework includes the following:

- For reading proficiency: a course in critical thinking, literature, philosophy, reading, rhetoric, or textual analysis
- For writing proficiency: a course in composition, English, rhetoric, written communication, or writing.
- For mathematics proficiency: a course in algebra, geometry, mathematics, quantitative reasoning, or statistics.

A course that does not fall within the indicated areas may still qualify with an additional letter of explanation. The letter must be from the registrar or the department chair that oversees the Mathematics or English department, as applicable. The letter must state that a course passed by the applicant covered reading, writing, or mathematics. Such a letter could also attest that a single course sufficiently indicates proficiency in reading and writing combined.

Online recommendations from a Commission-approved preparation program must include Form 41-BSR, entitled Verification of Basic Skills Requirement when choosing the coursework option. Form 41-BSR is available on the Credential Information Guide (CIG). Form 41-BSR is not required if CBEST or CSET scores are being used to meet the requirement.

2. Meet the Basic Skills Requirement by Coursework and Exam

The Basic Skills Requirement can be met through a combination of applicable courses and qualifying exams. Both Commission-approved programs and the Commission can determine basic skills proficiency through this combination option. The qualifying coursework must meet the requirements as describe above in item number 7. The mixing-and-matching of relevant component or components from all exam options permitted under current law is acceptable with the exception of out-of-state basic skills exams. The Guidance Chart for Mixing BSR Options can be used when determining acceptable combinations.

Online recommendations from a Commission-approved program sponsor must include Form 41-BSR, entitled Verification of Basic Skills Requirement when choosing the mixing-and-matching option. Form 41-BSR is available on the Credential Information Guide (CIG). Form 41-BSR is not required if CBEST or CSET scores are being used to meet the requirement.

3. Achieve Qualifying Score on the SAT or ACT

Previously, individuals having earned a score of 500 or higher on the Critical Reading (previously Verbal) section of the SAT exam combined with a score of 550 or higher on the SAT Mathematics exam are determined to have met the basic skills requirement.

A restructuring of the SAT Suite of Assessments has adjusted the qualifying scores on the revised Evidence-Based Reading and Writing and Mathematics examinations required to meet the basic skills requirement. The new scores listed have been deemed by the College Board as equivalent to the scores shown for the examinations as administered prior to this revision. See Appendix Tables 2-3.

An individual having earned a score of 22 or higher on the ACT English exam combined with a score of 23 or higher on the ACT Mathematics exam is determined to have met the basic skills requirement.

4. Pass the CBEST

Individuals only need to pass The California Basic Educational Skills Test (CBEST) once; CBEST passing scores remain valid indefinitely for all credential and employment purposes. To pass the CBEST, one must obtain a minimum scaled score of 41 in each of the three sections—reading, writing, and mathematics. However, a score as low as 37 on an individual section is acceptable if the total scaled score is at least 123.

Any or all sections of the CBEST can be repeated as many times as necessary to obtain a passing score, but the full registration fee is charged for each test administration. For more information, see CTC-Exam website.

5. Pass the CSET: Multiple Subjects Plus Writing Skills Examination

The California Subject Examinations for Teachers (CSET): Multiple Subjects examination has been modified, adding an assessment of basic writing skills. Passage of the CSET: Writing Skills examination (test #142) can be added to passage of the CSET: Multiple Subjects Examination (subtests #101, 214, & 225) to meet the basic skills requirement. Passing exam scores used to meet the basic skills requirement remain valid indefinitely. For more information, see CTC-Exam website.

6. Pass the CSU Early Assessment Program or the CSU Placement Examinations

Passing scores on the California State University (CSU) Early Assessment Program (EAP) (English and Mathematics sections) or the CSU Placement Examinations (English Placement Test [EPT] and Entry Level Mathematics [ELM]) are sufficient to meet the basic skills requirement. See Coded Correspondence 09-03 for additional information. Passing exam scores remain valid indefinitely for the purpose of meeting the basic skills requirement. See Appendix Table 1 for passing scores.

Note: Information on this page has been updated as of October 2023.

7. College Board Advanced Placement (AP)

Examinations

As noted in Coded Correspondence 15-03Open PDF in current window., students who achieve a score of 3 or higher on the College Board AP English exam and AP Calculus or AP Statistics exam may also use these exam scores to meet the basic skills requirement. See Appendix Table 5 for how the scores may be applied.

8. Pass a Basic Skills Examination from Another State

The Commission will accept basic skills examinations from other states. A photocopy of the score report or letter from the testing agency verifying passage of the examination must be submitted with the application packet. There is no recency requirement for the date the examination was passed. See the chart Out-of-State Basic Skills Exams Guide in the Appendix at the end of this leaflet for a listing of acceptable examinations from other states.

B. California Subject Examination for Teachers (CSET) or equivalent to fulfill Subject Matter Competency (SMC)

Key Provisions:

The approved regulations include clarification about acceptable coursework for all credentials. Specifically, in order to be considered as applicable toward a candidate's subject matter competency, acceptable coursework for any credential must meet all of the following criteria:

1. Has been completed with a grade of "C" or higher, "Pass", "Credit" or another designation deemed by the institution of higher education to be the equivalent to a grade of "C" or higher.
2. Is degree-applicable to an Associate or higher degree and credit bearing. Remedial or professional development coursework is not acceptable.
3. Completed at a regionally accredited institution of higher education.

Candidates can meet the subject matter competency requirement for the Single Subject Credential by completing a baccalaureate degree or higher in a major in one of the subject areas named in Education Code §44257(a) or the following:

1. For the single subject area World Language: English Language Development, an academic degree major in Teaching English to Speakers of Other Languages (TESOL) or Teaching English as a Foreign Language (TEFL).
2. For the single subject area of Home Economics, an academic degree major in family and consumer science.
3. For the single subject area of Mathematics, an academic degree major in statistics.

4. For the single subject area of Science: Biological Science, an academic degree major in biology, biological engineering, or biochemistry.
5. For the single subject area of Science: Chemistry, an academic degree major in chemical engineering or biochemistry.
6. For the single subject area of Science: Geoscience, an academic degree major in geology or earth science.
7. For the single subject area of Science: Physics, an academic degree major in mechanical or structural engineering
8. For the single subject area of Science: Foundational-Level Science, an academic degree major in any type of engineering or any degree major offered by a college or university science department.

Completion of a baccalaureate degree or higher in one of following academic degree majors meets the subject matter competency requirement for the **Multiple Subject Credential:**

Subject Credential:

- 1) Liberal Studies
- 2) Liberal Arts
- 3) Elementary Education

AB 130 also allows for a candidate to meet the subject matter requirement for the **Multiple Subject Credential** with a bachelor's degree or higher in a major that includes all of the subject areas identified in Education Code §44282(b): language studies, literature, mathematics, science, social studies, history, arts, physical education, and human development.

Coursework Evaluation for Academic Majors and Coursework Not Listed Above

In some instances, candidates may have completed a course of study resulting in a degree major that does not share the exact title of one of the listed academic degrees but may still meet the subject matter requirements through the coursework evaluation option. In these cases, programs may review the coursework to evaluate whether or not candidates have successfully completed courses that address each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential. The Subject Matter Requirements and corresponding domains are available on the Commission's Subject Matter Requirements and Related Domains webpage.

C. California Teaching Performance Assessment (CalTPA) Instructional Cycles (CalTPA 1 and CalTPA 2ICs) during student teaching

D. Reading Instruction Competency Assessment (RICA) for multiple subjects candidates only

Final Requirements for Credential

After the requirements for the Teacher Education Program are completed and the RICA and CalTPAs are passed, candidates must schedule an exit interview with (1) the Director of Accreditation and Assessment and then (2) the School of Education Credential Office. Once completion of all university and state requirements are verified, the credential office will recommend the student to the CCTC for the preliminary teaching credential. Students will then apply to the CCTC and pay for the preliminary teaching credential at ctc.ca.gov.

Bachelor of Arts: 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. The major is housed in the Department of Curriculum and Instruction, and is offered through a collaboration between the School of Education and the College of Arts and Sciences.

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.

Program Learning Outcomes

1. Plan lessons, deliver instruction, and assess students in the elementary classroom.
2. Demonstrate techniques to support student learning.
3. Value and support student diversity.
4. Value and support student diversity.
5. Identify students who may need additional accommodations and modifications to be successful in the classroom.

Required: 75 units, as follows:

BIOL 107	Human Biology
EDCI 204	Introduction to Teaching
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 108	U.S. History to 1877
HIST 109	U.S. History since 1877
HIST 430J	California History

HPSC 104	Global Interactions Since Columbus
HPSC 274	American Government
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 105/105L	Introduction to Chemistry
PHYS 117	Introduction to Physics

**Up to 12 units may overlap with general studies*

STEM Education Program

[Preparation for Secondary Teaching]

BA in Biology: STEM Education A Bachelor of Arts degree that provides students with subject matter competency in biology in the state of California at the secondary school level. The curriculum is designed to focus on biology and closely related skills while also fulfilling the required credential courses. This degree is appropriate for students seeking to teach biology, life science, anatomy & physiology, human biology, environmental science, and other life science courses for grades 6-12, including AP courses, in California or at a Seventh-day Adventist school.

BA in Chemistry: STEM Education A Bachelor of Arts degree that provides students with subject matter competency in chemistry in the state of California at the secondary school level. The curriculum is designed to focus on chemistry and closely related skills while also fulfilling the required credential courses. This degree is appropriate for students seeking to teach chemistry, physical science, introductory organic chemistry, introductory biochemistry, earth science and other physical science courses for grades 6-12, including AP courses, in California or at a Seventh-day Adventist school.

BA in Physics: STEM Education A Bachelor of Arts degree that provides students with subject matter competency in physics in the state of California at the secondary school level. The curriculum is designed to focus on physics and closely related skills while also fulfilling the required credential courses. This degree is appropriate for students seeking to teach physics, astronomy, space science, introductory engineering, and other physical science courses for grades

6-12, including AP courses, in California or at a Seventh-day Adventist school.

Program Learning Outcomes

Biology: STEM Education B.A.

1. Plan, deliver, and assess introductory biology courses including labs.
2. Demonstrate techniques to support student learning.
3. Value and support student diversity.
4. Communicate effectively orally and in writing with students, parents, instructional peers, and in the scientific community.
5. Explain and apply biological concepts including molecular biology, genetics, cells, organisms, population, ecology, and evolutionary biology.
6. Summarize and participate in the scientific process including developing and testing hypotheses, critically reading scientific literature, and applying critical thinking and problem solving skills to biological experimentation.

Chemistry: STEM Education B.A.

1. Plan, deliver, and assess introductory chemistry courses including labs.
2. Demonstrate techniques to support student learning.
3. Value and support student diversity.
4. Communicate effectively orally and in writing with students, parents, instructional peers, and in the scientific community.
5. Explain and apply chemical concepts including atomic structure, molecular structure, thermodynamics, kinetics, equilibrium, reactivity, and safety.
6. Solve mathematical problems involving reaction stoichiometry, thermodynamics, kinetics, equilibrium, acids & bases, and reagent preparation.

Physics: STEM Education B.A.

1. Plan, deliver, and assess introductory physics courses including labs.
2. Demonstrate techniques to support student learning.
3. Value and support student diversity.
4. Communicate effectively orally and in writing with students, parents, instructional peers, and in the scientific community.
5. Demonstrate depth of understanding in the fundamental subject areas: mechanics, electromagnetism, and thermal and statistical physics.
6. Perform basic physical laboratory techniques and apply basic data analysis techniques, including the use of statistical software packages, distinguishing statistical and systematic errors, propagating errors, and representing data graphically.

7. Formulate, deconstruct, and solve complex physics problems.

Majors

Bachelor of Arts

Biology: STEM Education

Required: 131 units in biology, education, and related fields including:

- Major biology courses listed below (46 units)
- Cognate breadth courses listed below (27 units)
- Teaching credential courses listed below (56 units)
- Remaining units from BIOL courses numbered 300 and above (4 units)

Required biology courses (46 units):

BIOL 111	General Biology I
BIOL 111A	General Biology Seminar
BIOL 111L	General Biology Lab
BIOL 112L/114L	General Biology II Lab OR SEA-Phages Lab*
BIOL 113	General Biology III
BIOL 113L/115L	General Biology III Lab OR SEA-Phages Lab*
BIOL 131	Human Anatomy & Physiology I †
BIOL 132	Human Anatomy & Physiology II †
BIOL 235	Biostatistics
BIOL 301	Cell & Molecular Biology
BIOL 301L/305L	Molecular Biology SEA-GENES I Lab
BIOL 302	Genetics
BIOL 302L/306L	Genetics Lab OR Cell & Molecular Biology SEA-GENES II Lab
BIOL 304	General Ecology
BIOL 304L	General Ecology Lab
BIOL 405	Biology Seminar

*May only count 1 unit of BIOL 114L and 1 unit of BIOL 115L towards the major requirements if those classes are taken to meet the General Biology Lab requirements.

†Upper division BIOL credits (including 2 units of BIOL 305L) may be substituted for the 10 units of BIOL 131 & BIOL 132.

Required cognates (27 units):

CHEM 111	General Chemistry I
CHEM 111L	General Chemistry I Lab
CHEM 112	General Chemistry II
CHEM 112L	General Chemistry II Lab
CHEM 113	General Chemistry III
CHEM 113L	General Chemistry III Lab
GEOL 316	Earth & Space Science
MATH 121	College Algebra
PSYC 234	Development Psychology

Required teaching credential courses (54 units)

EDCI 105	Initial Student Teaching
EDCI 204	Introduction to Teaching
EDCI 205	Intermediate Student Teaching (6 units total)
EDCI 410	Comprehensive Classroom Management
EDCI 413	Digital Literacies
EDCI 417	Culture, Society, & Ethics
EDCI 419	Reading In The Content Area
EDCI 426	Language & Literacy 9-12
EDCI 429	Secondary School Theory
EDCI 430	Secondary School Practices
EDCI 464	Special Education and Inclusion
EDCI 498	Assessment-Driven Instruction
EDCI 457	Student Teaching in the Secondary School (6 units total)
EDFO 305	Psychology of Learning
HLSC 214	Dimensions of Wellness

Note: In order to qualify for California Teaching Credentials, a student needs to pass an American Government Proficiency Exam (or take HPSC 274, 4 units). Please contact the School of Education for more details on credentialing.

University Studies Requirement:

UNST/UHNR404Q	Senior Seminar: Religion, Values & Social Responsibility in Education
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CHEMISTRY: STEM EDUCATION

Required: 121 units in chemistry, education, and related fields including:

- Major chemistry courses listed below (40 units)
- Cognate Breadth courses listed below (23 units)
- Teaching Credential courses listed below (54 units)
- Remaining units from CHEM courses numbered 300 and above (4 units)

Required chemistry courses (40 units):

CHEM 106	Introductory Chemistry II
CHEM 111	General Chemistry I
CHEM 111L	General Chemistry I Lab
CHEM 112	General Chemistry II
CHEM 112L	General Chemistry II Lab
CHEM 113	General Chemistry III
CHEM 113L	General Chemistry III Lab
CHEM 224	Analytical Chemistry
CHEM 281	Organic Chemistry I
CHEM 281L	Organic Chemistry I Lab
CHEM 282	Organic Chemistry II
CHEM 282L	Organic Chemistry II Lab
CHEM 321	Molecular Science Research Literature Review
CHEM 322	Molecular Science Research Lab
CHEM 421	Writing for Molecular Science Research
CHEM 422	Molecular Science Research Presentation

Required cognates (23 units):

GEOL 316	Earth & Space Science
PHYS 231A	General Physics I
PHYS 231L	General Physics I Lab
PHYS 231L	General Physics I Lab
PHYS 232A	General Physics II
PHYS 232L	General Physics II Lab
PHYS 233A	General Physics III
PHYS 233L	General Physics III Lab
PSYC 234	Developmental Psychology

Required teaching credential courses (54 units)

EDCI 204	Introduction to Teaching
EDCI 410	Comprehensive Classroom Management
EDCI 413	Digital Literacies
EDCI 417	Culture, Society, & Ethics
EDCI 419	Reading In The Content Area
EDCI 426	Language & Literacy 9-12
EDCI 429	Secondary School Theory
EDCI 430	Secondary School Practices
EDCI 464	Special Education and Inclusion
EDCI 498	Assessment-Driven Instruction
EDFO 305	Psychology of Learning
HLSC 214	Dimensions of Wellness
EDCI 105	Initial Student Teaching
EDCI 205	Intermediate Student Teaching (6 units total)
EDCI 457	Student Teaching in the Secondary School (6 units total)

Note: In order to qualify for California Teaching Credentials, a student needs to pass an American Government Proficiency Exam (or take HPSC 274, 4 units). Please contact the School of Education for more details on credentialing.

University Studies Requirement:

UNST/UHNR404Q	Senior Seminar: Religion, Values & Social Responsibility in Education
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PHYSICS: STEM EDUCATION

Required: 130 units in physics, education, and related fields including:

- Major physics courses listed below (38 units)
- Cognate Breadth courses listed below (38 units)
- Teaching Credential courses listed below (54 units)

Required physics courses (38 units):

PHYS 231B	University Physics I
PHYS 231L	General Physics I Lab
PHYS 232B	University Physics II
PHYS 232L	General Physics II Lab
PHYS 233B	University Physics III
PHYS 233L	General Physics III Lab
PHYS 304	Astronomy
PHYS 315	Modern Physics
PHYS 326	Human Body Mechanics
PHYS 327	Advanced Mechanics

PHYS 385	Physics Seminar I
PHYS 415	Advanced Physics Lab I
PHYS 481	Electromagnetic Theory I

Required cognates (38 units)

CHEM 105	Introductory Chemistry I
CHEM 105L	Introductory Chemistry I Lab
CHEM 106	Introductory Chemistry II
CHEM 106L	Introductory Chemistry II Lab
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
PSYC 234	Developmental Psychology

Required teaching credential courses (54 courses)

EDCI 204	Introduction to Teaching
EDCI 410	Comprehensive Classroom Management
EDCI 413	Digital Literacies
EDCI 417	Culture, Society, & Ethics
EDCI 419	Reading In The Content Area
EDCI 426	Language & Literacy 9-12
EDCI 429	Secondary School Theory
EDCI 430	Secondary School Practices
EDCI 464	Special Education and Inclusion
EDCI 498	Assessment-Driven Instruction
EDFO 305	Psychology of Learning
HLSC 214	Dimensions of Wellness
EDCI 105	Initial Student Teaching
EDCI 205	Intermediate Student Teaching (6 units total)
EDCI 457	Student Teaching in the Secondary School (6 units total)

Note: In order to qualify for California Teaching Credentials, a student needs to pass an American Government Proficiency Exam (or take HPSC 274, 4 units). Please contact the School of Education for more details on credentialing.

University Studies Requirement:

UNST/UHNR 404Q	Senior Seminar: Religion, Values & Social Responsibility in Education
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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

UNST 404Q Senior Seminar: Religion, Values, and Social Responsibility (4): This is the senior seminar culminating the University Studies program. Analyzing the religious, moral, and social issues within the students 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. This is a Service Learning course.

Curriculum & Instruction**LOWER DIVISION**

EDCI 105 Initial Student Teaching (2): Preparation for the initial stages of student teaching and completion of the first 30 hours of student teaching. Requires attendance at a weekly seminar. Students will be guided through the requirements for gaining a California State Preliminary Teaching Credential. Requires submission of a negative TB skin test results and Certificate of Clearance.

EDCI 204 Introduction to Teaching (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. This course is required for admission to teacher education.

EDCI 205 Intermediate Student Teaching (2): Corequisite for teacher credential courses. Guided and supervised clinical practice to partially fulfill the state and university requirement of 600 hours. Requires weekly attendance at seminar and weekly clinical practice in the K12 classroom. Students take 2 units per year. This course is repeatable, up to 6 units.
Prerequisite: EDCI 105 Initial Student Teaching.

UPPER DIVISION

EDCI 308 Urban Agriculture (4): An introductory and interdisciplinary study of urban agriculture, this course models real-world, inquiry-based learning via labs, outdoor education, and service learning. Ideal for students in the STEM Teacher Training program, this course is also useful to any student considering K-12 education or for any non-science major looking for a lab-based course with practical applications after college. This course has 3 hours of lecture and 1 hour of lab per week (included in class time) and 14 hours of Service Learning are required.

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 Comprehensive Classroom Management (3): Focus on classroom management and discipline. Examines a variety of strategies for effective classroom management and acceptable classroom practice.

Corequisite: EDCI 205 Intermediate Student Teaching (may have outstanding IP as corequisite)

EDCI 413 Digital Literacies (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 Preliminary Teaching Credential and the North American Division educational technology initial and renewal certification requirements.

EDCI 414 Reading K-8 (5): 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

Corequisite: EDCI 205 Intermediate Student Teaching (may have outstanding IP as corequisite)

EDCI 415 Mathematics K-8 (4): 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

Corequisite: EDCI 205 Intermediate Student Teaching (may have outstanding IP as corequisite)

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.

Additional Requirement: Acceptance into the Teacher Education Program

Corequisite: EDCI 205 Intermediate Student Teaching (may have outstanding IP as corequisite)

Note: Information on this page has been updated as of October 2023.

EDCI 417 Culture, Society, & Ethics (3): 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.

EDCI 418 Science & Health K-8 (4): 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

Corequisite: EDCI 205 Intermediate Student Teaching (may have outstanding IP as corequisite)

EDCI 419 Reading in the Content Area (5): 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

Corequisite: EDCI 205 Intermediate Student Teaching (may have outstanding IP as corequisite)

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 Final 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 instructional classroom, discipline, and other relevant issues. A minimum of 16 weeks of full-time participation in a K12 classroom is required, generally a full K12 semester of student teaching in a K12 classroom.

Prerequisites: Acceptance into the Teacher Education Program, Intermediate Student Teaching and state subject-matter competency requirement fulfilled as outlined by the California Commission on Teacher Credentialing

EDCI 426 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.

Additional Requirement: Acceptance into the Teacher Education Program

Corequisite: EDCI 205 Intermediate Student Teaching (may have outstanding IP as corequisite)

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 Secondary School Theory (4): 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

Corequisite: EDCI 205 Intermediate Student Teaching (may have outstanding IP as corequisite)

Note: Information on this page has been updated as of October 2023.

EDCI 430 Secondary School Practices (4): 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

Corequisite: EDCI 205 Intermediate Student Teaching (may have outstanding IP as corequisite)

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 435 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. Cross-listed with EDCI 535.

EDCI 436 State Teaching Credential Assessment I (2 units): Provides support for registering, writing, and passing the requirements for a CA state teaching credential. This includes support for the CBEST, CSETs, CALTPA Instructional Cycle 1 and any other teaching credential requirement. The focus for this course are the assessments required at the start of student teaching. Cross-listed with EDCI 536.

EDCI 437 State Teaching Credential Assessment II (2 units): Provides support for registering, writing, and passing the requirements for a CA state teaching credential. This includes support for the RICA, CalTPA Instructional Cycle 2 and any other teaching credential requirement. The focus for this course are the assessments required towards the end of student teaching. Cross-listed with EDCI 537.

EDCI 457 Final Student Teaching in the Secondary 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 instructional classroom, discipline, and other relevant issues. A minimum of 16 weeks of full-time participation in a K12 classroom is required, generally a full K12 semester of student teaching in a K12 classroom.

Prerequisites: Acceptance into the Teacher Education Program, Intermediate Student Teaching and state subject-matter competency requirement fulfilled as outlined by the California Commission on Teacher Credentialing

EDCI 464 Special Education and Inclusion (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.

Corequisite: EDCI 205 Intermediate Student Teaching (may have outstanding IP as corequisite)

EDCI 498 Assessment-Driven Instruction (3): Preparation of the candidate to take the Teaching Performance Assessment (TPA) Instructional Cycles 1 and 2 required by the state of California for all multiple and single subjects credential candidates attending California teacher preparation programs. Also introduces candidates to the process of education assessment and how it drives instruction.

Corequisite: EDCI 205 Intermediate Student Teaching (may have outstanding IP as corequisite)

EDCI 499 Projects & Topics in Curriculum & Instruction (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 Psychology of Learning (3): 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.

Note: Information on this page has been updated as of October 2023.

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

Department Faculty

Dora D. Clarke-Pine, Chair

Associate Professor of School Psychology and Counseling (2002)

PhD Andrews University 1995

Sophorn T. Choau

Assistant Professor of Clinical Counseling and Relational Therapy (2016)

PhD Loma Linda University 2013

Shirley M. Gregg

Associate Professor of School Psychology and Counseling (2006)

PhD Capella University 2003

Chang-Ho Ji

Professor of Educational Psychology and Research Methods (1994)

PhD Andrews University 1995

PhD University of California, Riverside 2005

Sandra Banjoko

Assistant Professor of Clinical Counseling and Relational Therapy (2023)

PhD Loma Linda University (2021)

Zixuan Zhao

Assistant Professor of School Psychology and Behavior Analysis (2022)

PhD La Sierra University (2021)

COURSES

UPPER DIVISION

EDPC 415 Child, Spouse & Elder Abuse (3): Overview of the definitions, incidence, detection, assessment, effects, and ethical, legal, and therapeutic management of child, partner, and elder/dependent-adult abuse. Addresses perpetrator and victim characteristics, including cultural and ethnic diversity factors.

EDPC 420 Family Systems, Marriage & Culture (3): Focus on working with families who want to nurture personal change and development. Examines the “system” of interaction between individuals that make up the couple or family. Also examines marriage and family in the context of culture, gender and socioeconomic status.

EDPC 431 Counseling & Mental Health for Legal Professionals (3-4): Provides an introduction to basic theories, practical skills, and professional issues for clinical counselors and mental health professionals in working in the legal and criminal justice systems.

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 454 Education & Career Counseling (3): Focuses The course focuses on the collection and dissemination of information about vocational and educational placement. A practical approach to career choice theory, career assessment, occupational trends, and work experience programs.

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.

EDPC 464 Group Theory & Procedures (3): Prepares the student to understand group counseling, theories of group-individual interaction, and the group communication process. Designed to give the prospective counselor insight into the development and structure of organized groups.

EDPC 468 Community-Agency Counseling (3): Supervised, practical training and counseling experience in clinics or agencies not directly administered by an elementary or secondary school.

EDPC 498 Individual & Cultural Differences (3): Provides the student with an introductory understanding of the application of differential psychology to testing, learning, counseling, and school psychology procedures. Emphasis on cross-cultural, ethnic, and sex differences.

The HMS Richards Divinity School

Division of Undergraduate Studies

Divinity School Faculty

Friedbert Ninow, Dean

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

Kent V. Bramlett

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)
PhD Claremont School of Theology 2019
Family ministry, gender studies

Lawrence T. Geraty

Professor of Archaeology and Old Testament Studies (1993)
PhD Harvard University 1972
Old Testament studies, archaeology

Kendra Haloviak Valentine

Professor of New Testament Studies (2001)
PhD Graduate Theological Union 2002
New Testament studies, biblical languages

Maury D. Jackson

Professor of Practical Theology (2009)
DMin Claremont School of Theology 2007
Practical theology, ethics, philosophy

Wonil Kim

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

Igor Kokhan

Assistant Professor in Religious Studies (2014)
PhD University of the West 2020
Religious studies, Asian religions, New Testament background and exegesis, Seventh-day Adventist studies

Ronald Osborn

Associate Professor of Ethics and Philosophy (2019)
PhD University of Southern California 2012
Ethics and moral theory, philosophy of religion, logic

Warren C. Trenchard

Professor Emeritus of NT & Early Christian Literature (1995)
PhD University of Chicago 1981
Biblical languages, New Testament background and interpretation, early Christian literature

John W. Webster

Professor of Theology and History of Christianity (1999)
PhD Princeton Theological Seminary 1995
Systematic theology, history of Christianity, philosophy, ethics

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

Vadim Dementyev

PhD Fuller Theological Seminary 2019
DMin Andrews University
History of Adventism

Adam Hicks

MDiv La Sierra University 2013
Christian Beliefs, Introduction to Adventist Beliefs

Gerard Kiemeney

DMin Fuller Theological Seminary 1993
Ministry

Shelton Kilby

DMin Claremont School of Theology 2017
Religion and the Arts

Matthew Korpman

PhD (cand) University of Birmingham (England)
Christian Beliefs, University Studies

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

Richard Rice

PhD University of Chicago 1974
Systematic and philosophical theology

Randall Skoretz

DMin Claremont University 1996
Ethics, Christian education, theology

Calvin Thomsen

PhD Loma Linda University 2008
DMin Fuller Theological Seminary 1985
Pastoral counseling and ministry

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

Iki Taimi

MDiv (La Sierra)
Senior Pastor at La Sierra University Church

Steve Hemenway

MA (La Sierra)
Pastor/Director of Finance
La Sierra University Church

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)
SCC Regional Director

Jon Ciccarelli

MA (Azusa Pacific)
SECC Ministerial Director

Ken Curtis

DMin (Claremont)
Spiritual Formation at Calimesa Church

Lewis Gray

MA (Andrews)
Senior Pastor West Covina Hills Church

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

Degrees Offered

Bachelor of Arts with:

- Archaeology Major
- Religious Studies Major
- Theology Major
- Minors in Archaeology, Biblical Languages, & Religious Studies

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.*

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.

Preparation for Ministry

Students wishing to prepare for ministry can do so in one of two ways: taking the BA Theology major; or taking any major and complete the courses in the Pre-Seminary program of studies.

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 Theology Major

Students majoring in undergraduate Theology will:

- I. Show knowledge and proficiency of different methodological approaches to understanding religion while identifying their strengths & weaknesses.
- II. Identify the unique understanding of the history, content, and meaning of Christian faith from a Seventh-day Adventist perspective.
- III. Summarize familiarity with other religious traditions and be able to engage in informed discussion of their texts, beliefs, history, and practice. Share familiarity with the history of Christianity from its formation through its transformation.
- IV. Demonstrate a proficient understanding of the theological foundations of Christian ministry.
- V. Assess various theories, concepts, and materials (e.g., written texts, oral reports, archaeological data) central to the academic study of religion/theology.
- VI. Demonstrate research on a topic that integrates classroom exposure with original investigation in one area of theological studies.
- VII. Develop respect for various perspectives of different faith communities.
- VIII. Develop an informed faith commitment, and avoid simplistic answers to complex questions.
- IX. Analyze complex ethical questions through a variety of ethical perspectives including those grounded in religious traditions.

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. Demonstrate a comprehensive understanding of the history and theology of the Seventh-day Adventist Church.
- VI. Complete two years of biblical Greek and two quarters of basic Hebrew and demonstrate their use in understanding Scripture.

The Archaeology Major

Understanding the past is key to shaping the present and future. The study of archaeology equips students to do just that. The archaeology major can be taken in conjunction with any major or minor (including the Religious Studies or Theology majors; or a Biblical Languages or Religious Studies minor). A BA in Archaeology prepares the student for a variety of careers and/or a range of options for graduate studies.

The Religious Studies Major

Religion is an influential force in the contemporary world. Understanding what religion is, and how it works, gives a broad perspective for the study of a specific religious tradition(s). The Religious Studies major, with or without other majors or minors, can prepare a student for a whole range of careers, professions, and/or advanced graduate studies.

The Theology Major

The Theology program prepares students for a career of service in pastoral leadership, missions, education, social services, and academic work in theology. It provides a foundation upon which to build the skills and knowledge essential to Christian ministry.

Theological education is fundamental to understanding how Christianity engages the culture around us, and how one can use the lenses of Christian faith and worldview to address the world's pressing issues and questions. It also helps to better "read" your own faith and thinking; you'll understand why you believe what you believe!

A major in Theology fosters scholarship, critical thinking, and responsible discernment which is of utmost importance for pastoral formation in the church and the world.

The Theology program consists of a set of courses also designed to meet entrance requirements for a range of graduate and professional schools.

The Theology Major includes all the practical preparation and training for ministry that is included in the Pre-Seminary Program and meets all the requirements of professional studies in the HMS Richards Divinity School, the Seventh-day Adventist Theological Seminary, and most other seminaries or theological schools.

The Pre-Seminary Program

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 pre-seminary program can also be enhanced by taking further recommended courses (see further in the listing for details).

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 "practics options" of professional courses as listed below.

Denominational Employment

Students who are taking the BA Theology major or 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.

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)

Plus, choice of:

ARCH/HIST 432E	The Mediterranean World of Antiquity	(4)
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OR

ARCH/HIST432F	Mesopotamian Archaeology & History	(4)
ARCH/RELB 497	Seminar in Archaeology	(4)
RELB 206	Sacred Texts: The Hebrew Bible/Old Testament Scriptures	(4)
RELB 207	Sacred Texts: New Testament	(4)

- **4-8 units of Anthropology/Geography/History electives:**

ARCH/HIST 432F	Mesopotamian Archaeology & History	(4)
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)
ARTS 394D	Video	(4)

- **4-8 units of Language electives:**

RELL 251, 252, 253	Beginning Latin (Classical)	(4, 4, 4)
RELL 291, 292	Beginning Greek (Classical)	(4,4)
RELL 391, 392	Intermediate Greek (Classical)	(4,4)
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 Biblical Studies courses (16 units):**

RELB 206	Sacred Texts: The Hebrew Bible/Old Testament Scriptures	(4)
RELB 207	Sacred Texts: The New Testament Scriptures	(4)
RELB 406	Sacred Texts: Theory & Practice of Hebrew Bible/Old Testament Interpretation	(4)
RELB 407	Sacred Texts: Theory and Practice of New Testament Interpretation	(4)

Either RELB 406 or RELB 407 may be replaced with -

RELG 306	Sacred Texts: The Literature of the World's Religions	(4)
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- **The following Ethics courses (12 units):**

RELE 205	Ethics in the Modern World	(4)
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Plus, choice of one of the following four-unit courses:

RELE 447	Religion and Society	(4)
RELE 454	Applied Ethics & Social Issues	(4)
RELE 448	Christian Professional Business Ethics	(4)
RELE 405	Moral Philosophy	(4)

Plus, choice of one of the following four-unit courses:

RELE 457	Religion & Gender	(4)
RELE 455	Christian Understanding of Sexuality	(4)
RELE 459	Issues in Religious Ethics	(4)

- **The following Religious Studies courses (12 units):**

RELG 235	Introduction to Religious Studies	(4)
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Plus, choice of two of the following for four-unit courses:

RELG 237	World Religions	(4)
RELG 327	Asian Philosophical Traditions	(4)
RELG 267	Religious Faith and Life	(4)

- **The following History courses (12 units):**

RELH 445	History of Christianity I: Formation	(4)
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Plus, choice of one of the following four-unit courses:

RELH 446	History of Christianity II: Reformation	(4)
RELH 495	Reformation Lands Tour	(4)

Note: Information on this page has been updated as of October 2023.

Plus, choice of one of the following:

RELH 483	History of Seventh-day Adventism	(4)
RELH 447	History of Christianity III: Transformation	(4)
RELH 488	Theology in the 20th Century	(4)
RELH 497	Proseminar in Church History	(4)

- **The following Theology courses (16 units):**

RELT 255	Theo 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)

THEOLOGY

Required: 108 units, as follows:

- **The following Biblical Studies courses (16 units):**

RELB 206	Sacred Texts: The Hebrew Bible/Old Testament Scriptures	(4)
RELB 207	Sacred Texts: The New Testament Scriptures	(4)
RELB 406	Sacred Texts: Theory & Practice of Hebrew Bible/Old Testament Interpretation	(4)
RELB 407	Sacred Texts: Theory and Practice of New Testament Interpretation	(4)

- **The following Ethics, Religion, & Society courses (12 units):**

RELE 205	Ethics in the Modern World	(4)
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Plus, choice of one of the following four-unit courses:

RELE 447	Religion and Society	(4)
RELE 454	Applied Ethics & Social Issues	(4)
RELE 448	Christian Professional Business Ethics	(4)
RELE 405	Moral Philosophy	(4)

Plus, choice of one of the following four-unit courses:

RELE 457	Religion & Gender	(4)
RELE 455	Christian Understanding of Sexuality	(4)
RELE 459	Issues in Religious Ethics	(4)

- **The following General Religious Studies courses (12 units):**

RELG 235	Introduction to Religious Studies	(4)
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Plus, choice of two of the following for four-unit courses:

RELG 237	World Religions	(4)
RELG 327	Asian Philosophical Traditions	(4)
RELG 267	Religious Faith and Life	(4)

• **The following Church History courses (12 units):**

RELH 445 History of Christianity I: Formation (4)

Plus, choice of one of the following four-unit courses:

RELH 446 History of Christianity II: Reformation (4)

RELH 495 Reformation Lands Tour (4)

Plus, choice of one of the following four-unit courses:

RELH 447 History of Christianity III: Transformation(4)

RELH 488 Theology in the 20th Century (4)

RELH 497 Proseminar in Church History (4)

• **The following Theology courses (16 units):**

RELT 255 Theo 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)

• **The following Adventist Studies and Preparation for Ministry (RELP) courses (16 units):**

RELH 483 History of Seventh-day Adventism (4)

RELP 361 Homiletics (4)

RELP 263 Congregational Care & Pastoral Leadership (4)

RELP 374 Externship (4)

• **The following Required Biblical Languages Cognates (24 units):**

RELL 291 Beginning Greek I (4)

RELL 292 Beginning Greek II (4)

RELL 391 Intermediate Greek I (4)

RELL 392 Intermediate Greek II (4)

RELL 481 Basic Hebrew I (4)

RELL 482 Basic Hebrew II (4)

• **The following Recommended Practics Options:**

Theology majors are encouraged to take as many of the following optional courses as possible:

RELP 265 Death, Dying, and the Bereavement (4)

RELP 345 Spiritual Formation (4)

RELP 349 Principles of Christian Worship (4)

RELP 362 Homiletics II (4)

RELP 397 Proseminar in Ministerial Studies (1-4)

RELP 436 Pastoral Counseling (4)

RELP 465 Principles & Practice of Evangelism (4)

RELM 464 Theology of Mission (4)

RELT 464 Religious Development and Nurture (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)

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)

ARTS 394D Video (4)

• **0-4 units of language electives:**

RELL 251, 252, 253 Beginning Latin (Classical) (4, 4, 4)

RELL 291, 292 Beginning Greek (Classical) (4,4)

RELL 391, 392 Intermediate Greek (Classical) (4,4)

ARAB 101, 102, 103 Arabic (Pre-classical) (4, 4, 4)

RELL 481, 482, 483 Beginning Hebrew (Pre-classical) (4,4,4)

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 291 Beginning Greek I (4)

RELL 292 Beginning Greek II (4)

RELL 391 Intermediate Greek I (4)

RELL 392 Intermediate Greek II (4)

RELL 481 Basic Hebrew I (4)

RELL 482 Basic Hebrew II (4)

RELL 483 Basic Hebrew III (or any other ANE language)(4)

Plus, choice of one of the following four-unit courses:

RELL 484	Intermediate Hebrew I	(4)
OR		
RELB 406	Sacred Texts: Theory & Practice of Hebrew Bible/Old Testament Interpretation	(4)
OR		
RELB 407	Sacred Texts: Theory & Practice of New Testament Interpretation	(4)

RELIGIOUS STUDIES

Required: 36 units (16 upper division), as follows:

RELB 104	Jesus & the Gospels	(4)
RELB 206	Sacred Texts: The Hebrew Bible/Old Testament Scriptures	(4)
RELB 207	Sacred Texts: The New Testament Scriptures	(4)
RELG 235	Introduction to Religious Studies	(4)
RELT 255	Theology I: Faith Seeking Understanding	(4)
RELT 355	Theology II: God & Creation	(4)
RELT 455	Theology III: Reconciliation and Consumation	(4)

Choice of one of the following four-unit courses:

RELE 447	Religion & Society	(4)
RELE 454	Applied Ethics & Social Issues	(4)
RELE 448	Christian Professional & Business Ethics	(4)
RELE 405	Moral Philosophy	(4)

Choice of one of the following four-unit courses:

RELH 483	History of Seventh-day Adventism	(4)
RELH 445	History of Christianity I: Formation	(4)
RELH 446	History of Christianity II: Reformation	(4)
RELH 447	History of Christianity III: Transformation	(4)
RELH 495	Reformation Lands Tour	(4)

Pre-Professional Program

Required: 76 units (24 upper division), as follows:

- The following Biblical Studies courses (16 units):

RELB 206	Sacred Texts: The Hebrew Bible/Old Testament Scriptures	(4)
RELB 207	Sacred Texts: The New Testament Scriptures	(4)
RELB 406	Sacred Texts: Theory & Practice of Hebrew Bible/Old Testament Interpretation	(4)
RELB 407	Sacred Texts: Theory & Practice of New Testament Interpretation	(4)

- The following History courses (12 units):

RELH 483	History of Seventh-day Adventism	(3-4)
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Plus, choice of two of the following four-unit courses:

RELH 445	History of Christianity I: Formation	(4)
RELH 446	History of Christianity II: Reformation	(4)
RELH 447	History of Christianity III: Transformation	(4)
RELH 495	Reformation Lands Tour	(3-4)

- The following Pastoral Ministry courses (12 units):

RELP 361	Homiletics	(4)
RELP 263	Congregational Care & Pastoral Leadership	(4)
RELP 374	Externship	(4)

- Required Cognates: 24 units, as follows:¹

RELL 291	Beginning Greek I	(4)
RELL 292	Beginning Greek II	(4)
RELL 391	Intermediate Greek I	(4)
RELL 392	Intermediate Greek II	(4)
RELL 481	Basic Hebrew I	(4)
RELL 482	Basic Hebrew II	(4)

- Recommended "Practics Options":

RELP 265	Death, Dying, and Bereavement	(4)
RELP 345	Spiritual Formation	(4)
RELP 349	Principles of Christian Worship	(4)
RELP 362	Homiletics II	(4)
RELP 374	Externship	(4)
RELP 397	Proseminar in Ministerial Studies	(4)
RELP 415	Youth Ministry & the Local Church	(4)
RELP 436	Pastoral Counseling	(4)
RELP 465	Principles & Practice of Evangelism	(4)
RELM 464	Theology of Mission	(4)
RELT 464	Religious Development and Nurture	(4)

- Recommended Cognates (if not yet taken):

PSYC 104	General Psychology	(4)
RELH 445	History of Christianity: Formation	(4)
RELH 446	History of Christianity: Formation	(4)
RELH 447	History of Christianity: Formation	(4)

1. 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. This effectively reduces the size of the Pre-Seminary program to 60 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.

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.

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 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 Hebrew Bible/Old Testament Scriptures (4): Survey of the Hebrew Bible/Old Testament in its literary, historical, and theological settings, examining its descriptions of divine-human encounters, with emphasis on their past, present, and future influence on the reading communities and beyond.

RELB 207 Sacred Texts: The New Testament Scriptures (4): Survey of the New Testament, with emphasis on its historical setting, unity, and abiding message of God's new covenant of grace.

RELB 244 Daniel & 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 Hebrew Bible/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 (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 Hebrew Bible/Old Testament Interpretation (4): An advanced study and application of principles and practices of interpreting the Hebrew Bible/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 RELL 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 RELL 383.

Prerequisite: RELB 207 or consent of the instructor

RELB 419 The Gospel of John (4): An exegetical study of the Gospel of John, with special emphasis on Johannine Christology and other central motifs of the text.

RELB 424 Hebrew Bible/Old Testament Prophets (4): Study of the origin and development of Hebrew Bible/Old Testament prophecy as historical and literary phenomena. Introduction to the writing prophets; the relevance of their messages to their own time, the present, and the future.

RELB 428 The Apocalyptic Traditions of Israel and Early Christianity (4): Historical, exegetical, and theological exploration of the apocalyptic movement and writings in ancient Israel, including the Book of Daniel, through the inter-testamental and early Christian periods, including the Book of Revelation, with critical consideration of the texts' meanings in their time and implications for ours.

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 (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 (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.

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 Ethics in the Modern World (4): An introduction to major theories of ethics and moral reasoning with attention to a range of moral dilemmas in a pluralistic world.

Note: Information on this page has been updated as of October 2023.

UPPER DIVISION

RELE 405 Moral Philosophy (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): An exploration of the role of religion in society and the relationship between Christianity and culture with attention to recent trends and thinkers.

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 (4): Implications of moral principles for selected problems in social policy. Cross-listed as PHIL 454.

RELE 455 Christian Understanding of Sexuality (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 (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

UPPER DIVISION

RELH 425 Contemporary Religious Issues (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.

Note: Only Teachers seeking credentials should register for 3-units of credit. All other students need to register for 4-units of credit

RELH 488 Theology in the 20th Century (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 (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 291 Beginning Greek I (4): 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 292 Beginning Greek II (4): 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.

UPPER DIVISION

RELL 351 Intermediate Latin I (4): Study of classical Latin with emphasis on translation and syntax.

RELL 391 Intermediate Greek I (4): 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 4 quarters of RELL 281, 282 with minimum grade of C (2.00) in RELL 282

RELL 392 Intermediate Greek II (4): 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 4 quarters of RELL 281, 282 with minimum grade of C (2.00) in RELL 282

RELL 481 Basic Hebrew I (4): 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 (4): 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 (4): 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 (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 (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 Studies

Courses in this section do not apply to University Studies (general education) religion requirement.

LOWER DIVISION

RELP 263 Congregational Care & Pastoral Leadership (4): An introduction to the missional tasks of congregational ministry and the forms of servant leadership that are practiced in order to achieve them. [REQUIRED for Pre-sem program]

RELP 264 Evangelism (4): Introductory theory and practice of communicating Adventist beliefs to individuals and groups. Personal and public evangelism.

RELP 265 Death, Dying & Bereavement (4): A practical and pastoral theological study of the broad topic of death, dying and bereavement. This course equips religious leaders, in a variety of forms, to practice attention to and remaining present in the midst of death, dying, illness, loss and grief. The course places the dynamics of communal life in a narrative frame that attends to both theological and psychological aspects.

UPPER DIVISION

RELP 345 Spiritual Formation (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.

(Note: Externship is a S/U grade course).

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 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 a evangelistic endeavor at home or abroad.

RELP 468 Methods of Educational Ministry (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 studies, as well as to pursue an issue of their special interest in pastoral studies in further detail.

Restrictions: Consent of advisor, thesis mentor & dean required

RELP 499 Directed Study (1-4): Upper-division independent study in pastoral 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

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 (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 (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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Note: Information on this page has been updated as of October 2023.

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Director, Public Relations	Darla Martin Tucker, MBA
Webmaster	Marcelo Vetter, MBA
Creative Director	TBA
Manager, Print and Digital Content	TBA

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University Church Pastor	Iki Taimi, MTS

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Chair Department of Physics	Gary Case, PhD
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Coordinator, Program in Philosophical Studies	Maury Jackson, DMin

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Chair, Department of Administration and Leadership	Josue Anguiano-Vega, EdD
Chair, Department of Curriculum & Instruction	Keith Drieberg, PhD
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Director, Leadership Studies	David Penner, PhD

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Director, Center for Near Eastern Archaeology	Douglas R. Clark, PhD
Director, Ana and Fernando Stahl Center for World Service	TBA
Director, HMS Richards Library	TBA

La Sierra University Faculty

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. Associate Professor of Chemistry,
College of Arts and Sciences
PhD Wayne State University 2010

Dean Anderson, 2013. Associate Professor of Music,
College of Arts and Sciences
DMA University of California, Los Angeles 2015

S. Eric Anderson, 2011. Professor of Management,
School of Business
PhD University of North Texas 1992

Josue M. Anguiano-Vega, 2018. Associate Professor of
Administration and Leadership,
School of Education
EdD La Sierra University 2018

Sandra Banjoko, 2023. Assistant Professor of Clinical
Counseling and Relational Therapy
School of Education
PhD Loma Linda University 2021

Erin Banks-Kirkham, 2015. Assistant Professor of English,
College of Arts and Sciences
PhD Ball State University 2015

James Beach, 1979. Associate Professor of Mathematics,
College of Arts and Sciences
DA Idaho State University 1977

Kent Bramlett, 2010. 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

Gary L. Case, 2012. Associate Professor of Physics,
College of Arts and Sciences
PhD University of California, Riverside, 1998

Gary Chartier, 2001. Distinguished 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

John A. Chen, 2022. Assistant Professor of Curriculum and
Instruction and Administration and Leadership,
School of Education
PhD Andrews University 2023

Sophorn Choau, 2016. Assistant Professor of School
Psychology and Counseling, School of Education
PhD Loma Linda University 2013

Kim-Liang Chuah, 2019. Associate Professor of Finance and
Economics, Zapara School of Business
PhD Washington State University 1992

Fredrick S. W. Clarke, 2010. Associate Professor of
Economics, Zapara School of Business
PhD Claremont Graduate University 2010

Dora D. 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. Lecturer II in Biology,
College of Arts and Sciences
PhD Loma Linda University 2004

Jefrey L. de Vries, 2012. Director Librarian
MLIS San Jose University, 2012

Arturo Diaz, 2014. Professor of Biology,
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*Note: Information on this page has been updated as of
October 2023.*

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