

UNIVERSITY OF REDLANDS
CATALOG

2001-2003

Mission Statement

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

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

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

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

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

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Introduction to the University

Introduction to the University

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

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

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

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

For more than 90 years the University of Redlands has offered its select student body a high-quality, personalized education that blends liberal arts and professional preparation.

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

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

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

The University's full-time faculty consists of 184 teaching faculty, librarians, and coaches. Ninety-one percent of the teaching faculty hold a Ph.D. or terminal degree.

The College of Arts and Sciences

The College of Arts and Sciences offers undergraduate majors in more than 25 traditional liberal arts disciplines. A smaller number of graduate programs are offered at the master's level as well. Numerous opportunities also exist for students to take advantage of special honors courses on campus and more than 100 approved off-campus study programs.

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

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

The Johnston Center for Integrative Studies

The College of Arts and Sciences' Johnston Center for Integrative Studies allows students to design their own majors in consultation

Introduction to the University

with faculty advisors. Students write contracts for their courses and receive narrative evaluations in lieu of traditional grades. The Center has received national acclaim for its innovative approaches to education.

The School of Education

In November 2000, the School of Education was officially launched. The designation of a school, rather than the department it had been, is an acknowledgement of its growth, of the important role it plays in the training of education professionals, and of its vitality. The School of Education is dedicated to providing a high-quality education for those interested in becoming teachers, school administrators, or counselors. It offers four credential programs; certificate programs in technology and Crosscultural, Language and Academic Development; and master's degrees in Curriculum and Instruction, Pupil Personnel Services, and Education Administration. While the majority of programs are offered on the University of Redlands campus, credential programs and master's degrees also are offered at off-site locations.

The School of Business

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

The Campus Setting

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

The University itself serves the surrounding community as a rich source of cultural and educational programming. It is home to the Redlands Symphony Orchestra and sponsors numerous performances in music and theatre, as well as exhibits in the Peppers Art Gallery. It also provides a forum for the exchange of ideas as speakers of national and international importance visit campus each year to participate in the Convocation Series, University High Tables, Visiting Writers Series, Woodrow Wilson Visiting Fellows Program, the Charlotte S. Huck Children's Literature Festival, and events sponsored by the Jameson Center for the Study of Religion and Ethics. Members of the faculty also present public lectures, mini-courses, and discussions on a range of topics of current interest throughout the year.

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

The Hunsaker University Center

Located in front of Armacost Library, the Hunsaker Center is known as the "living room" of the campus. Its buildings contain the main student dining hall, rooms for quiet

dinners, a fast-food service area, the student store and bookstore, seminar and discussion rooms, game rooms, television lounges, offices for student government, student mail boxes, and a post office.

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

The Armacost Library

The Armacost Library plays a central role in the intellectual and cultural life of the University of Redlands. It contains approximately 400,000 books, periodicals, CDs and CD-ROMs, music scores and recordings, maps, government documents, archival documents, and microforms. Professional librarians assist students in their research and provide bibliographic instruction. Using the on-line catalog, students can access the library's collections through on-site terminals or from remote locations through the Internet. The on-line catalog is part of an integrated library system funded by generous donations from the late U of R alumnus Frank E. Moore and his wife, Sidney R. Moore, of Redlands. The library also provides access to periodicals through on-line databases, and assists library users with finding academic resources on the Internet.

Special collections include the Farquhar Collection of California and the Great Southwest, the MacNair Far Eastern Collection, the Irvine Map Library, the Ann Peppers Art Books Collection, and the Hawaii/Pacific Collection. In addition, the Armacost Library has been a federal document depository since 1934 and contains a large collection of U. S. government documents and maps. In most cases, materials the library does not own may be obtained from other libraries through an efficient interlibrary loan service. Students may also borrow materials from nearby academic libraries through the Inland Empire Academic Libraries Cooperative.

School of Business students also have access to libraries at School of Business Regional Centers and through the Internet. Regional centers offer Internet workstations linked to the Armacost Library's catalog and

on-line periodical resources. A business reference collection, sample projects, and videos are also available at Regional Centers. All students may access full-text periodical and reference sources over the Internet from home. Students attending classes in more remote locations have access to mediated on-line searching and book delivery via a toll-free number or e-mail.

The Academic Computer Center

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

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

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

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

Academic Standards

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

ACADEMIC STANDING AND ACADEMIC ACTIONS

Undergraduate Academic Standing—College of Arts and Sciences

Satisfactory Academic Standing

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

Academic Warning, Probation and Disqualification

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

Students receive letters specifying the terms of academic probation. Students on academic probation may not carry an overload of academic credits. Students on academic probation may not participate in National Collegiate Athletic Association activities unless they successfully petition the academic dean for an exemption.

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

Academic Warning

Students will receive an academic warning if they have a semester GPA between 1.01 and 1.99, even if their cumulative GPA is 2.00 or

higher. Students placed on warning receive a letter indicating this status, but (as they are considered to be in good standing) this action is not reflected on transcripts.

Academic Probation

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

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

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

Continued Academic Probation

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

Academic Disqualification

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

Restoration to Satisfactory Academic Standing

Students are automatically restored to good standing when their cumulative GPA reaches 2.00. Students should be aware that in addition to an overall GPA of 2.00 or higher, they

must attain a cumulative GPA of 2.00 or higher in their major, minor, and related fields to qualify for graduation.

Reinstatement from Academic Disqualification

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

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

Students who appeal successfully will have the action on their transcripts changed from Academic Disqualification to Continued on Academic Probation.

Johnston Center for Integrative Studies

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

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

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

Academic Standards

Undergraduate Academic Standing—School of Business

Satisfactory Academic Standing

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

Academic Warning

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

Academic Probation

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

Academic Disqualification

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

Restoration to Satisfactory Academic Standing

Students are automatically restored to good standing if their cumulative GPA is restored

to 2.00 by the end of the second consecutive course following academic probation.

Reinstatement from Academic Disqualification

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

Appeals of academic disqualification include documentation of the following:

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

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

Graduate Academic Standing

A minimum cumulative GPA of 3.00 (based on a 4.00 scale) in all graduate work taken at the University of Redlands is required to qualify for a degree. A student whose cumulative GPA falls below 3.00 at the end of any semester will be placed on probation and allowed one semester to restore the cumulative grade point average to 3.00. Any student who fails to restore his or her cumulative GPA to 3.00 at the end of the probationary

Academic Standards

period will be academically disqualified. Academic disqualification also occurs if a student receives one grade of 0.0 or two grades of 1.0.

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

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

The Academic Review Board (ARB)

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

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

7. to review petitions appealing disputed grades and determine whether changes are appropriate. (Students are responsible for following the procedures outlined under "Disputed Grades.")

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

Committee on Academic Planning and Standards

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

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

Disputed Grades Policy

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

Academic Standards

Grounds for Appealing Grades

The following are considered grounds for appeal of a grade:

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

Decisions Regarding the Appeal of Grades

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

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

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

Procedure

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

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

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

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

Academic Honesty

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

I. Standards of Academic Honesty

Basic standards of honesty and academic integrity include, but are not limited, to

1. independently producing all homework, papers, laboratory reports, computer files

on disks, and examinations submitted under one's own name;

2. properly and appropriately referencing all work that draws on the ideas, words, and work of others to credit those thinkers;
3. identifying the co-contributors or co-authors of all work done in collaboration;
4. completing examinations without giving or receiving assistance or tampering with the examination;
5. submitting one's own original work for each course;
6. respecting computer software copyrights, computer security systems, and file privacy of individuals, and protecting computer system performance;
7. accurately and completely disclosing research data, manuscripts, books or other documents, academic records/credentials, transcripts, and letters of recommendation; and
8. allowing equal access to any library materials and comparable or related academic resources.

II. Obligations and Responsibilities for Cultivating a Climate of Honesty

Faculty and administrators are expected to:

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

2. demonstrate intellectual honesty in their individual research as well as in their use of others' work and ideas (Careful referencing of sources used for lectures and hand-out materials provides students with examples of intellectual honesty that communicate more than speeches and printed policies.);
3. promote discussions of ideas, including a recognition and consideration of majority and minority perspectives (Seldom is there only one perspective on a topic. Intellectual honesty includes a recognition of various points of view.);
4. clearly delineate the parameters on homework, labs, and group projects in the syllabus of each course (Syllabi are course-specific, and faculty need not restate University policies stated in the catalog. Faculty should make efforts to communicate clearly the learning objectives to be achieved and to explain how work will be graded. Questions about collaboration and assistance should be discussed in the classroom.);
5. include statements about academic honesty with examinations, if they so choose, as a way of bringing students face-to-face with standards of academic honesty (Each opportunity to declare oneself as working honestly reinforces the standards to which we are committed as a community.);
6. act on cases of suspected violations of academic honesty as outlined below in section IV.1.

Students are expected to

1. prepare adequately for all academic exercises (Thorough preparation will decrease the temptation of cheating.);
2. make sure that they understand the parameters on assignments in each course;
3. condemn acts of academic dishonesty on the part of others (This includes a responsibility to report suspected violations of academic honesty as outlined below in section IV.2.);
4. refuse to cheat and/or assist others in dishonest acts (this includes a responsibility to ensure that others may not cheat for them).

Academic Standards

III. Violations of Academic Honesty

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

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

University form regarding oneself or others;

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

IV. Procedures for Addressing Academic Dishonesty

1. Procedures for Addressing Faculty Academic Dishonesty

A. Reporting Alleged Offenses

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

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

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

of the *University of Redlands Faculty Handbook*.)

2. Procedures for Addressing Student Academic Dishonesty

A. Reporting Alleged Offenses Against Academic Honesty.

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

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

Academic Standards

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

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

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

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

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

Academic Standards

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

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

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

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

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

6. The Range of Sanctions

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

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

7. Records

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

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

ACADEMIC RECORDS

Public Information

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

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

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

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

College of Arts and Sciences

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

School of Business and School of Education

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

Release of Academic Information

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

Transcripts

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

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

Academic Standards

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

Recording of Degrees

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

August 31

December 31

The final day of the Interim session

Commencement day

Attendance

College of Arts and Sciences

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

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

School of Business

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

School of Education

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

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

Auditing for No Credit

College of Arts and Sciences Undergraduate

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

Graduate

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

Classification of Students

Undergraduate Class Level

Students are classified by level based on academic credits completed:

Freshman	0–32
Sophomore	33–65
Junior	66–98
Senior	99 or more

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

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

Degree-Seeking Candidates

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

- Students may pursue an undergraduate degree on a special part-time basis. Most students in this category are not of traditional college age and hold permanent employment and/or have family obligations.
- University employees (with the exception of full-time faculty) may pursue a degree program on a part-time basis in compliance with personnel policies.
- Students who have completed four full years at the university, or transfer students with at least 32 credits at Redlands, may take coursework on a part-time basis to meet graduation requirements.

Special Status Non-Degree Students

1. An individual who wishes to take courses for enrichment may take no more than 8 credits per semester and must receive permission from the registrar. With permission, students may take courses any number of semesters under this category.

A student should provide a transcript of work previously completed when seeking permission from the registrar.

2. Upon recommendation of the academic dean, high school students may take college-level work for high school credit on a space-available basis, with the approval of a high school representative such as the principal or a counselor.
3. University employees (including faculty) may, in accordance with personnel policies, undertake part-time studies for the purpose of personal enrichment.

Guest Student Status

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

Graduate Standing

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

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

1. bachelor or higher-level degree from an accredited college or university;
2. a minimum undergraduate GPA of at least 2.5 on a 4.0 scale
(*Note: Some programs may require a higher minimum GPA.*); and
3. maintenance of a satisfactory academic standing. (See the paragraph titled, "Graduate Academic Standing" at the beginning of this section.)

Provisional Graduate Standing may be granted to a student for one of the following reasons: 1) application for Regular Graduate Standing is incomplete for reasons beyond

Academic Standards

the applicant's control (applicants should be cautioned that this applies in very few instances), or 2) a decision is made by program faculty to evaluate more of a student's work before recommending Regular Graduate Standing.

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

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

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

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

Candidacy

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

CONCURRENT COURSEWORK

College of Arts and Sciences

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

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

School of Business

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

Course Syllabi

University policy requires that instructors provide a syllabus to all students at the beginning of each course. The syllabus must include course objectives, an outline of the topics to be covered, a schedule (by date or topic) of major quizzes and examinations, the dates on which major assignments are due, and a detailed statement of grading explaining how test and assignment scores are translated into reportable grades. The syllabus must also state the minimum requirements for receiving credit in the course. (See Credit/No Credit Grading Option.)

CREDIT BY EXAMINATION

Undergraduate

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

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

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

Graduate

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

CREDIT OBSOLESCENCE

Graduate

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

DISMISSAL

School of Business

Administrative Dismissal for Non-Attendance.

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

School of Business and School of Education

Administrative Dismissal for Financial Obligation.

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

EXAMINATIONS

College of Arts and Sciences

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

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

Academic Standards

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

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

School of Business and School of Education

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

GRADING SYSTEM

3.7–4.0 A Outstanding. The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.

2.7–3.3 B Excellent. Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.

1.7–2.3 C Acceptable. The quality of work was acceptable, meeting minimal course standards but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

0.7–1.3 D Poor. The quality of work was not always satisfactory but overall was passing. Assigned work was not always done or, when done, was inadequate. Performance on examinations and other work was generally weak with regard to understanding of subject, proper formulation of ideas, and thoroughness.

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

CR Grade of 2.0 or better in CN course (Undergraduate only)

CR Grade of 2.7 or better in CN course (Graduate only)

NC Grade below 2.0 in CN course (Undergraduate only)

NC Grade below 2.7 in CN course (Graduate only)

I Incomplete

AU Audit

CE Credit by Examination

W Withdraw

EV Evaluation included in academic record

VZ Evaluation satisfactory, not yet in file

- VI** Incomplete Evaluation
- VF** Failure to complete terms of evaluation contract
- Z** No grade submitted by instructor (a temporary grade)

Numeric Grade Option (NU). It is assumed that all courses are taken for a numeric grade. Arts and Sciences students may choose an alternate grading option (Credit/No Credit or Evaluation), if it is available and if they do so by the deadline published in the Academic Calendar. Courses in the major and those taken to fulfill Liberal Arts Foundation requirements must be taken for a numeric grade, except in those instances where the course is offered on a CN basis only or when the instructor has agreed to provide a narrative evaluation. School of Business students may choose an alternate grading option, if it is available, only for independent studies that do not fulfill degree program requirements. The alternate grading option must be declared at the time of registration.

Evaluation Option (EV). A student may receive, by agreement with the professor, a written evaluation of work in any course. The evaluation becomes part of the student's permanent academic record.

Credit/No Credit Grading Option (CN). Grades of CR (Credit) and NC (No Credit) do not enter into the computation of a student's grade point average (GPA). University policy requires that the quality of work must be equivalent to a grade of 2.0 or better for an undergraduate and 2.7 or better for a graduate student to receive "Credit." More stringent requirements may be set by individual instructors. Arts and Sciences students may elect to take only one course of up to 6 credits for Credit/No Credit in any one semester. Catalog courses offered on a CN only basis are not included in this total.

Incomplete Grades (I). An instructor may submit a grade of Incomplete (I) when coursework is of acceptable quality but has not been finished because of illness or some other extraordinary circumstance. It is not

given for poor or neglected work. If no alternate grade is provided on the original grade sheet, a grade of 0.0 or NC, as appropriate, is recorded automatically on the incomplete deadline date. Arts and Sciences students should refer to the academic calendar for the deadline. For School of Business and School of Education students, the deadline is the end of the eighth week following completion of the course. Arts and Sciences students cross-registered in School of Business or School of Education courses must meet the School of Business and School of Education deadline. School of Business and School of Education students cross-registered in Arts and Sciences courses must meet the Arts and Sciences deadline.

Repeating Courses

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

INDIVIDUALIZED STUDY— COLLEGE OF ARTS AND SCIENCES

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

The following provisions apply to all individualized study:

1. Appropriate forms for each type of individualized study must be completed by

Academic Standards

the student and faculty/Internship Program sponsor and approved by the registrar by the close of registration for the term in which the work is to be done. Students may petition the Academic Review Board for later registration only if prior planning was not possible—e.g., if the individual is a new student or if a class in which a student enrolled was subsequently canceled.

2. No course offered in the regular curriculum may be taken as individualized study during the regular academic year.
3. Each student will write a final reflective paper, and each campus sponsor will write and file a narrative evaluation with the student's record.
4. Only one form of individualized study (170, 270, 370, 470, 180, 280, 380, 480, 499) may be taken in any given semester.
5. Up to 4 credits of individualized study may be taken during a given term and up to a total of 12 credits may be counted toward the 132 earned hours of academic credit required for graduation. Up to 8 credits of any one type of individualized study may be taken.

Directed Study

Directed Study 170, 270, 370, 470 (department alpha): This provides students the opportunity to gain experience with learning on a one-to-one basis. Prerequisite: for 370 and 470, previous coursework or experience in the field to be studied. 2–4 credits. CN grading only. Written evaluation.

Departmental Internships

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

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

Honors Research

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

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

Independent Study— School of Business and School of Education

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

Independent Study is arranged only under the following circumstances:

1. to investigate topics not offered in the catalog;
2. for catalog courses not currently offered; or
3. for catalog courses not available in the student's geographical area and not offered in the region within three months of the end of the core program or date of request.

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

or beginning any work. These four steps must occur in the specified order.

Leave of Absence

College of Arts and Sciences

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

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

Overloads

College of Arts and Sciences

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

Prerequisite Courses

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

Re-enrollment

College of Arts and Sciences

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

School of Business

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

Major Program Credits to be Completed

20 or fewer
21 to 30
More than 30

Time Extension

Two years
Three years
Four years

Students seeking readmission to the University in a **different** degree program from their prior matriculation must meet the requirements of the program in which they plan to enroll. These students have four years from the date of the first class meeting of the new core program to complete their degree. Readmission is not required for students who have completed their core program courses. A re-enrollment fee (see the School of Business Tuition and Fees section of this *Catalog*) must accompany all registrations for re-entering students.

Academic Standards

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

School of Education

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

Registration

College of Arts and Sciences

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

Validation of registration takes place at Check-In on the first day prior to each session. Students who fail to Check-In during the designated period must pay a late Check-In fee. (See the College of Arts and Sciences Tuition and Fees and College of Arts and Sciences Academic Calendars sections of this *Catalog*.)

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

Transfer Credit

College of Arts and Sciences

Subject to approval by the registrar, courses (but not grades) taken at other accredited institutions will be accepted for credit. The University will accept up to 66 credits from accredited two-year colleges and 100 credits

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

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

Students seeking credit from the University of Redlands for courses taken through a Redlands-approved but not regionally-accredited institution can do so only by enrolling for a directed study course approved by a Redlands faculty member. Quality grade points (derived from numeric grading) are not awarded for transfer work and credits from these courses are not calculated into the GPA. Students must provide appropriate evidence that they have completed the proposed work, as required by the sponsoring faculty member or department. Students receiving credit in this manner will be charged a fee rather than tuition. See the College of Arts and Sciences Tuition and Fees section of this *Catalog* for more details.

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

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

Advanced Placement and International Baccalaureate

The University of Redlands will grant credit for Advanced Placement Tests and International

Academic Standards

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

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

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

School of Business Undergraduate

A maximum of 88 semester credits may be transferred from regionally accredited four-year colleges, and a maximum of 66 semester credits may be transferred from regionally accredited two-year institutions. Final determination of acceptability of transfer credit is made by the registrar. Transfer courses that apply to the major program are approved by the registrar. Additional work may be required at the discretion of the department or program. Students already admitted to the University of Redlands who wish to take courses at other institutions to complete their degree may only transfer work completed with a grade of 2.0 or higher. Registration at the other institutions must be approved by the School of Business academic advisor in advance of enrollment. Quality grade points (derived from numeric grading) are not awarded for transfer work and credits from these courses are not calculated into the

GPA. A student will not be granted credit for any prior transferable coursework that is not declared at admission or during the first semester of attendance.

School of Business and School of Education Graduate

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

Definition of a Unit of Academic Credit

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

Veterans

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

Withdrawal

College of Arts and Sciences

A student who desires to withdraw from the University must submit an official notification to the College of Arts and Sciences Office of Admissions and complete an exit interview with a staff member. If the withdrawal occurs

Academic Standards

during a semester and before the course drop deadline, the student is required to drop courses using the regular procedures in the Registrar's office. Students withdrawing after the course drop deadline must petition to withdraw from courses through the Academic Review Board. If the petition is successful, the courses will remain on the transcript with a grade of "W." If unsuccessful, the grade will be determined at semester's end by the faculty. See the Tuition and Fees section of this *Catalog* for financial information and for the policy on refunds.

School of Business and School of Education

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

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

In order to drop a course after the course has begun but prior to the last meeting of the course, the registrar must be notified in

writing. The student is responsible for obtaining refunds of tuition and/or charges, which are calculated according to the tuition refund schedule located in the appropriate Tuition and Fees section of this *Catalog*. The student will receive a grade of "W" on his or her transcript.

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

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

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

College of Arts and Sciences Academic Calendar

Note: the academic calendar for the 2002–2003 will be included in the Catalog supplement to be published in the summer of 2002.

2001–2002

FALL 2001

Wednesday, August 29	First-year students arrive
August 29 to September 3	New-Student Week
Saturday, September 1	All new students submit course selection cards
Sunday, September 2	Continuing students arrive
Monday, September 3	Continuing students check-in for Fall 2001
Tuesday, September 4	Classes begin, late check-in fee assessed
Wednesday, September 17	Final day to add classes, Arts and Sciences and Johnston Individualized Study contracts
Tuesday, September 25	Final day to submit Johnston regular course contracts
October 8–9	Fall recess
Friday, October 12	Final day to drop classes and change grading options
October 22 to November 15	Advising and registration period for Interim and Spring 2002
Wednesday, October 31	Final day to record a grade for Spring or Summer 2001 Incomplete
Thursday, November 15	Advising and registration period for Interim and Spring 2001 ends
November 21–23	Thanksgiving recess
Friday, November 30	Deadline for departmental honors awards to be completed for Fall 2001 and Interim 2002 graduates
Monday, December 10	Last day of classes
Tuesday, December 11	Study day
December 12–16	Final exams
Monday, December 17	Winter recess begins
Tuesday, December 18	Noon deadline for Fall 2001 grade submission

INTERIM 2002

Sunday, January 6	All students return to campus
Monday, January 7	Classes begin
Wednesday, January 9	Final day to add a class, submit Johnston regular course contract, submit Arts and Sciences and Johnston Individualized Study contract
Thursday, January 10	Final day to drop a class and change grading options
Tuesday, January 15	Final day to submit Johnston evaluations for Fall 2001
Friday, February 1	Last day of classes
Saturday, February 2	Final Exams
Sunday, February 3	Interim recess begins
Monday, February 4	12 noon deadline for Interim 2002 grade submission

SPRING 2002

Thursday, February 7	All students arrive on campus
Thursday, February 7	New students register and continuing students check-in for Spring 2002; New student orientation
Friday, February 8	Classes begin; Late check-in fee assessed

College of Arts and Sciences Academic Calendar

Tuesday, February 19	Final day to submit Johnston evaluations for Interim 2002
Monday, February 25	Final day to add classes, submit Arts and Sciences and Johnston Individualized Study contracts
Friday, March 1	Final day to submit Johnston regular course contracts
Friday, March 1	Continuing students' deadline for 2002–2003 financial aid applications (FAFSA and institutional forms) to be sent to processor
Monday, March 18	Final day to drop classes, change grading options, and submit Johnston regular course contracts
April 1-5	Spring recess
Monday, April 8	Classes resume
Tuesday, April 9	Final day to record a grade for Fall 2001 or Interim 2002 Incomplete
April 15 to May 2	Advising and registration period for Fall 2002 and Interim 2003
Wednesday, May 1	Publication deadline for departmental honors awards to be completed for Spring 2002 graduates
Thursday, May 2	Advising and registration period for Fall 2002 and Interim 2003 ends
Thursday, May 16	Final deadline for departmental honors awards to be completed for Spring 2002 graduates
Thursday, May 16	Last day of classes
Friday, May 17	Study day
May 18–22	Final exams
Saturday, May 25	Commencement
Wednesday, May 29	12 noon deadline for Spring 2002 grade submission
Friday, June 22	Final day to submit Johnston evaluations for Spring 2002

College of Arts and Sciences Admissions

UNDERGRADUATE

The University is committed to providing a high-quality, liberal education. It is our belief that the best education takes place in a challenging and humanizing environment, one that fosters intellectual growth and personal development. We are interested in students who possess high levels of motivation, involvement, commitment, and accomplishment.

Selection Criteria

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

1. **Academic record.** We are interested in the student who has performed well in a demanding curriculum. The quality of academic achievement (as demonstrated by high school grade point average) during the sophomore through senior years for first-year students and in college-level work for transfers is the single most important factor in our decision-making process. Preferential consideration will be given to first-year students and transfers whose school records reflect a B average or better in academic areas.
2. **Preparation.** We recommend that applicants complete at least 16 credits in solid academic areas during high school, although the cumulative grade point average (GPA) is based on grades ten through twelve. No single academic schedule is required, but a college preparatory program is required. Specifically, a student should have taken four years of English and two or three years each of foreign language, laboratory sciences, and social studies. Three years of mathematics up to and including Algebra II are also required.
3. **Standardized testing.** Either the Scholastic Assessment Test (SAT I) of the College Entrance Examination Board or the American College Test (ACT) of the American College Testing Program is required for all first-year applicants. SAT

II tests in areas of study are not required. Test results should reflect the ability necessary to succeed in an academically demanding environment.

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

First-year Student Application Procedure

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

1. **A completed and signed application with the appropriate application fee** (\$40 for paper application, \$30 for internet application available at www.redlands.edu). Checks or money orders should be made payable to the University of Redlands. If the fee poses a financial hardship, it may be waived. Applicants should ask their counselors to request a fee waiver.
2. **Results of either the SAT I or ACT.** Applications and scheduled dates for these examinations can be obtained at secondary schools. The SAT code number for the University of Redlands is 4848 and the ACT code is 0464.
3. **An official transcript.** Request that an official transcript from the high school registrar or counselor be sent directly to the University of Redlands Office of Admissions. Hand delivered transcripts, even if they are in a sealed envelope, cannot be accepted.
4. **Two personal recommendations.** One should be given to an administrative official (principal, vice principal, dean, director of guidance, or counselor) and the other to a teacher of an academic subject at the last school attended. If the applicant has been out of school for more

College of Arts and Sciences Admissions

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

Transfer Application Procedure

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

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

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

1. **A completed and signed application with the appropriate application fee** (\$40 for paper application, \$30 for the internet application available at www.redlands.edu).
2. **Official transcripts** of record from the last high school and each college attended. (No portion of a college record may be omitted in consideration of eligibility for admission.)
3. **Two letters of recommendation.**
4. **A personal interview** for transfer applicants, although not required, is recommended.

Admissions Options and Action

Regular Application for Fall Semester Admission

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

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

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

Spring Semester Admission

Spring matriculants must have a completed application on file by January 1. The application will be processed when the file is complete on a policy of "rolling admissions." As most mid-year entrants are transfers, they are advised to request all official transcripts well ahead of the one-month deadline. The \$200 admission deposit is due two weeks after admission and financial aid notification, and prior to registration.

Johnston Center Admission

Students applying to the Johnston Center for Integrative Studies are expected to meet the same requirements for admission as the regular undergraduate applicant. **In addition**, students must complete the Johnston Center Supplement and have a personal or telephone interview.

Common Application

The University of Redlands is one of more than 190 select, private colleges that accepts the Common Application. Students applying to more than one participating institution are encouraged to submit the Common Application, obtained at high school counseling offices. The Common Application should be submitted along with the \$40 application fee and the University of Redlands Common Application Supplement.

Deferred Admission

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

International Students

The University of Redlands welcomes the diversity provided by students from various nations and cultures. To be considered for admission, an international student must submit: a completed University of Redlands Application or a Common Application and a University of Redlands International Student Supplement; a US \$40 paper application fee, or a US \$30 Internet application fee payable in the form of a bank draft in US dollars or by an American Express, Visa, Mastercard or Discover Credit Card; two letters of recommendation; "Certified True Copies" of original secondary school records and certificates; an autobiographical essay; and a bank statement or certification of Finances form. International students whose primary language is not English must

submit the results of the Test of English as a Foreign Language (TOEFL). The results of the SAT 1 and ACT are not required of international students but may be submitted. Assuming above average or superior academic credentials, unconditional admission will be offered to students with TOEFL scores above 550 (213 for the computer-based test). Applicants with TOEFL scores between 500–550 (or 173–210 for the computer-based test) may be admitted full-time with the condition that they take ESL 55 Advanced English as a Second Language as one of their courses during their first semester. Successful completion of Level 109 of ELS Language Centers is accepted in lieu of TOEFL. International students must submit all credentials to the Admissions office by April 1 for Fall entry and by November 1 for Spring entry.

Guest Students

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

Part-time Students

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

Readmission

Students who have previously attended the University of Redlands or who have been accepted within the previous year may seek

College of Arts and Sciences Admissions

readmission by submitting the University of Redlands reapplication for admission.

Appeal Procedure

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

Dates and Deadlines

November 1. Application processing begins for Spring semester.

December 1. Application processing begins for Fall semester.

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

January 1. Application deadline for Spring semester.

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

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

April 1. Deadline for International Student Application for the Fall semester (Completed applications are processed within four weeks; deposit due within two weeks of notification.)

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

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

GRADUATE PROGRAM ADMISSIONS

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

Johnston Center for Integrative Studies

THE DIRECTOR: Kathy J. Ogren

THE PROGRAM

Aided by a founding grant from James Graham Johnston, in 1969 the University of Redlands established an experimental cluster college designed to combine high-quality education with minimal formality. The new institution attempted to free the educational process from the influences of departmentalism, numerical transcripts, traditional faculty status, and fixed graduation requirements.

As a result of administrative reorganization, in fall 1979 Johnston College became the Johnston Center for Individualized Learning within the College of Arts and Sciences, and in 1995 the name was changed to the Johnston Center for Integrative Studies. It continues to offer an alternative mode of teaching and learning within a liberal arts context. Johnston draws its faculty from the entire University and invites the participation of all students.

The program is organized on four principles: that self-direction is a motivating force in learning, that negotiation among those involved in teaching and learning optimizes student ownership of education, that written evaluations are a highly effective means of assessing student performance, and that education can be made more effective by integrating the living and learning environments. These ideals are made concrete in individual courses by contract; in the graduation contract/review process; and in the integrated administrative, classroom, and living space of the Johnston Complex (Bekins and Holt Halls), the home of Johnston Center.

Course and Contract Systems

A Johnston Center course involves the following:

1. At the beginning of each course, students and instructor discuss and negotiate the course's content, goals, and methodology.
2. Each student writes a course contract outlining the mutual expectations and activities to be completed. Both the student and instructor sign the contract, and it can be changed only by agreement.

The contract forms the basis for the course and its evaluation.

3. Students actively participate in all aspects of the academic dialogue—including discussion of reading material, written and oral presentations, and performance or display of projects.
4. At the end of the course, each student writes an evaluation of her or his own performance and that of the instructor, as well as the group process and course organization. This self-evaluation provides the basis for a detailed discussion that each student has with the instructor in the final session.
5. The instructor writes an evaluation of the student's work, which appears verbatim in the student's official transcript. A student may obtain a grade translation, but only if requested by a graduate or professional school for admission or by prospective employers.

In addition to identifying specific Johnston courses created at the Center, the Schedule of Classes always notes departmental courses of particular interest to Johnston students, courses that are geared to the Johnston educational process. Cross-listing a course means that the faculty member welcomes Johnston students for contract negotiation and is willing to write a narrative evaluation. Johnston students are encouraged to request a written evaluation from all their professors, although only faculty who agree to course contracts are required to provide one.

Graduation Contracts

Johnston courses are available to all University of Redlands students on an individual basis, and all Arts and Sciences students have the option of writing, in their second or third year, an individualized graduation contract through Johnston Center, as opposed to pursuing a departmental major. (See "Admission" below.) Such graduation contracts are written with the help of a faculty advisor and include a narrative autobiographical statement, a list of completed and proposed courses, and a stated

Johnston Center for Integrative Studies

area of concentration with either a traditional disciplinary or an interdisciplinary focus. Examples of the former are English literature, biology, and psychology, while the latter includes such possibilities as the history of ideas, communications, humanistic psychology, anthropology and environmental studies, and women's studies.

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

- the contract addresses the objectives of the College of Arts and Sciences' Liberal Arts Foundation;
- there is sufficient representative work taken in each of the broad areas of humanities, social sciences, natural sciences, and fine arts;
- there is sufficient depth in the student's area of concentration;
- the area of concentration is one in which the University of Redlands can provide appropriate faculty resources;
- the student addresses the relevance of this educational experience to his or her past and future;
- the student has included a provision for an in-depth cross-cultural experience. This expectation can be met by participating in one of the international programs offered by the University or by having the student create his or her own independent study involving the experience of being a minority in a majority culture.

Once the committee approves a contract, the student is obliged to complete it as stated to be awarded the baccalaureate degree (B.A.

or B.S.). If a contract must be revised, all changes are made in the form of a written addendum that must be approved by the Graduation Contract Committee and/or the Johnston Center director. During the student's last semester, a separate, similarly constituted body—the Graduation Review Committee—reviews the student's work and, if the terms of the contract have been met, approves the student for graduation.

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

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

The academic progress of Johnston students is monitored by the director of the Center. Students who are experiencing academic difficulty are reviewed individually by the Center director, who makes decisions regarding academic probation or disqualification after consultation with a committee comprising faculty advisors and the Johnston assistant registrar in the Registrar's office. Criteria upon which such decisions are made include the quantity of work completed, the quality of work in both graded and evaluated courses, and the student's demonstrated ability to complete a degree program. Appeal of a decision on academic standing is possible through the Academic Review Board. (See the paragraph entitled Undergraduate Academic Standing—Johnston in the Academic Standards section of this *Catalog* for details.)

Johnston students must have an approved graduation contract on file in the Registrar's office no later than the first semester of their junior year. Thus, three full semesters and two Interims are open for planning and innovation. The student's transcript will consist of an official University cover sheet listing all courses by semester and including grades for those courses taken for grade, a *précis* written by the advisor, the student's graduation contract (both the narrative and the course listings), and narrative evaluations. Johnston students have no special difficulty in gaining admittance to graduate or professional schools or employment as a result of this narrative transcript format.

Johnston students are eligible to apply for departmental honors only. A student must complete an honors project or a capstone experience in accordance with established departmental standards and procedures. Johnston students may apply for interdisciplinary program honors (Prouidian, Asian Studies, etc.). They also may be considered for election to Phi Beta Kappa. Because the Latin honors (*cum laude*, etc.) are dependent upon cumulative GPAs, Johnston students are not eligible to apply for a program leading to Latin honors.

Admission

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

For working adults, Johnston's individualized graduation contract plan has proven useful for those who have completed some work toward their bachelor's degree and would like to finish it on a part- or full-time basis. Such students are often able to combine coursework done at other institutions with classes in Johnston Center and other departments to create a graduation plan compatible with their personal and professional goals. Working adults with

appropriate experience may be eligible to include in their graduation contracts recognition of prior learning that occurred outside traditional academic settings. Such experiential learning is assessed by the University of Redlands faculty and is then examined for incorporation into the graduation plan by the Graduation Contract Committee. Information regarding the procedure for assessment is available from the director of Johnston Center.

Student Life

UNDERGRADUATE

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

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

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

Student Governance (ASUR)

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

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

Convocations

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

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

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

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

The Fine and Performing Arts

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

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

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

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

Forensics

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

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

Diversity

The University of Redlands strives to be a dynamic community that promotes learning for students in a supportive and challenging environment. Diversity is crucial to the academic excellence of our campus. To fulfill our institutional mission in a state as diverse and multi-ethnic as California, the University of Redlands must be a campus where students, staff, and faculty from many different backgrounds and life experiences interact and learn from each other. This commitment to free inquiry and the personal development of our students enables us to engage, respect, and to cherish a diversity of ideas and intellectual perspectives, cultural differences, and individual backgrounds. Diversity and educational excellence are mutually beneficial.

The University is proud to note that thirty-seven percent of our student population in the College of Arts and Sciences comes from underrepresented populations. At the same time, we acknowledge that we must continue our efforts to attract an increasingly diverse student body and to make this University a place where every student can feel at home.

Various programs, activities, and organizations have been developed to promote, encourage, and celebrate diversity on campus and in the surrounding community. One such activity is the Multicultural Festival, held each spring. The student-run Intercultural Awareness Programming Board (ICAP) sponsors this event. Other multicultural events include the annual Martin Luther King Celebration, the Cinco de Mayo and 16th of September celebrations, the Asian Pacific New Year Celebration, Black History Month, Women's History Month, and the Annual Students of Color Graduation Ceremony (Tyehimba Celebration).

Other options for students include participation in multicultural/multi-ethnic clubs

and organizations on campus that host educational programs, cultural events, political workshops, social gatherings, business seminars, guest speakers, and renowned political leaders. Two organizations, Rangi Ya Giza, a Swahili term meaning a darker shade (a brotherhood of men also known as RYG), and Wadda Wa Rangi Wengi (also known as the Sisterhood of Many Shades and WRW), emphasize the development of cultural connections within a living community and dedicate countless hours of community service. They seek to unify cultural groups on campus and to provide surrogate families for men and women of color. Both groups are actively involved in many campus activities and assist in many community-directed programs promoting issues of diversity and cultural pluralism.

The African American Association (AAA), Asian Pacific-Islander Student Association (APSA), Hawaii Club, Latina Network, Movimiento Estudiantil Chicano de Aztlan (MEChA), and Hillel sponsor social and cultural events and provide a forum for students to meet for social, cultural, political, religious, and educational purposes.

The Gay, Lesbian, Bisexual, Straight Union (GLBSU) promotes and supports awareness and concern for the issues of gay, lesbian, and bisexual students. It hosts forums and programs, including Coming Out Day. GLBSU members also provide the University community with informational workshops and literature on homophobia.

The newly established Multicultural Center, which houses the office of the director of Multicultural Affairs, supports the above-mentioned activities, programs, and events, and works closely with student groups and organizations in an effort to promote and enhance diversity in all facets of campus life. One of the main purposes of the Multicultural Center is to serve as a catalyst to the campus community on matters related to diversity, multicultural programming, and cultural pluralism. A secondary goal is to strengthen the links between the University and minority communities in the surrounding Inland Empire area.

Student Life

International Students

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

The international student advisor, whose office is in Student Services, provides orientation and advising for international students in areas of cross-cultural adjustment, visa regulations, and problem-solving within the context of the University.

Student Services

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

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

The Office of Career Development provides guidance to students throughout their four years of college. Students can take advantage of career exploration resources that include a career resource library, alumni career network, employment listings, job fair, individual career advising, internship placements, mock interview services, on-campus recruiting, personality and interest assessments, placement file services, resume

critiques, and career-oriented workshops. Graduate and professional school information housed in Career Development includes applications for standardized examinations, graduate school catalogs, and Peterson's guides. SSRV 150 Real World 101 is a 3-credit course offered every Interim, which couples career decisions with practical information necessary for life after college.

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

The Office of Personal Counseling offers a staff of professional, licensed therapists. Free, confidential psychological counseling is available to individuals, couples, and groups. Referrals for psychiatric care, or other community resources, are also available. Counseling can help students to manage stress, anger, or hurt, and can significantly improve academic performance.

Religious Activities

The Office of the Chaplain coordinates religious programs and activities. Weekly services draw on the talents of the campus community, including performances by the Chapel Singers in both traditional and contemporary forms. Worship leadership is provided by faculty, students, and administrators. The Office of the Chaplain also supports a variety of student religious groups and ministries. The University recognizes the pluralistic character of its community and, accordingly, sponsors programs and lectures honoring the contributions made by various religious and philosophical traditions. Thus, while conscious of its historical relationship to the Christian faith, the religious outlook of the University is ecumenical.

The Jewish Student Union, also known as Hillel, provides a forum where Jewish

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

RESIDENCE HALLS AND FOOD SERVICE

Undergraduate

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

Approximately eighty percent of Redlands students live in on-campus residence halls or immediately adjacent houses and apartments. These facilities vary in size and are designed to accommodate many lifestyles. Living arrangements include both coed and single-sex halls. In co-ed halls, alternatives range from women housed in one wing and men in a separate wing while sharing a joint lounge, and recreational and television facilities; to men and women residing on different floors of the same building; to suites of all males and all females on the same floor.

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

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

rooms, storage rooms, vending machines, and lounge/recreation areas.

There are halls that emphasize special themes such as the Johnston Center Halls (Bekins and Holt), Quiet Hall (Melrose), and special halls for first-year and transfer students. All halls are smoke-free and some are substance-free.

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

Most residence halls and dining rooms are closed during vacations and semester breaks. However, the University recognizes that some students who come from distant locales may need to stay on campus during these periods, so it provides space in Cal-Founders Hall free of charge for those who live more than 500 miles away from Redlands. A small fee is charged to other students who wish to stay on campus during breaks. All students who desire vacation housing must make a reservation. Food is arranged by those remaining on campus.

Graduate

Limited on-campus housing is available for graduate students in all disciplines. The University Village Apartments, located on campus, has twenty-four units available. Assignments are made in the following order of priority: married students with children, single-parent students, married students without children, special-circumstance students (regardless of marital status), single graduate students, and single undergraduates. Graduate students may also apply to live in University residence halls if they desire; in this case, priority is given to undergraduates.

Student Life

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

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

RESIDENCE REGULATIONS AND POLICIES

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

FRATERNITIES AND SORORITIES

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

Rush activities each semester allow prospective members to learn the distinctive personality of each Greek organization. Students are not allowed to rush until their sophomore year.

HEALTH CENTER

The Health Center maintains regular hours and is equipped to treat minor illness or injury. Each weekday, the center is staffed full time by an RN and part time by additional nurses and physicians. In cases of serious illness or emergency when a student cannot be adequately cared for on campus,

appropriate referrals will be made to medical facilities specialists as needed. The University, however, assumes no responsibility for any expenses incurred.

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

COMMUNITY SERVICE LEARNING

The Office of Community Service Learning, established in 1991, places interns, work-study students, volunteers, and service learning students in hundreds of agencies throughout Redlands and other locations in the United States and abroad. During Interim, an ideal time for focused study, between 250 to 350 students embark on a one-month service experience in places as far away as India and as close as the Redlands Smiley Library. Throughout the year, students contribute sixty-thousand service hours at a variety of local not-for-profit agencies where excellent learning opportunities are created. These experiences not only fulfill a graduation requirement but reaffirm the University's belief that each individual does make a difference.

STUDENT LEADERSHIP AND INVOLVEMENT CENTER

Educating the complete person through leadership development programs is a goal of the Student Leadership and Involvement Center. This is accomplished by hosting a series of retreats, workshops, and classes; and by enabling students to attend conferences. Each year students have the opportunity to participate in the first-year retreat; Training Radical and Involved New Students (TRAIN); Outdoor Leadership Skills; Leaders Emerging and Developing (LEAD); the Advanced Leadership Skills Retreat; and the Senior In Service. These programs allow

students to take what they learn in the classroom and apply it to real-life situations. Learning by doing is the backbone of the leadership and opportunities program at Redlands.

ATHLETIC ACTIVITIES

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

Off-Campus Study

GENERAL INFORMATION AND REGULATIONS

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

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

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

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

University students are eligible for up to two semesters of off-campus study. To qualify for participation in an off-campus program a student typically must be a junior or senior; carry a 3.00 GPA, both as an applicant and at the time the proposed study is to commence; and must demonstrate proper personal and academic preparation for the program. Any student accepted for a full-year program who fails to maintain good academic standing during the first term abroad may have University permission to participate in the second term rescinded.

All approved programs of off-campus study are offered to Redlands students at the current cost of room, board, tuition, and fees at the University of Redlands. The University, in turn, underwrites the direct and required program expenses of tuition, room, and board. Elective program choices (e.g. field trips, overloads, etc.) are the direct personal responsibility of the student. During the first term off campus, students retain all financial aid except work-study. Redlands financial aid may not be exported for a second term.

International Programs

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

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

As part of preparation for a semester abroad, students are responsible for arranging and paying for their own transportation to and from the study center. Programs that include transportation to the study site as part of the comprehensive program fee will be advised to bill the student directly for these charges. Both travel and academic plans must be approved by the dean of Special College Programs prior to departure.

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

Each year, some Redlands students determine that programs of study not included on this list are persuasively linked to their career or academic plans. In such cases, the student must propose and receive individual approval

from his or her major department advisor and the dean of Special College Programs. Such approval is conducted under the traditional calendar guidelines noted below.

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

Calendar

Students anticipating off-campus study must make a preliminary application no later than November 1 and complete all program application materials by December 1 of the preceding year. Approvals will normally be provided at the conclusion of the Interim semester.

Salzburg Semester

Director: Dr. James M. Fougerousse

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

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

- GERM 101s, 102s, 201s, 202s, or 301s
- IDS 240s Classical Themes in Contemporary Europe
- IDS 250s The Sites and Sounds of Salzburg: An Interdisciplinary Window on European Culture

The fourth course for music students will be applied music, and all other students will take IDS 270s Directed Study Project.

COURSE DESCRIPTIONS (IDS)

240S Classical Themes in Contemporary Europe. Fall (4), Interim (3), Spring (4).

Designed to enhance students' perspectives on European intellectual history and culture. Students will read works of drama, poetry,

and short fiction by European authors from ancient Greece to Twentieth-Century Austria. Themes that trace the traditions of Western culture are explored and discussed. EV and NU only.

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

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

270S Directed Study Project. Fall (4), Spring (4).

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

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

Students in the Music track will augment the above with four units of applied music, while students in the Humanities track will add to the above a four-credit Directed Studies Project (IDS 270s) initially designed with a faculty member on campus, but conducted and completed in Salzburg.

The Salzburg Semester offers a unified core of courses designed to build from each

Off-Campus Study

other while seeking to take advantage of the richness of the Salzburg environment. Extended field excursions to major European cities such as Rome and Florence are a significant part of the program.

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

Guest Students

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

Beyond the Salzburg Semester

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

Recognized Exchange Programs

The University of Redlands has established exchange agreements with the following institutions which allow for a student to study for a full year while retaining full financial aid at the University of Redlands.

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

choices in English, combined with residence hall living in this vibrant city makes for a rich study option in Hong Kong.

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

Institute for the International Education of Students

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

The School for International Training

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

School for Field Studies

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

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

The Institute for Study Abroad (ISA) and the Center for Education Abroad (CEA)

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

Tokyo

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

The Washington Semester and the Sacramento Semester Programs

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

Additional Off-Campus Study Opportunities

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

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

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

Individualized Study

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

Off-Campus Study

Interim Off-Campus Programs

Each January term, Redlands faculty generally offer a number of opportunities for international study. These programs change from year to year, but historically programs offered have included trips to continental Europe, London, Latin America, Africa, Asia, and the South Pacific. These offerings are extended to Redlands students at the cost of transportation, housing, and board. The curriculum is finalized in October each year and students enroll for the January term travel courses in November.

More Information

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

Course Numbering System

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

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

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

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

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

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

600–699 Graduate: Reserved for graduate students.

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

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

Course Frequency

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

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

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

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

Definition of an Academic Credit

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

Explanation of Course Markings

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

Schedule of Classes

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

Accounting

THE FACULTY*

Jeanne Neil

Stephen Welborn

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

THE MAJOR

The accounting major provides an opportunity to extend academic skills developed in the Liberal Arts Foundation to prepare for a specific professional career. Completion of the accounting major lays the foundation for obtaining professional designations such as Certified Public Accountant and Certified Management Accountant. In addition to preparing students for entry into the accounting profession, the accounting major also provides a foundation for pursuing careers in finance, investment, management, FBI, and the law.

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

Accounting coursework emphasizes critical analysis, problem-solving, reasoning, and communication. Internet research, writing, and presentation skills are developed across the program. The accounting major covers financial accounting for external reports, managerial accounting for internal decisions, auditing for assurance services, and tax for regulatory accounting.

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

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

Requirements

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

1. Introductory Related Field Courses

Note that these courses satisfy Liberal Arts Foundation requirements.

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

ECON 250 Principles of Microeconomics (SE)

ECON 251 Principles of Macroeconomics (SE)

MATH 121 Calculus I (MS2)

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

2. Advanced Related Field Requirements

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

Note: MATH 111 fulfills the Liberal Arts Foundation CA requirement.

BUS 353 Managerial Finance

BUS 459 Business Policy and Strategy

ECON 350 Intermediate Microeconomics

ECON 352 Industrial Organization and

Public Policy, or one of the following:

ECON 354, ECON 351, or BUS 354

3. Accounting Courses

ACCT 210 Principles of Financial Accounting and Reporting

ACCT 220 Principles of Managerial Accounting

ACCT 310–320 Intermediate Accounting I, II

ACCT 315 Advanced Managerial Accounting

ACCT 400–401 Financial Reporting Theory I, II

ACCT 410 Auditing

ACCT 415 Tax Accounting
 ACCT 421 Governmental and Not-for-Profit Accounting
 ACCT 425 Business Law
 ACCT 331 Accounting Information Systems

Minor Requirement

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

Sequence of Courses

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

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

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

Freshman Year

Fall

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

Interim

Liberal Arts Foundation course

Spring

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

Sophomore Year

Fall

Liberal Arts Foundation course
 Liberal Arts Foundation course
 Liberal Arts Foundation course
 ECON 251 (SE)

Interim

Volunteer Income Tax Assistance community service course (CSAC)

Spring

BUS 125, or one of the following: PSYC 100 or SOAN 100 (HB)
 Statistics: BUS 220, ECON 200, MATH 111, or MATH 311
 ACCT 210

THE MINOR

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

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

Internships

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

Study Abroad

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

Departmental Honors in Accounting

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

Accounting

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

COURSE DESCRIPTIONS (ACCT)

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

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

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

211 Financial Accounting Process. (1).

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

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

Analysis of financial and relevant non-financial information used in planning, motivating, evaluating, and controlling economic and behavioral concepts and quantitative techniques are integrated throughout. Topics: cost behavior, budgeting, analysis of variance, performance measurement, and pricing. Prerequisites: ACCT 210, ECON 250, and a department-approved statistics course. Corequisite: ECON 251. Pre- or co-requisite: any

Liberal Arts Foundation Human Behavior (HB) course.

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

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

315 Advanced Managerial Accounting. Fall (3).

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

331 Accounting Information Systems. Spring (4).

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

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

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

410 Auditing. Fall (4).

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

415 Tax Accounting. Fall (4).

Determination of federal and state income tax liability for individuals, corporations, and partnerships. Filing returns, paying taxes, and getting refunds. Legislative and judicial development of tax law. Legal recourse available to taxpayers. Prerequisites: ACCT 210, and senior standing, or permission. CSAC 380 VITA recommended.

420 Advanced Accounting. Spring (3).

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

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

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

425 Business Law. Fall (4).

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

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

Concentration on disclosure standards, differential effects of alternative accounting and reporting, management's choices of accounting and reporting policies, and interpretation of financial information. Analyses of the quality of reported earnings will be emphasized.

Prerequisites: ACCT 310 and BUS 353. Offered as needed.

469 Advanced Topics in Accounting. Fall (2–4), Interim (2–3), Spring (2–4).

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

489 Accounting Internship. Fall (1–3), Interim (1–3), Spring (1–3).

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

Art and Art History

THE FACULTY

John Brownfield
Stacy Kamehiro
Valerie Gilman
Penny McElroy

THE MAJORS

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

The Art History Major

- ART 100 Art Principles
- ART 120 or ART 121 Western art history
- ART 123 or ART 124 Non-Western art history
- ART 126 or ART 127 Asian art history
- Two art history courses at the 300 or 400 level
- ART 464 Topics in the Historiography and Methodology of Art History
- ART 496 Senior Project: Art History
- Two studio art courses

Students must develop a course of study in an art history concentration in consultation with an art history advisor.

The Studio Art Major

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

- ART 131 Drawing
- ART 132 2-D Design
- ART 133 3-D Design
- Two Art History courses
- ART 495 Senior Project: Studio Art
- ART 497 Professional Practices in the Visual Arts

Studio majors who plan to go to graduate school should seriously consider completing a minor in art history. Further, courses in other art forms are also recommended. Studio majors should try to include at least one course each in theatre, creative writing, and music during their college careers.

Ceramics Concentration

Required Courses:

- ART 140 Introduction to Ceramics
- ART 142 Ceramics: Raku or

ART 145 Introduction to Sculpture or
ART 265 Special Topics in Studio Art
(in ceramics) or
ART 365 Special Topics in Art and Art
History (in ceramics)

- ART 342 Intermediate Ceramics
- ART 442 Advanced Projects in Ceramics

Recommended Courses:

- ART 328 Art Since 1945
- Another art form which emphasizes color

Drawing and Painting Concentration

Required Courses:

- ART 131 Drawing
- ART 233 Painting
- ART 250 Life Drawing
- ART 333 Advanced Painting

Recommended Courses:

- ART 328 Art Since 1945
- One printmaking course

Graphic Design Concentration

Required Courses:

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

Recommended Courses:

- ART 135 Beginning Photography
- ART 158 Computer Graphics
- ART 227 History of the Graphic Arts
- ART 250 Life Drawing
- ART 358 Computer Illustration
- One printmaking course

Printmaking Concentration

Required Courses:

Three of four introductory printmaking courses:

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

Recommended Courses

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

Sculpture Concentration

Required Courses:

- ART 145 Introduction to Sculpture
- ART 140 Introduction to Ceramics **or** ART 265 Special Topics in Studio Art (in sculpture) **or** ART 365 Special Topics (in sculpture)
- ART 347 Intermediate Sculpture
- ART 447 Advanced Projects in Sculpture

Recommended Courses:

- ART 328 Art Since 1945
- Another art form which emphasizes color

THE MINORS

Art History Minor

- ART 100 Art Principles
- ART 120 **or** ART 121 Western art history
- ART 123 **or** ART 124 Non-Western art history
- ART 126 **or** ART 127 Asian art history
- Two art history courses at the 300 or 400 level
- One studio art course

The Studio Art Minor

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

Advanced Placement in Art

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

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

Departmental Honors

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

Fees

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

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

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

Time

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

Gallery Program

The Peppers Art Gallery features ongoing exhibits by recognized and emerging artists in a variety of media. Gallery talks by exhibiting artists are frequently featured.

COURSE DESCRIPTIONS (ART)

100 Art Principles. Fall (4) or Spring (4).

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

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

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

Art and Art History

120 Survey of Western Art I: Ancient to Medieval Art. Fall (4).

Slide lectures and discussions address the major works of art and architecture from Antiquity to the Gothic period. Focus on stylistic and thematic concerns in each historical epoch and cultural milieu. Issues of patronage, audience, technique, gender, cultural identity, interpretation, and aesthetic philosophy are addressed.

121 Survey of Western Art II: Renaissance to Modern Art. Spring (4).

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

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

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

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

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

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

Slide lectures and discussions explore the painting, sculpture, ceramics, and architecture of China, Korea, and Japan. Focus on the history of style and iconography, the religious and social functions of art, and cross-cultural influences on art production and meaning. Offered as needed.

127 Indian and Southeast Asian Art. Fall (4) or Spring (4).

Survey of the art forms and architectural monuments of India (and environs) and Southeast Asian cultures. Focus on the religious and political context of art production as well as style, function, iconography, and patronage. Offered as needed.

131 Drawing. Fall (4), Spring (4).

Skills of observation, representation, pictorial organization, perspective, and techniques with classic drawing materials are developed. NU or EV only.

132 2-D Design. Fall (4), Spring (4).

Students are acquainted with the structure that artists consider when creating two-dimensional images. The elements of pictorial composition (line, shape, space, color, value, and texture) are used in concert with the principles (unity/variety, balance/emphasis/rhythm, and proportion/scale) to create effective images. EV and NU only.

133 3-D Design. Fall (4), Spring (4).

Introduction to the visual language of sculptural form. Students create projects using a variety of 3-D media to explore the use of design elements (line, form, space, volume, light, texture, etc.) organizing principles (unity, balance, rhythm, etc.) and compositional structures in creating interesting and effective sculptural form.

135 Beginning Photography. Fall (4), Spring (4).

Introduction to black-and-white photography as an expressive and creative art. Students work with camera, film, and paper. Darkroom work (enlarging and developing) leads to the production of a portfolio of black-and-white fine prints. Some of the history of black-and-white photography is explored.

140 Introduction to Ceramics. Fall (4), Spring (4).

Introduction to the shaping of clay on the potter's wheel and by handbuilding techniques. High-fire glaze mixing and natural-gas stoneware firing are also taught.

142 Ceramics: Raku. Interim (3).

Mixed-level ceramics course focusing on Raku. Raku is a fast and active low temperature firing method using a post-firing combustion chamber and typically results in very active iridescent, crackle, and carbon black surface effects. Hand building and surface design will be emphasized. Offered as needed.

144 Ceramics without a Wheel. Interim (3).

Concentrated course on handbuilding techniques such as pinch, slab, and coil. Glazing and firing techniques for high-fire stoneware are also taught. Offered as needed.

145 Introduction to Sculpture.

Fall (4) or Spring (4).

Introduction to materials, concepts, and tools of sculpture. Techniques covered include carving construction and modeling.

150 Book Arts. Fall (4) or Spring (4).

Students explore various ways and means to create unique books. This includes learning to make paper by hand, book binding, an introduction to letterforms, pop-up construction, and theoretical and conceptual approaches to the multiple and sequential picture plane.

151 Printmaking: Etching.

Fall (4) or Spring (4).

Basic techniques of etching which involve drawing on a metal plate through an asphaltum ground. The plate is soaked in an acid bath and the drawing is "bitten" into the plate. The plate is subsequently inked and printed, using a press. Etching allows for rich line work and drawn textures. Offered in alternate years: 01F.

152 Printmaking: Lithography.

Fall (4) or Spring (4).

Basic techniques of plate and stone lithography, involving drawing on a slab of limestone with greasy inks and crayons. The drawing is fixed to the stone. The stone is inked and printed, using a printing press. Lithography can yield an impressive range of tones and subtle "watercolor" textures. Offered in alternate years.

153 Printmaking: Relief.

Fall (4) or Spring (4).

Basic techniques of relief printmaking: woodcut and linocut. This involves carving blocks of wood or linoleum. The parts of the block not cut away are inked and printed, using a press. Prints are characterized by vigorous carved textures and high contrast of values. Least technical of the printmaking mediums. Offered in alternate years: 01F.

154 Printmaking: Serigraphy.

Fall (4) or Spring (4).

Basic techniques of serigraphy (silkscreen printing). Various stencils applied to a fabric screen stretched across a wooden frame. The ink is squeezed through the stencil and screen, thus deposited on the paper underneath. Serigraphy is characterized by extensive use of color and allows for painterly or photographic approaches. Offered in alternate years: 02S.

158 Computer Graphics. Fall (4).

Use of the Macintosh computer to create digital art.

160 Art in Varying Locales. Interim (3).

Art appreciation course emphasizing the relationship of subjects studied to the cultural and historical settings that produced them. Offered as a travel course. Places visited will be announced during Fall semester preceding Interim. May be repeated for degree credit if a different country is visited. CN or EV only.

165 Special Topics.

Fall (2-4), Interim (2-3), or Spring (2-4).

Various offerings ranging from specialized studio workshop experiences to art history lecture series and seminars on selected topics. Lower-division.

224 History of American Art.

Fall (4) or Spring (4).

In-depth analysis of the art created in the United States from the Colonial era to the present. Study of primary and secondary texts and discussions addressing theoretical contexts of interpretation as well as cultural,

Art and Art History

political, and gender issues relevant to problems of interpretation. The relationship between American and European art history is analyzed. Prerequisite: ART 100 or permission. Offered as needed.

225 History of Renaissance Art.

Fall (4) or Spring (4).

In-depth study of the visual arts created in Europe between 1300 and 1500. Study of primary and secondary sources and discussions address cultural, political, and gender issues relevant to problems of interpretation. Includes an examination of the socio-economic, intellectual, and philosophical contexts of the visual arts. Prerequisite: ART 100 or permission. Offered as needed.

227 History of Graphic Arts.

Fall (4), Interim (3), or Spring (4).

Examination of significant concepts of form in relation to social and technological developments, and the varieties of style and techniques of expression in the graphic arts from prehistory to the present. Prerequisite: ART 100 or permission. Offered as needed.

233 Painting. Fall (4) or Spring (4).

Traditional and experimental approaches to painting are explored and basic skills developed. Attention given to appropriate selection and application of tools, materials, and techniques. Prerequisite: ART 131 or 132.

250 Life Drawing. Fall (2), Spring (2).

Intermediate-level drawing course. Drawing materials, techniques, and concepts. Intensive work with the human figure, working from live models. Prerequisite: ART 131. May be repeated for degree credit for a maximum of 12 credits.

251 Typography. Spring (4).

Book arts course with a focus on fine printing and the creation of editioned books that are works of art. Letterpress printing, typesetting by hand, papermaking, and book design are addressed. Prerequisite: ART 131 or 132 or 133.

252 Introduction to Graphic Design. Fall (4), Spring (4).

Introduction to technical and conceptual aspects of graphic design. Design principles and problem-solving processes are stressed. Students build illustration skills and sensitivity to type. Words and images are combined to create works of art. Basic work with the Macintosh included. Prerequisite: ART 131 or 132 or 133.

264 Special Topics in Art History. (2–4).

Topics of current interest in art history. Prerequisite: ART 100. May be repeated for degree credit for a maximum of 12 credits. Offered as needed. EV or NU only.

265 Special Topics in Studio Art. (2–4).

Various offerings in studio art—workshops and/or seminars. Offered as needed. Prerequisites: ART 131 or 132 or 133.

325 History of 19th-Century Art.

Fall (4) or Spring (4).

In-depth analysis of works of art created in Europe between 1775–1880. Primary and secondary texts focus on theory interpretation in the visual arts from the Rococo period to Impressionism. Prerequisites: ART 100 and ART 121, or permission. Offered as needed.

326 European Art: 1880–1940.

Fall (4) or Spring (4).

Analysis of the avant garde in Europe from Post-Impressionism to World War II. Both literary and visual texts are used to explicate the cultural and political agenda of movements such as Cubism, Dada, and Surrealism. The relationship between avant-garde practice and mainstream art institutions is analyzed. Prerequisites: ART 100 and ART 121, or permission. Offered as needed.

328 Art Since 1945. Fall (4) or Spring (4).

In-depth examination of the major developments in the visual arts of the contemporary era including abstract expressionism, minimalism, feminist art of the 1970s, and Post-Modernism. Primary texts for each major movement address issues of theory and critical responses. Feminist, semiotic, and

deconstructionist strategies of interpretation are employed. Prerequisites: ART 100 and ART 121, or permission. Offered as needed.

331 Advanced Projects in Drawing. Fall (2–4), Spring (2–4).

Advanced work in drawing media with emphasis upon the development of personal style. Prerequisites: ART 131, 132, and 133. EV or NU only.

333 Advanced Painting. Fall (4), Spring (4).

Advanced work in painting, with emphasis on development of personal style. Prerequisite: ART 131, 132, 133, and 233. May be repeated for credit with permission.

336 Intermediate Photography. Spring (3).

Sequel to ART 135, including intermediate-level camera and darkroom techniques and production of a portfolio of fine black-and-white prints. Exploration of materials including toners and hand coloring, and a discussion of contemporary trends and photographic criticism. Emphasis on development of personal vision. Prerequisites: ART 131, 132, 133, and 135. Offered as needed.

342 Intermediate Ceramics. Fall (4) or Spring (4).

Continuation of ART 140 with the emphasis of improving handbuilding and throwing skills, learning new techniques, and developing personal expression. Introduction to glaze chemistry and firing techniques. Students fire their own kilns. Prerequisites: ART 131, 132, 133 and 140. May be repeated for degree credit for a maximum of 12 credits.

347 Intermediate Sculpture. Fall (4) or Spring (4).

Further work in sculpture using advanced techniques including bronze or aluminum casting, welding, or stone carving. Emphasis on technical skills, concept development, and design. May be repeated for degree credit for a maximum of 8 credits. Prerequisites: ART 131, 132, 133 and 145.

352 Intermediate Graphic Design. Fall (4).

Further work in graphic design: words and images employed in functional art. Students work at developing personal visions and styles as graphic designers. Complete design process from concept through mechanicals is emphasized. Prerequisites: ART 131, 132, and 133.

358 Computer Illustration. Interim (3).

Intermediate-level course building on the student's skills in illustration using advanced techniques with Adobe Photoshop and Illustrator. Book, advertising, technical, editorial, and other specialized illustration functions covered. Emphasis on developing the student's individual style and statement within this medium. Prerequisites: ART 131; 132; 133; and ART 158 or 252.

361 Selected Topics in American and European Art. Fall (4), Interim (3), or Spring (4).

Changing topics in Western art reflecting the interests and/or field specialization of faculty and students. Selected topic is explored through lectures, readings, discussions, research projects, and field trips. Prerequisites: ART 100, and ART 120 or ART 121; or permission. May be repeated for degree credit given a different topic. Offered as needed.

362 Selected Topics in Asian Art. Fall (4), Interim (3), or Spring (4).

Changing topics in Asian art which reflect the interests and/or field specialization of faculty and students. Selected topic is explored through lectures, readings, discussions, research projects and field trips. Prerequisites: ART 100, and ART 126 or ART 127; or permission. May be repeated for degree credit given a different topic. Offered as needed.

363 Selected Topics in Non-Western Art. Fall (4), Interim (3), or Spring (4).

Changing topics in Non-Western art which reflect the interests and/or field specialization of faculty and students. Selected topics explored through lectures, readings, discussions, research projects and field trips. Prerequisites: ART 100, and ART 123 or ART

Art and Art History

124; or permission. May be repeated for degree credit given a different topic. Offered as needed.

365 Special Topics in Art and Art History. Fall (2–4), Interim (2–3), or Spring (2–4).

Topics of current interest in art and art history such as Art and Identity, Art and Memory, Portraiture Traditions in Cross-cultural Perspective, Museum Representations, Architectural History, and Art and Culture Contact. Prerequisite: junior standing or permission. May be repeated for degree credit given a different topic. Offered as needed.

433 Advanced Projects in Painting. Fall (2–4), Spring (2–4).

Advanced work in painting on the basis of individual course contracts. Intended for students with extensive prior coursework in painting. Prerequisite: ART 333 and permission.

442 Advanced Projects in Ceramics. Fall (4), Spring (4).

Continuation of techniques learned in previous classes with emphasis on development of an original body of work. Concentration on individual direction with a strong foundation in the craft of clay work. Prerequisite: ART 342. May be repeated for degree credit for a maximum of 8 credits.

447 Advanced Projects in Sculpture. Fall (4), Spring (4).

Advanced work on sculpture on the basis of individual course contracts. Intended for students with extensive prior coursework in sculpture. Prerequisite: ART 347 or permission of instructor.

450 Advanced Printmaking Workshop. Fall (4), Spring (4).

Advanced work in printmaking media. Individual course contracts and class assignments are negotiated with instructor. Emphasis on development of individual style and statement. Prerequisites: ART 131, 132, 133; and 151 or 152 or 153 or 154. May be repeated for degree credit with permission.

455 Advanced Design Workshop. Fall (4), Spring (4).

Advanced work in graphic design. Focus on refinement of technique and development of individual style and statement. Development of portfolio materials to prepare for graphic design job search. Prerequisite: ART 352

464 Topics in the Historiography and Methodology of Art History. Fall (4), Interim (3), or Spring (4).

Critical study of the various approaches to art history. Concentration may focus on one time period, the work of specific authors, or a particular methodology. Development of specialized research skills appropriate to particular periods and areas of specialization in the history of art. Prerequisite: junior or senior standing in the major, or permission. May be repeated for degree credit given a different topic. Offered as needed.

485 Program Internship. Fall (2–14), Interim (2–3), Spring (2–14).

495 Senior Project: Studio Art. Fall (2), Interim (3).

Opportunity for students to work independently on a culminating body of work in their concentration. Studio art work, if acceptable, is exhibited in the spring senior show. Prerequisite: senior standing. May be repeated for degree credit for a maximum of 5 credits.

496 Senior Project: Art History. Fall (1–4), Interim (1–3), and Spring (1–4).

Students participate in discussion about historical writing and work independently on a research paper in their area of concentration. Spring semester graduates should enroll for 1 credit in the Fall, 1 credit in the Interim, and 3 credits in the Spring. The variable credit option is provided for students graduating during the Fall or Interim semesters. May be repeated for degree credit for a maximum of 5 credits.

497 Professional Practices in the Visual Arts. Spring (2).

Students develop skills needed by practicing artists. Portfolio preparation; exhibition

planning and design; gallery systems; and job, grant, and graduate school applications are addressed. Prerequisite: senior standing or permission.

**498 Professional Practices in Art History.
Spring (2).**

Students develop skills needed to pursue careers in an art history-related field. These include, but are not limited to, researching graduate school and employment opportunities, preparing graduate school and job applications, writing and presenting scholarly papers, researching fellowship/funding sources, writing grant proposals, and developing advanced research skills. Prerequisite: junior standing or permission. Offered as needed.

Asian Studies

THE ADVISORY COMMITTEE

Sawa Becker, Sociology and Anthropology

Ben Dillow, Speech

Robert Eng, History

Lawrence Finsen, Philosophy

William Huntley, Religion

Xinyan Jiang, Philosophy

Yukiko Kawahara, Asian Studies

Michael Ng-Quinn, Government

Stacey Kamehiro, Art

Yasuyuki Owada, Anthropology, Emeritus

Mission Statement

The Asian Studies Program aims to cultivate a deeper understanding and appreciation of Asia's diverse cultures and contemporary social, political, and economic issues. It emphasizes interdisciplinary approaches, combining humanities and social sciences with particular emphasis on East Asia.

Asia is a multifaceted region made up of many cultures and languages. Distinctive traditions in art, literature, religion, and philosophy were developed through a long history. Hence, interactions with other regions and cultures are often dynamic and diverse. All this makes Asia a fascinating region to study and understand.

THE MAJOR

The following is required for the major: Fourteen courses including the completion of two semesters of the third-year level of Chinese or Japanese language courses counting as two courses.

The other twelve courses must be in at least two different disciplines. Three courses should be taken at the 300 or 400 level, in addition to the language courses.

A semester or year abroad from the list of places below.

A senior honors thesis or portfolio.

Honors

To be eligible for Asian Studies honors, a major must have at least a 3.45 cumulative

GPA and submit an honors thesis to three Asian Studies faculty members as thesis committee members. The honors thesis should be carefully discussed with all three members early in the semester and submitted at least one month before the end of classes in the semester in which the project is undertaken. The honors thesis provides an opportunity for a highly motivated and accomplished major to pursue a research project that is both meaningful to him/her and contributes to a common understanding of a significant issue or topic.

The Portfolio

If an honors thesis is not written, majors are required to submit a portfolio showing relationships between seven courses which show the depth of study. The portfolio may contain samples of term papers, examinations, journals, and essays. Each case requires a commentary of the context of the study of each course and suggestions as to how and why work undertaken, in some cases two of three years earlier, could be improved. The portfolio should suggest how these seven courses, when seen in the senior year, led to the growth and development of the student's undergraduate career.

Breadth courses for the Major and Minor:

ART 126 East Asian Art

ART 127 Indian and Southeast Asian Art

ART 142 Ceramics: Raku

ART 362 Selected Topics in Asian Art

ART 464 Topics in the Historiography and Methodology of Art History (when dealing with Asia)

AST 111 Introduction to Asian Literature

AST 160 Topics in Asian Studies

AST 255 Contemporary Japan

CHNS 101/102 Beginning Chinese (Mandarin)

CHNS 120 Chinese Calligraphy

CHNS 201–202 Intermediate Chinese (Mandarin)

GOVT 222 Asian Politics and Development

GOVT 242 Asian International Relations

GOVT 420 Advanced Seminar in Comparative Politics (when dealing with Asia)

GOVT 440 Advanced Seminar in International Relations (when dealing with Asia)
 HIST 141 Classical Asian Civilizations: China and Japan
 HIST 142 Modern Asian Civilizations: China and Japan
 HIST 240 Modern China
 HIST 241 Contemporary China: A Literary and Cinematic Perspective
 HIST 242 Modern Japan
 HIST 252 America and Asia
 HIST 343 China Since 1949
 HIST 344 The Pacific Rim: Economic Dynamism and Challenge for America
 JPNS 101/102 First-Year Modern Japanese
 JPNS 201/202 Second-Year Modern Japanese
 JPNS 301/302 Third-Year Modern Japanese
 PHIL 150 Introduction to Chinese Philosophy
 PHIL 160 Introductory Topics in Philosophy (when dealing with Asia)
 PHIL 360 Topics in Chinese Philosophy
 REL 125 World Religions
 REL 325 Japanese Religion and Arts
 REL 411 Masterpieces of Asian Literature
 SOAN 256 Japanese Society and Culture
 Other courses from study abroad, the Johnston Center, and First-Year Seminars may be contracted in fulfillment of the Asian studies major.

THE MINOR

The minor requires completion of at least one year in Chinese or Japanese language study consisting of two courses, and six other courses from the list above. Of the six courses, at least one must be taken at the 300 or 400 level, and the student must take courses from at least two disciplines other than language study.

Sequence of Study

First and Second Years: Language and breadth courses

Third Year: Study abroad: Japan, Hong Kong, China, Singapore, Malaysia, Nepal, Thailand, or India. Students who major or minor in Asian studies will find it especially useful to complement the courses above by a year or semester of study abroad. Many institutions in Asia and Australia have offerings in Asian studies. Among the more valuable

are the courses at Waseda University in Tokyo and Hokkaido University in Sapporo, the Institute for Educational Studies in Beijing, and Chung Chi College in Hong Kong. For work in Buddhism, consider the School for International Training programs in Thailand. For Tibetan studies, consider the programs in India and Nepal.

Fourth Year: Fall: The cross-cultural reflection and conceptualization of experiences abroad, definition of a research topic for the following Spring semester, and remaining depth courses.

Interim or Spring: Senior individualized study, to be supervised by a member of the advisory committee, leading to a thesis to be read by three faculty members or a portfolio of reflections on seven different courses with samples of examinations, essays, term papers, and/or journals.

COURSE DESCRIPTIONS

Asian Studies (A/ST)

111 Introduction to Asian Literature.

Fall (4), Interim (3), Spring (4).

Introduction to the literatures of Asia. Topics may vary between national literatures, genres, time periods, and thematic focus. Special attention to developing critical and analytical skills.

160 Topics in Asian Studies.

Fall (4), Interim (3), Spring (4).

Topics of current interest in Asian Studies. Course content varies from term to term. May be repeated for degree credit, given a different topic, for a maximum of 8 credits. Offered as needed.

255 Contemporary Japan. Spring (4).

Interdisciplinary study of Japanese society. Japanese values, perceptions, attitudes, and belief systems are explored and related to the economic, political, and social organization of the country. NU or EV only.

Asian Studies

Chinese (CHNS)

101–102 Beginning Chinese (Mandarin). Fall (4), Spring (4).

Chinese language for students with no previous Chinese experience. Introduction to basic Chinese conversation and the Chinese writing system.

120 Chinese Calligraphy. Interim (3).

Chinese characters as an art form, from basic strokes to various styles. No knowledge of Chinese language required. Not regularly offered. NU or EV only.

201–202 Intermediate Chinese (Mandarin). Fall (4), Spring (4).

Continuation of 101–102. Prerequisite: CHNS 101–102 or permission. NU only.

Japanese (JPNS)

101–102 First-Year Modern Japanese. Fall (4), Spring (4).

Introduction to basic modern Japanese conversation, grammar, reading, and composition. Development of oral and written communication in a cultural context.

201–202 Second-Year Modern Japanese. Fall (4), Spring (4).

Further instruction in modern Japanese conversation, grammar, reading, and composition. About 600 new Kanji will be introduced in addition to those taught in First-Year Modern Japanese. Prerequisite: JPNS 102 or equivalent.

301–302 Third-Year Modern Japanese. Fall (4), Spring (4).

Advanced course with readings in modern Japanese expository writings. The text draws from literary works designed to enhance students' familiarity with Japanese writings and thought. Prerequisite: JPNS 202 or equivalent.

Biochemistry and Molecular Biology

THE PROGRAM ADVISORS

Caryl A. Forristall, Biology

Linda A. Silveira, Biology

Daniel B. Wacks, Chemistry

THE PROGRAM

The Program in Biochemistry and Molecular Biology is designed to prepare students for careers in biochemistry and molecular biology, in the related fields of cell biology, microbiology, molecular genetics, or in the health sciences. Students who satisfactorily complete the following courses receive a bachelor of science degree with two majors, one in biology and one in chemistry.

Degree Requirements

To receive a B.S. degree, the student must complete:

BIOL 131 and 133 Principles of Biology

BIOL 235 Genetics

BIOL 240 Molecular Genetics

BIOL 338 Cell Biology

BIOL 343 Microbiology or BIOL 348

Developmental Biology

CHEM 345 Advanced Biochemistry or

BIOL 260 Topics in Biology or BIOL 360

Advanced Topics in Biology may be

substituted for BIOL 343 or BIOL 348

with permission from the departments of Biology and Chemistry

BIOL 344 Human Physiology or BIOL 334

Comparative Physiology

CHEM 131 and 132 General Chemistry

CHEM 231 and 232 Organic Chemistry

CHEM 320 Biochemistry

CHEM 330 Equilibrium and Analysis

CHEM 331 and 332 Physical Chemistry

CHEM 333 Spectroscopy Laboratory

CHEM 431 or 432 Advanced Laboratory

Either:

6 credits of BIOL 499 Honors Research
or 6 credits selected from one of the biology research courses (BIOL 403 to 460)
and one semester of BIOL 394 Biology Seminar and two semesters of BIOL 495 Senior Seminar

Or:

4 credits of CHEM 499 Honors Research or CHEM 378 Chemistry Research and three semesters of CHEM 394 Chemistry Seminar and one semester of CHEM 495 Senior Seminar

Research topics must be approved by the departments of Biology and Chemistry.

The Chemistry Department requires each major to take the Graduate Record Examination advanced test in chemistry, or the field examination for chemistry majors, and score in the twenty-fifth percentile or above.

Related Field Requirements

MATH 121 and 122

PHYS 220 and 221 (or PHYS 231 and 232)

Biology

THE FACULTY

Benjamin Aronson
James R. Blauth
Susan L. Blauth
Elaine S. Brubacher
Caryl A. Forristall
James R. Malcolm
Linda A. Silveira
Lowell Kent Smith

THE MAJOR

There are five categories of courses within the biology curriculum, each designed for different needs. The first group (BIOL 103 through 114) consists of courses for non-majors and may include consideration of scientific methodology as well as subject matter of interest to non-scientists. These courses may not be taken for credit toward the bachelor of science or bachelor of arts in biology.

The second category (BIOL 131, 133, 235, and 240) is part of both the major and minor requirements and consists of courses that introduce key aspects of biology.

Courses in the third group (BIOL 260 through 360) are designed to provide a firm foundation in basic sub-disciplines. By careful selection with a faculty advisor, students can tailor a program to fit individual career goals. Most of the courses in this category have prerequisites and are taken by majors, but non-majors who have the prerequisites often enroll.

The fourth category (BIOL 403 through 460) provides an opportunity for biology majors to take part in research under faculty supervision. A two-semester sequence is required of all B.S. majors except those taking departmental honors (BIOL 499).

In courses in the fifth category, the biology seminars (BIOL 394, 495–496), junior and senior students learn about careers in biology, research methods, and present and share the results of their research.

Bachelor of Science Requirements

To receive a B.S. degree, the student must complete:

BIOL 131 and 133 Principles of Biology
BIOL 235 Genetics or BIOL 240 Molecular Genetics

Six additional courses from BIOL 235–360 (except 341), by contract with department faculty

BIOL 394 Biology Seminar, BIOL 495–496 Senior Seminar

6 credits of coursework selected from BIOL 403 through 460, or departmental honors project work (BIOL 499)

Related Field Requirements

CHEM 131–132; 231–232

MATH 121–122

PHYS 220–221 or 231–232

Degree contracts must be approved by the end of the second semester of the junior year or, in the case of upper-division transfer students, the end of the first semester of residence.

Bachelor of Arts Requirements

Students who are not planning to take post-graduate work in biology may wish to consider the bachelor of arts in biology combined with a major or minor in another discipline. To receive a B.A. degree, the student must complete:

BIOL 131 and 133

BIOL 235 or 240

CHEM 131–132; 231–232

PHYS 220–221 or 231–232

Three additional courses from BIOL

235–360 (except 341), by contract with department faculty

BIOL 394 Biology Seminar, BIOL 495–496 Senior Seminar

Completion of Senior Seminar Capstone Project

Degree contracts must be approved by the end of the second semester of the junior year, or the end of the first semester of residence in the case of upper-division transfer students.

Program in Biochemistry and Molecular Biology

Please see the Biochemistry and Molecular Biology section of this *Catalog*.

Premedical and Other Health Professions

Premedical students should refer to the Premed Program description in the Integrated Programs of Study section of this *Catalog*.

Teaching Credential Subject Matter Program in Biology

Students who wish to be certified to teach science must pass the PRAXIS, SSAT, and CBEST examinations. The best preparation for the examinations is a B.S. or B.A. in biology or another science. Students should meet with an advisor in the School of Education for information concerning certification and the teacher preparation program. Most students complete the teacher preparation program, including student teaching, during a fifth year after graduation. Please refer to the School of Education section of this *Catalog* for a more detailed list of requirements.

THE MINOR

To earn a minor in biology, students must complete:

BIOL 131 and 133;

BIOL 235 or 240;

Three additional courses from BIOL

235–360 (except 341), by contract with department faculty.

Advanced Placement in Biology

For students not majoring in biology, those who earn a score of three or four on the Advanced Placement Test receive 4 credits and MS3 credit for the LAF requirements. Those who earn a score of five on the Advanced Placement Test receive 4 to 6 credits and MS3 and/or MS1 for the LAF requirements.

For students majoring in biology, a score of three receives 4 credits, depending upon an evaluation of AP essays, the high school record of study, and an interview with department faculty. A score of four or five receives 4 to 8 credits as determined by evaluation of AP essays, high school record of study, and an interview with department faculty.

Departmental Honors

The Department of Biology offers the opportunity for honors research to those outstanding

biology majors desiring to undertake substantive original research during their senior year. Application to pursue honors must be made to the Biology Department during the second semester of the junior year. Students selected for honors will carry out, with the guidance of a member of the department faculty or other departmentally approved professional, an empirical research project that includes:

- problems definition and experimental design;
- literature search;
- laboratory or field data collection and analysis;
- preparation of a manuscript suitable for submission to a selected journal;
- a public presentation and defense of the project before an examining committee consisting of members of the department and at least one person outside the department.

More specific guidelines regarding format and a timetable for completion of honors projects are available from the Biology Department.

To be awarded honors, students must complete all components of the project as outlined above at a level of academic performance acceptable to the examining committee.

Study Abroad

Students wishing to study abroad for a semester or two can usually do so by careful scheduling, arranged with the help of their faculty advisors.

COURSE DESCRIPTIONS (BIOL)

103 Issues and Techniques in Genetic Engineering. Fall (4), Interim (3), Spring (4).

Explanation of current developments in modern molecular biology that affect the lives of non-scientists. Topics such as DNA testing and genetically engineered foods, vaccines, and drugs are discussed. Provides basic information about DNA and an opportunity to perform techniques used in genetic engineering. Offered as needed. NU or EV only.

Biology

106 The Nature of Life.

Fall (4), Interim (3) or Spring (4).

Nonteological account of life using concepts about genes, protein synthesis, reproduction, sex, and evolution. Three hours lecture. NU only. Offered as needed.

107 Concepts of Biology.

Fall (4), Interim (3) or Spring (4).

Exploration of various concepts selected from evolution, ecology, genetics, physiology, morphology, development, and behavior. Four hours lecture and laboratory.

108 Nature Study. Fall (4) or Spring (4).

Biological phenomena observable in natural flora and fauna including ecology, behavior, life cycles, and evolution. Emphasis on understanding plants and animals observed in nature. Four hours lecture and discussion.

109 Contemporary Issues in Ecology.

Fall (4), Interim (3) or Spring (4).

Environmentally oriented issues of current concern as they relate to fundamental generalizations about ecology. Sharpens the layman's critical powers of observation and analysis and provides tools for intelligent decision-making. Three hours lecture, three hours lab. Offered as needed.

114 Bioethical Issues.

Fall (4), Interim (3) or Spring (4).

Current ethical issues in medicine including abortion, euthanasia, genetic manipulation, research consent, and allocation of medical resources are examined through analysis of relevant cases. Offered as needed.

130 Invitation to Biology.

Fall (1), Spring (1).

Biology is the largest and most rapidly expanding science. This course provides an introduction to the scope and methods of modern biology. Offered as needed. CN or EV only.

131–133 Principles of Biology.

Spring (4), Fall (4).

Introduction to the study of life from molecules, cells, and genes, to functioning organisms

in their environments. Laboratory work emphasizes quantitative data collection and analysis while introducing students to biochemical, genetic, physiological, and field techniques. Prerequisite for BIOL 131: CHEM 131 or permission. Prerequisite for BIOL 133: BIOL 131 or permission. NU or EV only.

235 Genetics. Fall (4), Spring (4).

Genetics above the molecular level including life cycles, patterns of inheritance, genic balance, crossing over, evolution, populations, probability, linkage, and pedigree analysis. Three hours lecture, three hours laboratory. Prerequisite: BIOL 131.

240 Molecular Genetics.

Fall (4) or Spring (4).

Aspects of molecular biology and genetics, focusing on the molecular basis of heredity and genetic engineering. Laboratory includes molecular and biochemical techniques. Three hours lecture, three hours laboratory. Prerequisite: BIOL 131. NU or EV only.

260 Topics in Biology.

Fall (1–4), Interim (1–3), Spring (1–4).

Topics of current interest in biology are covered. Prerequisite: permission. Offered as needed.

331 Ecology. Fall (4) or Spring (4).

Analysis of the biotic and abiotic factors controlling the distribution and abundance of plant and animal species. Emphasis on ecological relationships of individuals and populations. Three hours lecture, three hours laboratory. Prerequisite: BIOL 133. Offered in alternate years.

334 Comparative Physiology.

Fall (4) or Spring (4).

Comparison at the cellular, organ, and whole animal levels of physiological adaptations exhibited by various invertebrate and vertebrate animals, including humans. Three hours lecture, three hours laboratory. Prerequisite: BIOL 133. Offered as needed.

336 Botany. Fall (4) or Spring (4).

Comprehensive exploration of plants from cellular to organismal level. Topics include anatomy, morphology, fundamentals of physiology, and systematics. Labwork and fieldwork are stressed. Three hours lecture, three hours laboratory. Prerequisites: BIOL 131 or sophomore standing. Offered as needed. NU only.

337 Vertebrate Anatomy.**Fall (4), Interim (3) or Spring (4).**

Comparative study of vertebrates as whole organisms. Laboratory work is entirely devoted to anatomical structure. Lectures primarily cover morphology and evolution. Six hours laboratory/lecture. Offered in alternate years.

338 Cell Biology. Fall (4), Spring (4).

Structure and function of cells, with emphasis on events outside the nucleus. Study of cytoskeleton, bioenergetics, intracellular communication, control of cell division, and sorting of proteins to appropriate organelles. Laboratory includes fluorescence microscopy, *in vitro* reconstitution of cellular processes, and subcellular fractionation. Three hours lecture, three hours laboratory/discussion. Prerequisites: BIOL 131–133 and 235 or 240, or permission. BIOL 240 recommended. Offered in alternate years.

339 Zoology. Fall (4) or Spring (4).

Investigation of the major animal phyla, illuminating the widely different ways in which functioning animals are constructed. Emphasis on protozoans and arthropods. Dissection is involved. Experience in recognizing and culturing invertebrates. Six hours laboratory/lecture. Prerequisites: BIOL 131–133. Offered as needed.

340 Conservation Biology.**Fall (4), Interim (3) or Spring (4).**

Analysis of the ecology, population biology, and behavior that is needed to understand the process of extinction. Prerequisites: BIOL 131–133, or permission. Offered as needed.

341 Observations in the ER.**Fall (1), Spring (1).**

Provides an opportunity to observe in the emergency room at Loma Linda University Medical Center or Arrowhead County Hospital, and to explore some of the issues generated by those observations. May be repeated for degree credit up to 2 credits, with preference given to non-repeating students. CN only.

343 Microbiology. Fall (4) or Spring (4).

Study of microorganisms: their structure, taxonomy, metabolism, genetics, and interactions with humans. Laboratory includes cell culture, microbe isolation and identification, and bacterial genetics. Six hours lecture/laboratory. Prerequisites: BIOL 131–133 and 235 or 240, or permission. Offered as needed.

344 Human Physiology. Fall (4), Spring (4).

Functioning of the human body at the cellular, systems, and whole animal level. Emphasis on nervous, endocrine, renal, and cardio-vascular systems and their interrelationships. Analysis of research papers. Prerequisites: BIOL 131–133. NU or EV only. Offered as needed.

345 Immunology. Fall (4).

Study of the physiological, molecular, and cellular basis of host defense. Emphasis will be on the human immune system and its pathogens. Diseases of the immune system, such as diabetes, multiple sclerosis, lupus, and AIDS will also be examined. Prerequisites: BIOL 131, 133, and BIOL 235 or 240.

346 Aquatic Biology. Interim (3).

Ecology, ecological physiology, and natural history of selected aquatic organisms. Biology of rivers, lakes, and the marine intertidal and subtidal zones. Introduction to physical oceanography, limnology and potamology. Implications for water pollution control, water resource development, and water-related human activities. Field trips. Two hours lecture, six hours laboratory. Recommended: BIOL 331, 336, 339. Offered in alternate years.

Biology

348 Developmental Biology. Spring (4).

Descriptive and experimental approach to the development of selected vertebrate and invertebrate animals from fertilization through aging. Three hours lecture, three hours laboratory. Prerequisites: BIOL 131, 133, and BIOL 235 or 240; or permission. Offered as needed.

352 Animal Behavior. Fall (4), Spring (4).

Evolution of social behavior, with an emphasis on the ecological factors that mold species' social organization. Three hours lecture, three hours laboratory. Prerequisite: BIOL 133 or permission. Offered as needed.

353 Biological Evolution. Fall (4), Spring (4).

Analysis of the status of neo-Darwinism, emphasizing areas of controversy. Essays and problem sets provide training in evolutionary reasoning. Three hours lecture. Prerequisites: BIOL 133 and 235 or permission. Offered as needed.

354 Environmental Science. Interim (3).

Advanced review of selected environmental problems and the scientific and technical approaches to their solution or amelioration; interdisciplinary and holistic thinking is emphasized. Case studies. Two hours lecture, six hours laboratory/discussion. Prerequisites: junior or senior standing and permission. Offered in alternate years 03I.

355 History and Philosophy of Biology. (4).

Origin and development of biological concepts. Three hours lecture/discussion. Prerequisite: 18 credits of biology courses. Not regularly offered.

356 Plant Physiology.

Exploration of plant function at the cellular, tissue, and whole organism level, with emphasis on interactions with environment. Topics include plant-water relations, nutrition, energy and carbon cycling, development, and stress physiology. Analysis of research papers. Three hours lecture, three hours laboratory. Prerequisites: BIOL 131–133, CHEM 131–132; CHEM 231 recommended. EV or NU only. Offered as needed.

360 Advanced Topics in Biology.

Fall (4), Spring (4).

Recent research developments in biology. Topics vary with semester. Examples include Human Genetics, Developmental Genetics, and Cell Regulation. Emphasis on the use of molecular techniques and the interconnections of fields commonly divided into separate courses. Prerequisites: BIOL 235, BIOL 240, and permission. May be repeated for degree credit for a maximum of 8 credits with the instructor's permission. Offered as needed. EV or NU only.

394 Biology Seminar. Spring (0).

Recent advances in biology presented in a seminar format by Redlands faculty, seniors, and visiting scholars. CN only.

403 Research in Molecular and Cellular Biology. Fall (1–3), Interim (1–3), Spring (1–3).

Genes, proteins, and cellular processes studied through experimental work. Three hours laboratory/discussion; three hours independent work. Prerequisite: permission. May be repeated for degree credit for a maximum of 6 credits. NU or EV only. Offered as needed.

404 Research in Evolution and Behavior of Vertebrates. Fall (2–3), Interim (1–3), Spring (2–3).

Evolution and/or behavior of selected vertebrates studied through experimental work. Three hours laboratory/discussion; three hours independent work. May be repeated for degree credit. Prerequisites: BIOL 235 and permission. Offered as needed.

405 Research in Molecular Biology of Development. Fall (3), Interim (1–3), Spring (3).

Research in developmental biology of vertebrate embryos using molecular and embryological techniques. Three hours laboratory/discussion, three hours independent work. Prerequisite: permission. May be repeated for degree credit for a maximum of 6 credits. Offered as needed. EV or NU only.

406 Research in Biosystems Modeling.**Fall (2–3), Interim (0–2), Spring (2–3).**

Analysis modeling and simulation of biological systems, with emphasis on use of computers. Applications to actual design and planning projects. Two hours lecture, three hours laboratory. May be repeated for degree credit. Prerequisite: permission. Offered as needed.

408 Research in Physiology of Vertebrates.**Fall (2–3), Interim (0–2), Spring (2–3).**

Physiological analysis of selected vertebrate systems studied through experimental work. Three hours laboratory/discussion, three hours independent work. Prerequisites: BIOL 334 or 344 or permission. Offered as needed.

460 Research Topics in Biology Fall (1–3),**Interim (1–3), Spring (1–3).**

Selected areas of biology studied through experimental work. Areas selected range from the molecular cellular level, to plants and animals, to ecology and the environment. Three hours laboratory/discussion, three hours independent work. May be repeated for degree credit for a maximum of 6 credits. Offered as needed. EV or NU only.

495–496 Senior Seminar.**Fall (1), Spring (1).**

In the fall, the course covers research techniques and preparation for employment. In the spring seniors present their capstone projects (B.A.), senior research (B.S.), or honors projects. CN only.

Business Administration

THE FACULTY*

Frank Marvasti
Jack L. Osborn
Mara B. Winick

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

THE MAJORS

The department offers a bachelor of arts and a bachelor of science in business administration. A major begins in the junior year after students have obtained written permission. A cumulative GPA of 2.7 (B-) on a 4.0 scale is expected, and students must have completed the requisite college freshman and sophomore courses, as shown below under "Sequence of Courses." Transfer students should consult their advisors as soon as possible, as many of the classes have prerequisites.

The Bachelor of Arts in Business Administration

This program is intended for students who have an interest in a second major other than business administration. The program is less concentrated than the bachelor of science, allowing students to pursue another major at the same time as the business requirements.

Requirements

1. Introductory Courses

The following courses are prerequisites to the required major courses, and some also satisfy Liberal Arts Foundation requirements. In addition, the department recommends that business majors take BUS 125 Behavioral and Historical Foundations of Organizations, which will also satisfy the Human Behavior (HB) requirement.

Prerequisites:

ACCT 210 Principles of Financial
Accounting and Reporting
ACCT 220 Principles of Managerial
Accounting
BUS 220 Statistical Analysis and Research
Methods in Business and Management
or

ECON 200 Introduction to Statistical
Methods
ECON 250 Principles of Microeconomics
ECON 251 Principles of Macroeconomics

2. Business Administration Core Courses

BUS 310 Principles of Management and
Organization Behavior
BUS 331 Principles of Marketing
BUS 353 Managerial Finance
BUS 355 Decision Support Systems or
BUS 458 Management Science
BUS 442 Theories of Organization or
BUS 446 Human Resource Management
BUS 459 Business Policy and Strategy

3. Second Major Requirement

A second major must be chosen from outside the department. In addition, students are encouraged to take elective courses in business, mathematics, government, sociology, and psychology.

The Bachelor of Science in Business Administration

This program provides an emphasis in management. It is intended for students desiring a concentrated course of study in business-related areas and requires additional coursework at an advanced level in related fields. Completion of the program prepares students for graduate study in business and for management careers in the public or private sectors.

Requirements

1. Introductory Courses

The following courses are prerequisites to the required major courses. Some also satisfy Liberal Arts Foundation requirements. In addition, the department recommends that business majors take BUS 125 Behavioral and Historical Foundations of Organizations, which also will satisfy the Human Behavior (HB) requirement.

Prerequisites:

ACCT 210 Principles of Financial Account-
ing and Reporting

ACCT 220 Principles of Managerial Accounting
BUS 220 Statistical Analysis and Research Methods in Business and Management
or
ECON 200 Introduction to Statistical Methods
ECON 250 Principles of Microeconomics
ECON 251 Principles of Macroeconomics

2. Business Administration Core Courses

BUS 310 Principles of Management and Organization Behavior
BUS 331 Principles of Marketing
BUS 333 Consumer Behavior
BUS 353 Managerial Finance
BUS 355 Decision Support Systems
BUS 442 Theories of Organization
BUS 446 Human Resource Management
BUS 458 Management Science
BUS 459 Business Policy and Strategy

3. Advanced Elective Courses

With department approval majors must take at least four advanced elective courses during the junior and/or senior year. At least two of these courses should be from the business administration course offerings. Below is a list of advanced electives.

ACCT 315 Advanced Managerial Accounting
ACCT 425 Business Law
BUS 311 Business and Society
BUS 335 Global Marketing
BUS 336 International Business
BUS 354 Investments and Corporate Finance
ECON 322 International Trade
ECON 323 International Finance
ECON 331 Business Cycles and Economic Forecasting or ECON 351 Intermediate Macroeconomics
ECON 350 Intermediate Microeconomics
ECON 352 Industrial Organization and Public Policy
ECON 353 Economics of Labor
ECON 354 Public Finance
GOVT 344 International Law and Organization
MATH 301 Mathematical Consulting

PSYC 300 Research Methods
PSYC 349 Social Psychology
PSYC 435 Cross-cultural Psychology
SOAN 315 Research Methods in the Social Sciences
SOAN 340 Capitalism and Social Change
SOAN 351 Mapping Solutions to Environmental Problems
SOAN 426 Political Economy

Other upper-division courses may be substituted upon recommendation of the student's advisor. This list is subject to change, and not every course is offered every year.

Sequence of Courses for Business Administration Majors

As a rule, students will not be permitted to register for courses in the business department before the junior year. The exceptions are BUS 125, which should be taken in the freshman year, and BUS 220 and ACCT 210, which should be taken in the sophomore year.

The chart below shows a recommended course sequence for the first two years for all business majors. Variation is possible, but in general the courses listed must be taken before the junior year.

Freshman Year

Fall

First-year seminar
Liberal Arts Foundation Courses

Interim

Liberal Arts Foundation Course or CSAC

Spring

Liberal Arts Foundation Courses
ECON 250 (SE)

Sophomore Year

Fall

Liberal Arts Foundation Courses
BUS 125 or PSYC 100 or SOAN 100 (HB)
ECON 251 (SE)

Interim

Liberal Arts Foundation Courses

Spring

Statistics (BUS 220, ECON 200, or MATH 111)
ACCT 210
Liberal Arts Foundation Courses

Business Administration

The Bachelor of Science in Environmental Management

This is a joint degree offered in cooperation with the Environmental Studies program. The following courses satisfy the business requirements or electives for this degree:

ACCT 210 Principles of Financial Accounting and Reporting
ACCT 220 Principles of Managerial Accounting
BUS 220 Statistical Analysis and Research Methods in Business and Management
BUS 316 The Regulatory Environment of Business
BUS 353 Managerial Finance
BUS 458 Management Science
ECON 250 Principles of Microeconomics
ECON 251 Principles of Macroeconomics
ECON 300 Introduction to Econometrics
ECON 355 Environmental and Resource Economics

For more information, please refer to the Environmental Studies section of this Catalog.

THE MINOR

The following courses are required for a minor in business administration. Each course has prerequisites. The prerequisites must be completed before starting the minor.

ACCT 210 Principles of Financial Accounting and Reporting
ACCT 220 Principles of Managerial Accounting
BUS 310 Principles of Management and Organization Behavior
BUS 331 Principles of Marketing
BUS 353 Managerial Finance

Internships

The department encourages business administration juniors and seniors to consider internships as opportunities to enhance their academic program. Internships allow students to explore career possibilities and integrate classroom learning with practical experience. Students should contact their faculty advisors for more information. To receive academic credit for any internship, business students must

complete additional academic assignments outside the experience.

Study Abroad

Study abroad can greatly enhance the undergraduate experience for business students. The department encourages study abroad as well as advance planning for doing so. Early consultation with an advisor will allow for meaningful integration one ones international and university study.

Departmental Honors

Applications are accepted in the junior year from majors of high academic achievement who desire to work toward departmental honors. Successful applicants will work one-on-one with a member of the business faculty to complete a research project. To qualify for honors, a student must complete an honors project within the department.

COURSE DESCRIPTIONS (BUS)

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

125 Behavioral and Historical Foundations of Organizations. Fall (4), Interim (3), Spring (4).

Fundamentals of behavior explored via cultural history. Two lenses, one historical and one psychological, are used to explore the development of consumerism in America. These lenses provide students with a behavioral understanding of the historical beginning of corporate America.

220 Statistical Analysis and Research Methods in Business and Management. Fall (4) or Spring (4).

Descriptive and inferential statistics including frequency distribution, graphing techniques, sampling methods, correlation, regression and forecasting, probability theory, hypothesis testing, and confidence intervals as applied to typical management decisions requiring quantitative analysis. Prerequisite: MATH 101 or MATH 121. Offered as needed. NU only.

269 Special Topics in Business.

Fall (2–4), or Interim (2–3), or Spring (2–4). Reflection of various issues and trends in business. Topics may vary from offering to offering. Prerequisite: permission. May be repeated for degree credit given a different topic, for a maximum of 8 credits. Offered as needed.

310 Principles of Management and Organization Behavior. Fall (4), Spring (4).

Dynamics of individual and group behavior are explored, in addition to selected topics of entrepreneurship, technology, and strategic planning. Students are asked to view the internal workings of organizations as well as to consider organizations in a larger, more global context. Classic and modern texts are used. Prerequisites: ACCT 210, an approved course in HB, and junior standing.

311 Business and Society. Fall (4) or Interim (3) or Spring (4).

Management and its social environment, managerial ethics, and ethical dilemmas. Topics include stakeholder analysis, social and organizational values, planning and organizing for social response, community relations, normative philosophy, ethics and organizational responsibilities, and ethics and individual decision-making. Prerequisites: BUS 310 and 331. Offered as needed.

316 The Regulatory Environment of Business. Fall (4) or Interim (3) or Spring (4).

Analysis of social, legal, political, and economic variables influencing development of the regulatory environment of business in the United States. Prerequisites: BUS 310, ECON 250, ECON 251, and junior standing. Offered as needed.

331 Principles of Marketing. Fall (4), Spring (4).

Marketing concepts with emphasis on marketing management. Includes a thorough study of the consumer, market institutions, and functions. Prerequisites: ACCT 210, a department-approved statistics course, and junior standing.

333 Consumer Behavior. Fall (4), Spring (4).

Exploration of the behavior of consumers and buyer behavior in general, stressing individual issues, social/cultural influences, decision-making processes, and related market research. Prerequisites: BUS 331 and a department-approved statistics course.

335 Global Marketing. Fall (4) or Interim (3) or Spring (4).

Examination of the special marketing problems of international operations. Areas examined include setting international marketing objectives, developing strategies, foreign market selection, adaptation of products, foreign distribution, promotion in international markets, systems of international marketing organization, information gathering, planning, and control. Prerequisites: BUS 310, BUS 331. Offered as needed.

336 International Business. (4).

Problems of functional areas of business—with emphasis on management, marketing, and finance—when transplanted abroad. Case studies illustrate methods and strategies for international operations. Prerequisites: BUS 310, 331, 353. Offered as needed.

353 Managerial Finance. Fall (4), Spring (4).

Study of financial planning and analysis, taxation, capital budgeting, risk and cost of capital, cash flow analysis, management of working capital and long-term funds, dividend policy and valuation. Prerequisites: ACCT 220, ECON 250, 251, and a department-approved statistics course.

354 Investments and Corporate Finance. (4).

Security valuation, investment timing, analysis of stocks and bonds, and portfolio management. Emphasis on fundamental analysis of investment expenditures and capital budgeting of industries and firms. Prerequisite: BUS 353 or permission. Offered as needed.

355 Decision Support Systems. Fall (4), Spring (4).

Research methods and quantitative models used in the support of management decisions. Survey and application of computer technology

Business Administration

used in management information systems. Emphasis on judgment in assessing appropriateness of techniques and information supporting decisions. Prerequisites: ACCT 220, completion of the MS requirement, and junior standing.

442 Theories of Organization. Fall (4).

Theories of organization, design of organizations, and organizational phenomena and their effects on management and society. Examination of micro and macro concepts and underlying research. Prerequisites: BUS 310, senior standing, or permission.

446 Human Resource Management. Fall (4), Spring (4).

Issues in work-force management including staffing, employment equity, performance appraisal, compensation, employee benefits, training, and development. Prerequisites: BUS 310, senior standing, or permission.

458 Management Science.

Fall (4) or Spring (4).

Various techniques of management science and the philosophy of approaching a problem in a logical manner. Topics include decision analysis, forecasting, linear programming, integer programming, network models, queuing theory, computer analysis, simulation,

break-even analysis, calculus-based problem analysis, and case studies. Prerequisites: an approved statistics course, completion of MS2 requirement, and junior standing. NU only. Offered as needed.

459 Business Policy and Strategy. Spring (4).

Capstone analysis with emphasis on general management issues and dilemmas businesses face in qualitative and quantitative evaluation of performance. Prerequisites: BUS 353. Senior business administration and accounting majors only.

469 Advanced Topics in Business.

Fall (2–4), Interim (2–3), Spring (2–4).

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

489 Business Administration Internship.

Fall (1–3), Interim (1–3), Spring (1–3).

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

THE FACULTY

J. Henry Acquaye
Teresa L. Longin
Barbara Murray
Jodye Selco
David P. Schrum
David P. Soulsby
Daniel B. Wacks

THE MAJORS

Bachelor of Science Requirements

CHEM 131–132

CHEM 231–232

CHEM 330; 331; 332; 333; 431 or 432

One additional course numbered above 300

Completion of a research project (4 credits of CHEM 378 or 499)

Four semesters of chemistry seminar (3 semesters of CHEM 394 and one semester of CHEM 495), and a satisfactory thesis

During the senior year, each major must also take either the Graduate Record Examination advanced test in chemistry or the major field examination for chemistry and score at the twenty-fifth percentile or above on either examination.

Related Field Requirements

MATH 121, 122 (MATH 221 and 235 or 241 are recommended.)

PHYS 231, 232, and 233 (or PHYS 220–221)

Recommended: CS 100 or 101 or 110

Recommended: SPCH 110 or 115 or 120

THE ACS-APPROVED MAJOR

The Chemistry Department is accredited by the American Chemical Society (ACS). To be certified as having met the requirements for professional training in chemistry established by the Committee for Professional Training of the ACS, a student must complete the following courses in addition to completing the Bachelor of Science requirements and related field requirements described above: both CHEM 431 and 432, CHEM 320, CHEM

445, and one additional course numbered above 300 (CHEM 345, 425, or 460). Related area requirements: MATH 121, 122, 221, and 235 or 241; PHYS 231, 232, and 233 (258 is recommended); CS 100 or 101 or 110 is recommended.

Program in Biochemistry and Molecular Biology

Please see the Biochemistry and Molecular Biology section of this *Catalog*.

Teaching Credential Subject Matter Program in Chemistry

Students who wish to be certified to teach science must pass the PRAXIS, SSAT, and CBEST examinations. The best preparation for the examinations is a B.S. in chemistry or another science. Students must meet with the director of the Center for Science and Mathematics and an advisor in the School of Education for information concerning certification and the teacher education preparation program. Most students complete the teacher preparation program, including student teaching, during a fifth year after graduation. Please refer to the School of Education section of this *Catalog* for more details.

THE MINOR

To earn a minor in chemistry students must complete the following courses:

CHEM 131–132

CHEM 231–232

At least two other courses (totaling at least 6 credits) chosen from the following:

CHEM 320, 330, 331, 333, 332, 345, 425, 431, 432, 445, or 378 (up to 4 credits).

Advanced Placement in Chemistry

Students who receive a score of three on the Advanced Placement Test will be offered credit for CHEM 131. Those who receive a score of four or five may earn 6–8 credits as determined by faculty interview.

Study Abroad

Studying chemistry in another country gives a student the opportunity to experience different scientific and cultural viewpoints, as well as providing exposure to a different style

Chemistry

of education. It can be a valuable experience, one that develops maturity and greater independence. Most international programs require junior standing and at least a 3.00 GPA. Careful advanced planning is necessary to integrate chemistry courses taken abroad with those taken at Redlands. Consult an academic advisor in the Chemistry Department and contact the Office of Special College Programs for advice and information.

Departmental Honors

Every chemistry major must undertake a research project and complete a senior thesis. The Chemistry Department seeks to recognize academic excellence and outstanding achievement in undergraduate research by encouraging chemistry majors with strong academic records to present their senior thesis work for honors in chemistry.

To apply for honors, a student must have a minimum GPA of 3.45 (cumulative or in chemistry), complete a written thesis, and pass an oral examination on the thesis.

Research in the Chemistry Department

The faculty of the Chemistry Department pursue research on a wide variety of projects. Students may choose to conduct research on laser-based spectroscopy and photochemistry, computational chemistry, synthetic organic and inorganic chemistry, the physical chemistry of membrane transport processes, development of analytical techniques using capillary electrophoresis, and the control of microbial carbon metabolism.

COURSE DESCRIPTIONS (CHEM)

10 Mother Earth Chemistry.

Fall (4) or Interim (3) or Spring (4).

Designed for anyone interested in learning the chemistry and practice of simple arts like winemaking, beer brewing, cloth dyeing, and the making of soap, cheese, yogurt, and high protein foods derived from soybeans (such as tofu and tempeh). Emphasis on learning by doing. No background in chemistry is required; recommended for non-science majors. Offered as needed.

15 Science and Society. Interim (3).

Study of the nature of scientific investigation and its relationship to societal and individual needs. Specific scientific discoveries, philosophies, and moral theories are discussed. Examination of the interactions of the scientific world communities, through the analysis of current controversial areas of research and technology.

20 Environmental Chemistry.

Fall (3), Spring (3).

Introductory course for students wishing to explore the sciences or needing preparation for General Chemistry. Energy needs, pollution, pesticides, drugs, household chemicals, and polymers are discussed. Three hours lecture. No background in chemistry required; recommended for non-science majors.

30 Chemistry of Art. Interim (3).

For students interested in exploring the link between chemistry and art. Students investigate topics such as color, light, the photochemistry of photography and fading, the physical and chemical properties of metals and alloys, natural and synthetic dyes, clays, ceramics, authentication of works of art, and conservation of art. Three hours lecture and laboratory. No background in chemistry is required; recommended for non-majors. Offered as needed. EV or NU only.

40 Whodunnit! A Course in Forensic Science. Interim (3) or Spring (4).

A course in forensic science intended to introduce the student to the role science plays in the criminal investigation process and the criminal justice system. This course will present the techniques, skills, and limitations of the modern crime laboratory for students with no background in the sciences. Offered as needed. EV and NU only.

70 Chemistry for the Classroom.

Fall (4) or Spring (4).

For students interested in exploring the chemistry behind science activities designed for elementary and middle school students. A variety of chemistry-based activities will be performed. Topics include the scientific

method, measurement, matter, elements, compounds, chemical bonds, and reactions. No background in chemistry required; recommended for non-majors. Offered as needed. EV and NU only.

131–132 General Chemistry.

Fall (4), Spring (4).

Introduction to chemical stoichiometry and modern views of the properties, structure, and reactivity of atoms and molecules. The first semester emphasis is on the study of chemical principles in the context of contemporary societal issues. The second semester emphasis is on group learning in a project-oriented laboratory. Laboratory work includes qualitative and quantitative analysis. Fall: four hours lecture and recitation, three hours laboratory. Spring: seven hours laboratory and group learning. Prerequisites for CHEM 131: high school algebra and trigonometry. Prerequisite for CHEM 132: CHEM 131 or permission. Required for students majoring in biology, chemistry, or physics.

231–232 Organic Chemistry.

Fall (4), Spring (4).

The chemistry of carbon-containing compounds; their structure, nomenclature, physical properties, spectroscopy (IR, GC-MS, NMR), stereochemistry, chemical reactivities, mechanisms of reaction, and synthesis. Four hours lecture, three hours laboratory. Prerequisite: CHEM 132. Prerequisite for CHEM 232 is CHEM 231.

320 Biochemistry. Fall (4).

Study of the chemistry, structure, and function of amino acids, peptides, proteins, enzymes, nucleotides, nucleic acids, carbohydrates, and lipids. Four hours lecture, three hours laboratory. Prerequisite: CHEM 232.

330 Equilibrium and Analysis. Fall (4).

Introduction to quantitative analysis including an overview of the analytical process and evaluation of data, the systematic treatment of ionic equilibria and titrations, and the laboratory study of spectroscopic, chromatographic, and electrochemical methods of analysis. Four hours lecture, three hours

laboratory. Prerequisite: CHEM 231 or permission. NU or EV only.

331 Physical Chemistry I. Spring (3).

Quantum chemistry and statistical thermodynamics applied to the study of the physical and chemical properties of matter. Four hours lecture and discussion. Chemistry majors and minors should take CHEM 333 concurrently. Chemistry majors with a strong interest in chemical physics may substitute PHYS 341–342 for CHEM 331 and 333. Prerequisites: CHEM 132, MATH 122, and PHYS 232 (or 221).

332 Physical Chemistry II. Fall (3).

Equilibrium thermodynamics and kinetics applied to the study of the physical and chemical properties of matter. Prerequisites: CHEM 132, MATH 122, and PHYS 232 (or 221).

333 Spectroscopy Laboratory. Spring (1).

Systematic study of the theory and practice of modern spectroscopic methods. Three hours laboratory. Corequisite: CHEM 331.

345 Advanced Biochemistry. Spring (3).

Applications of biochemical principles to various complex metabolic pathways. Macroscopic consequences of cellular processes are examined in addition to analyses at the molecular level. Four hours lecture/seminar. Prerequisite: CHEM 320. Offered as needed.

378 Chemistry Research.

Fall (1–4), Interim (1–3), Spring (1–4).

Chemistry majors are required to complete 4 credits for graduation. Students are required to complete departmental contract for enrollment. CN only.

394 Chemistry Seminar.

Fall (1), Spring (1).

Required of majors during junior-year Fall and Spring, and senior-year Fall. Activities include seminars by visiting faculty, discussions of current research, and preparation for the GRE advanced test or major field exam. Juniors prepare a seminar on their proposed senior research. Seniors prepare a seminar

Chemistry

on a topic unrelated to their research. May be repeated for degree credit up to a maximum of 3 credits. CN only.

425 Advanced Organic Chemistry.

Spring (3).

Selected topics in organic chemistry including physical organic chemistry, molecular orbital theory, structural and mechanistic relationships, and computational chemistry. Four hours lecture. Prerequisites: CHEM 232, 331. Offered as needed.

431–432 Advanced Laboratory I–II. Fall (2), Spring (2).

Integrated project-oriented lab including computational chemistry, synthesis, characterization, reactivity studies, kinetics, thermodynamics, photochemistry, electrochemistry and the use of instrumental techniques such as UV-visible, infrared, NMR, mass spectrometry, magnetic susceptibility, and electrochemical methods. Six hours laboratory. Prerequisites: CHEM 330, 331, 333. NU only.

445 Advanced Inorganic Chemistry.

Spring (3).

Focus on understanding the fundamental concepts of transition metal chemistry, the main group elements, and bioinorganic chemistry. Emphasis on bonding, structures, synthesis, and reactivity. Three hours lecture. Prerequisites: CHEM 232, 331. CHEM 331 may be taken concurrently. Offered as needed. NU only.

460 Special Topics.

Fall (1–3), Interim (1–3) or Spring (1–3).

Special topics in chemistry studied under the guidance of faculty in the classroom (four hours lecture, topics vary), or through self-instruction programs using computer or audio tape/text materials (three-hour workshop under supervision of faculty). Prerequisite: CHEM 332, which may be taken concurrently.

495 Senior Seminar. Spring (1).

Required of all senior chemistry majors. Seniors make oral presentations of their thesis research and on topics of special interest. EV only.

Communicative Disorders

THE FACULTY

Laura Cowen

Paula Horner

Judith Morrison

Laura Polich

Larry Rider

Julia Ferrè Shuler

Susan Sordon

Christopher N. Walker

Cynthia Wineinger

THE UNDERGRADUATE PROGRAM

The Major

A departmental major consists of a minimum of 44 credits. The following courses are required:

CDIS 201, 202, 203, 304, 305, 306, 351, 358, 436, 459 and 495.

Note: CDIS 100 is a prerequisite for most courses in the department.

Students should consider the following recommended sequence:

Freshman year:

Fall, CDIS 100

Spring, CDIS 201

Sophomore year:

Fall, CDIS 203

Spring, CDIS 202

Junior year:

Fall, CDIS 304, 306, 358

Spring, CDIS 305, 351, 358 (if not taken in Fall)

Senior year:

Fall, CDIS 459, 495

Spring, CDIS 436, 459, 495 (if not taken in Fall)

Modifications of this sequence to accommodate double majors, study abroad, and/or honors programs should be made in consultation with the student's academic advisor.

Clinical Training and Internships

Participation in the clinical training phase of the major is essential for students in communicative disorders. Students who successfully

complete the course sequence up to CDIS 459 are permitted to assist in the treatment of clients with communicative disorders in the University's speech and hearing clinic. Most students take part in clinical training during both semesters of the senior year.

For undergraduate students, observational internships are available at off-campus clinical locations. Arrangements for these internships are made with the student's academic advisor on an individual basis. Such observation, in addition to the undergraduate curriculum, is highly encouraged.

Related Areas of Study

Communicative disorders majors who plan to seek a teaching credential to work as a speech language pathologist in public schools should also complete the following coursework, which is required by the State of California Commission on Teacher Credentialing:

PSYC 220 Exceptional Child;

PSYC 335 Developmental Psychology;

PSYC 343 Educational Psychology or

EDUG 432 Foundations of Education

Transfer Students

Transfer students with one or two years' study at another institution may complete a major in communicative disorders by following this recommended sequence:

Three years remaining:

Sophomore Year:

Fall, CDIS 100

Spring, CDIS 201, 203

Junior Year:

Fall, CDIS 202, 304, 306, 358

Spring, CDIS 351, 358 (if not taken in Fall)

Senior Year:

Fall, CDIS 459, 495

Spring, CDIS 305, 436, 459, 495 (if not taken in Fall)

Two years remaining:

Junior Year:

Fall, CDIS 100, 202, 304

Spring, CDIS 201, 203, 306, 351

Senior Year:

Fall, CDIS 358, 459, 495

Spring, 305, 358, 436, 459, 495 (if not taken in Fall)

Communicative Disorders

The Minor

Students who minor in communicative disorders must complete a minimum of 23 credits including the following: CDIS 100, 201, 202, 203, and 304, as well as one elective.

Study Abroad

The department encourages majors to take advantage of the opportunity to live and study abroad. Accordingly, required courses have been scheduled to allow students to spend a semester off campus. However, communicative disorders courses are rarely available during foreign travel, so careful advance planning is critical.

Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by an affirmative vote of the Communicative Disorders faculty. Interested students should consult with the department chair in the Fall of their junior year for information about the application procedure and requirements.

COURSE DESCRIPTIONS (CDIS)

100 Human Communication and its Disorders: An Overview. Fall (4), Interim (3), Spring (4).

The normal process of communication: its development, social basis, and a survey of its disorders—including speech, language, and hearing pathologies. Overview for undergraduate students, majors in communicative disorders, and the classroom teacher.

108 Nobody's Perfect: Understanding Disability from Within. Interim (3).

Exploration of controversial issues central to the lives of persons with communication disabilities and differences. Multiple perspectives on these issues are examined by reading autobiographical accounts, essays, and literature; observing recorded and live performances; and conversing with individuals, their families, significant others, and the

professionals they encounter. Offered as needed.

156 Sign Language. Interim (3).

Culture and language of the deaf in America. Focus on cultural values and linguistic features of American Sign Language (ASL), with exposure to other signed languages. Students learn basic conversational skills, including vocabulary and grammar forms, within the context of deaf culture. Comparative linguistics of ASL and English are covered.

201 Anatomy and Physiology of Speech. Spring (4).

Anatomy and physiology of the speech mechanism with emphasis on respiration, phonation, resonance, and articulation.

202 Speech and Language Development. Fall (4).

Introductory exploration of the acquisition patterns of normal speech, language, and pragmatic behaviors. Content includes sections of theories of language development, phonology, morphology, syntax, and semantics. Consideration is given to both production and comprehension performance of normal English-speaking people; contrasts are presented from other languages. Prerequisite: CDIS 100 or permission.

203 Clinical Phonetics. Spring (4).

The International Phonetic Alphabet, the normal development of speech sounds as elements of language, and the application of this science to oral communication.

304 Audiology I. Fall (4).

Introduction to anatomy and physiology of hearing mechanism, methods of hearing, evaluation of children and adults, and discussion of common auditory pathologies. Meets state audiometric requirements.

305 Aural Rehabilitation. Spring (4).

Study of the prosthetic devices such as hearing aids, assistive listening devices, etc., and communicative training such as speech/language therapy, speechreading, etc., used to

improve the speech or language abilities of children or adults exhibiting hearing loss. Prerequisite: CDIS 304 or permission.

306 Phonology. Fall (4).

Theories, etiologies, assessment, and rehabilitative techniques for disorders of sound production with special emphasis on such aspects as phonological rules, phonological processes, distinctive features, and oral-motor approaches. Prerequisites: CDIS 100, 203.

351 Assessment of Speech and Language Disorders. Spring (4).

Examination of the principles, materials, and instrumentation utilized in evaluating disorders of speech and language. Special attention given to interpretation of test data for the purposes of decision-making for remediation. Some administration of diagnostic instruments is required. Observations of diagnostic assessment sessions is required. Prerequisites: CDIS 100, 202, 203, or permission.

358 Language Pathology. Fall (4) and Spring (4).

Characteristics of language problems with disordered populations: specific language impairment, hearing impairment, autism, language-learning disabilities, traumatic brain injury, and adult aphasia. Theoretical considerations in remediation. Prerequisites: CDIS 100, 201, 202, 203, PSYC 220, or permission.

428 Neural Processes of Speech, Hearing, and Language. Fall (4).

Neuro-anatomy and neurophysiology related to speech, hearing, and language processes. Theories of brain function. Prerequisite: CDIS 201 or permission.

436 Speech Science. Spring (4).

Review of the acoustics of sound, acoustic and perceptual characteristics of speech, and research and laboratory techniques. Three hours lecture, one hour lab. Prerequisites: CDIS 100, 203, and 304.

455 Audiology II. Fall (4), Spring (4).

Methodology and procedures used to evaluate both peripheral and central hearing loss in children and adults, such as pure tone, speech and emittance audiometry as well as special behavioral tests, and discussion of remediation procedures and issues relevant to work with clients experiencing hearing loss. Meets state audiometric certification requirements. Prerequisite: CDIS 304.

459 Clinical Methods and Procedures I. Fall (4) and Spring (4).

Methods and procedures for remediation of speech and language disorders. Students assist in the Truesdail Center for Communicative Disorders. Prerequisites: CDIS 202, 306, and permission; majors only. CDIS 351 and 358 are strongly recommended.

464 Seminar in Communicative Disorders. Fall (4), Interim (3), Spring (4).

Intensive study in one of the areas of communicative disorders and review of current literature. Current lists of seminar topics may be obtained through the department.

495 Senior Seminar. Fall (4) and Spring (4).

A senior capstone experience that allows majors to refine their abilities to question and understand the profession while conducting an in-depth study of one area of inquiry. Prerequisites: CDIS 100, 201, 202, 203, 351, or permission.

THE GRADUATE PROGRAM

Admission

Application for admission should be directed to the department. The application deadline for fall admission is March 1. Applications must include:

1. A completed application form;
2. The \$40 non-refundable fee;
3. Three letters of recommendation (one from a professor, one from a clinical supervisor [or second professor]), and one "open" letter;

Communicative Disorders

4. An official copy of transcript(s) from each institution attended to date (undergraduate and/or graduate work) sent directly from the institution to the department's administrative assistant.
5. An official Graduate Record Examination (GRE) score report;
6. An essay (must be two pages, typewritten, and double-spaced); and
7. For students from countries in which English is not the primary language, official scores of the Test of English as a Foreign Language (TOEFL). (Minimum score must be 550 or higher.)

Prospective graduate students are encouraged to visit the department. When possible (and if advance notice is given), arrangements are made for a faculty member sharing similar interests to meet with applicants.

Graduate Assistantships

The Department of Communicative Disorders makes available scholarships for tuition remission each semester. Applications for these scholarships are included in the admissions material. They are awarded on the basis of clinical and academic qualifications as well as financial need. Students also are encouraged to contact the Office of Financial Aid to determine their qualifications for low-interest loan programs sponsored by the University.

The department appoints graduate students to training assignments each semester. While these positions are not related to financial aid, they provide students with experience and training in extracurricular aspects of the field and are an integral part of the programs of involved students. Clinical assignments are awarded for work in clinical teaching with undergraduate students and for clinical work with specific programs such as the adult neuropathology or voice/laryngectomy programs. Teaching assignments are offered for assistance with special projects associated with graduate course work as well as for laboratory assistance in speech science, phonetics, and audiology. Assignments also are offered in a variety of support areas such as materials management, computer use, and alumni relations.

The Master of Science

Students must work closely with their advisors to develop a program of study and a clinical practicum to suit their individual interests and satisfy the requirements for professional certification.

Academic Requirements

A total of 48 graduate credits and satisfactory completion of the Graduate Examination are required. A maximum of 6 transfer credits of graduate study may be applied to the degree with the recommendation of the academic advisor. This limit applies to credits earned at other institutions as well as to those earned in other departments at the University of Redlands. Students are expected to have completed the following undergraduate courses or their equivalents prior to graduate study: CDIS 201, 202, 203, 304, 305, 306, 351, 358, 436, and 459. Descriptions of these courses are listed in the preceding undergraduate section.

Speech and Language: one seminar from CDIS 620, 625, or 664; CDIS 623, 629 (if 429 not taken), 631, 634, 638, 639, 640, 641, 642, 652, 683, and either 684 or 685.

Academic Standards

Regular Graduate Standing is a prerequisite for acceptance to candidacy for a master's degree and is granted by the chair of the program for which application is made. The basic requirements for Regular Graduate Standing in communicative disorders are as follows:

1. Graduation from an accredited college or university;
2. A minimum cumulative undergraduate GPA of at least 3.00 on a 4.0 scale;
3. Maintenance of satisfactory academic standing. See the paragraph titled, "Satisfactory Academic Standing" below.

Provisional Graduate Standing may be granted to a student for one of the following reasons: (1) application for Regular Graduate Standing is incomplete for reasons beyond the applicant's control (applicants should be cautioned that this applies in very few instances); and (2) a decision on the part

of program faculty to evaluate more of a student's work before recommending Regular Graduate Standing.

Provisional Graduate Standing may be granted for no more than one year of full-time enrollment. Registration is limited to a maximum of 13 graduate credits. Students must attain a minimum grade point average of 3.00 in the first year of their graduate work in order to advance to Regular Graduate Standing. At the end of any semester, the chair of the graduate program may recommend that the student either advance to Regular Graduate Standing or be removed from the program.

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

Special Graduate Standing is a category intended only for students who are taking individual courses on a part-time basis and do not intend to become candidates for a degree or credential program. However, for those who later seek Regular Graduate Standing, no more than 6 credits earned under Special Graduate Standing may apply toward a degree program.

Satisfactory Academic Standing

A minimum GPA of 3.00 (based on a 4.0 scale) in all graduate work taken at the University of Redlands is required to qualify for a degree. A student whose cumulative grade point average is below a 3.00 at the end of any semester will be placed on probation and allowed one semester to restore the cumulative grade point average to 3.00. Any student who fails to restore his or her cumulative grade point average to a 3.00 at the end of the probationary period may be disqualified. Disqualification may also occur if a student receives one grade of 0.0 or two grades of 1.0.

Credit for a course graded below 2.0 (under the numerical grade option) cannot apply toward a graduate degree. However, the

course may be retaken with the second grade determining acceptability toward both the degree and the grade point average. The first grade will remain on the student's permanent record but will not become part of the cumulative grade point average.

Graduate Examinations will be graded as High Pass, Pass, or Fail, as determined by the department faculty. Such grades are not included in the calculation of the GPA, nor are they recorded on the transcript.

Auditing

A full-time student may audit a maximum of one course during the Fall or Spring semester without an additional fee. Students who register for less than a full load will be required to pay the usual fee for any audited course. No student may audit a course without the instructor's consent.

Clinical Requirements

Graduate study in communicative disorders requires a significant commitment of time to clinical practicum. Students are expected to be available approximately ten hours each week for practicum in the Center for Communicative Disorders; this is in addition to the clinical work associated with certain courses. Students must make hours available to complete the practicum required for CDIS 622, 634, 640, 641, 642, 683, and 685.

A minimum of 375 hours of supervised clinical observation and clinical practicum are required for the state license and the ASHA certificate. The following qualifications apply (Note: "c.h." means clinic hours):

1. clinical observation (25 c.h.) prior to beginning initial clinical practicum;
2. clinical practicum (350 c.h. total)
 - 250 c.h. at graduate level in the area in which the certificate is sought,
 - 50 c.h. in each of three types of clinical settings;
3. a minimum of 50 hours must be completed in the University's Center for Communicative Disorders before a student may apply for practicum in an off-campus facility;
4. students must arrange to have a variety of practicum experiences with people of

Communicative Disorders

different ages and with different disorders, as required by certifying agencies. Students who are identified by faculty as having difficulty meeting the standards of professionalism or competence in skills required for clinical practicum will be placed on Clinical Probation for one semester. During this period a program will be set for improvement, and progress will be monitored by a subcommittee of the faculty. At the end of the semester of probation, the entire department faculty will hear the recommendation of the subcommittee and either recommend termination from the graduate program, placement on Provisional Graduate Standing, or reinstatement of the student as a clinician in good standing. A complete description of this process is on file in the department.

Clinical-Rehabilitative Services Credential

Speech-Language Specialist

The following undergraduate and graduate courses or their competency equivalents are required: CDIS 201, 202, 203, 304, 305, 306, 351, 358, 459, 495, 620, 623, 629, 631, 634, 638, 639, 640, 641, 642, 647, 650, 683, and 685.

In addition, courses in the foundation of education, the psychology of exceptional children, and developmental psychology are required. Students must accrue 300 hours of clinical practicum: 200 of these must be with children, and 100 must be in a public school program. The California Basic Educational Skills Test (CBEST) examination, if not completed during the undergraduate program, should be taken during the first semester of graduate work.

Credential candidates may take additional courses to add a Special Class Authorization to their credential. This allows them to teach children with language disorders in special day classes. The additional coursework consists of CDIS 622, 624, and a course in reading, mathematics, and writing curricula used in regular classrooms. Students also must complete 100 hours of directed teaching in a public school class for severe language handicapped children.

The Certificate of Registration as School Audiometrist

The holder of this certificate is permitted to conduct hearing tests in public schools. Students must take CDIS 304 and 455 and apply for the certificate.

Graduate Examination

Successful completion of a departmental Graduate Examination is required of all candidates for the master's degree prior to the completion of their program. This may take the form of a Thesis, an Educational Portfolio, or a Written Comprehensive Examination. Further information about each of these options is available from the department.

COURSE DESCRIPTIONS (CDIS)

620 Seminar in Language Pathology. Fall (3).

Extensive reading of the current literature in language disorders of children and adults. Topics include dealing with absence of, or interruptions in, normal language development with respect to etiology and/or symptomatology and examination of research findings in evaluation and remediation of language disorders. Current related professional issues are also discussed. Prerequisites: CDIS 202, 358, or permission.

622 Theory and Practice in Clinical Evaluation: Language and Learning Disorders. Spring (3).

Advanced problems in formal and informal assessment of language pathology and learning disabilities; practicum at the center is required, including staffing, report writing, parent conferences, and remedial planning. An interdisciplinary approach is taken. Prerequisite: CDIS 623 or permission.

623 Assessment of Language Disorders in Children. Fall (3).

Survey of tests applied to language-disordered children; analysis of test content, diagnostic patterns, relationship between history, observation, and psychometrics; content of

complete communication evaluation; relationship between linguistic and other cognitive abilities. Prerequisites: CDIS 202, 203, 351, 358, or permission.

624 Educational Considerations for Children with Language and Learning Disabilities. Spring (3).

Study of language and learning disabilities: their identification, educational principles and procedures, diagnostic patterns, and educational management. Prerequisites: CDIS 358, 623, or permission.

625 Cognition and Language. Fall (3).

Study of cognitive development and its relationship to linguistic development in children. Theoretical viewpoints, research studies, and the application of developmental data to the clinical process. Prerequisite: CDIS 623.

628 Neural Processes of Speech, Hearing, and Language. Fall (3).

Neuroanatomy and neurophysiology related to speech, hearing, and language processes. Theories of brain function. Prerequisite: CDIS 201 or permission. Offered as needed.

629 Disorders of Fluency. Fall (3).

Theories, etiologies, assessment, and rehabilitative techniques for disorders of fluency with special emphasis on the behavioral and emotional management of children and adults.

630 Seminar in Speech Pathology. Spring (3).

Investigation of the literature with respect to theoretical and clinical issues in speech pathology; interpersonal considerations for remediation.

631 Disorders of Voice. Fall (3).

Structure, function, and capabilities of the normal voice; etiologies, assessment strategies, and rehabilitative techniques of the disordered voice; problems of laryngeal cancer and subsequent voice restoration alternatives.

634 Theory and Practice in Clinical Evaluation: Speech and Language Pathology. Fall (3), Spring (3).

Advanced problems in formal and informal assessment in speech and language pathology. Weekly practicum experience is required: preplanning, report writing, parent conferencing, home and school visits, and remedial planning. Extensive interaction with related professionals. Prerequisite: CDIS 623.

635 Seminar in Disfluency. Spring (3).

Investigation of literature concerning identification and development of disfluency behavior in children and adults. Theoretical, clinical, and experimental approaches to disfluency. Prerequisites: CDIS 100, 201, 629, or permission.

636 Speech Science. Spring (3).

Review of acoustics and sound, acoustic and perceptual characteristics of speech, research and laboratory techniques. Three hours lecture, one hour lab. Prerequisites: CDIS 100, 203, and 304.

638 Neuropathologies of Speech. Fall (3).

Review of normal neurology and etiologies that result in neuropathologies. Concentration on neurological deficits that result in disordered movement. Evaluation and treatment of dysarthria, apraxia, and dysphagia.

639 Neuropathologies of Language and Cognition. Spring (3).

Coursework on neuropathologies that involve disruption of cognitive and language function. Evaluation and treatment of aphasia, cognitive and language disorders resulting from right-hemisphere lesions, traumatic brain injury, and dementia. Prerequisite: CDIS 638.

640–641–642 Clinical Practicum and Processes I–II–III. Fall (1), Spring (1).

Offerings include discussion of principles, methods, and procedures for client management. Enrollment requires treatment of a minimum of one client in the Truesdail Center. A three-semester sequence of 1-credit enrollments (beginning, intermediate,

Communicative Disorders

advanced) must be taken. Prerequisite: CDIS 459 or equivalent.

647 Professional Methodologies and Concerns. Spring (3).

Role of speech/language pathologist in public education and other professional settings, referral procedures, IEP writing, state and federal legislation, utilization of assistants, case selection and scheduling, application procedures for credentialing and licensing, and paraprofessional and interprofessional relationships. Taken concurrently with CDIS 685.

650 Counseling Issues in Communicative Disorders. Fall (3), Spring (3).

Interacting across personal and cultural differences, principles and practices in interviewing parents and spouses, responding to the emotional needs of others, the effects of disability on family systems, professional collaboration, and working with others to effect changes in attitude and action. Prerequisite: CDIS 459.

652 Introduction to Research and Experimental Design. Fall (3).

Research theory and design with special application to the areas of disordered communication. Elementary statistical theory; influence of variables, controls, and assumptions of statistical design. Introduction to analysis of variance, and critical analysis of research techniques. Prerequisite: one statistics course preferred.

655 Audiology II. Fall (3), Spring (3).

Methodology and procedures used to evaluate both peripheral and central hearing loss in children and adults such as pure tone, speech and emittance audiometry as well as

special behavioral tests and discussion of remediation procedures and issues relevant to work with clients experiencing hearing loss. Meets state audiometric certification requirements. Prerequisite: CDIS 304.

664 Seminar in Communicative Disorders. Fall (3), Interim (3), Spring (3).

Intensive study in one of the areas of communicative disorders. Review of current literature. Current lists of seminars may be obtained through the department.

683 Theory and Practice in Clinical Problems: Speech, Language, and Hearing. Fall (3), Interim (3), Spring (3).

Internship practicum at off-campus sites. A minimum of 160 hours on-site is required. Prerequisites: fifty hours of clinical practicum at the Truesdail Center, CDIS 634, and department approval. CDIS 631, 638, and 639 are strongly recommended.

684 Advanced Theory and Practice in Clinical Problems: Speech, Language, and Hearing. Fall (3), Interim (3), Spring (3).

Second internship practicum at off-campus sites. A minimum of 160 hours on-site is required. Prerequisites: CDIS 683 and department approval.

685 Student Teaching: Speech and Language. Spring (3).

Student teaching practicum in the public schools. Taken concurrently with CDIS 647. Prerequisites: permission and 125 hours of clinical practicum. CN only.

698 Thesis. Fall (3–6), Interim (3–6), Spring (3–6).

THE FACULTY

Pani Chakrapani

Patricia Cornez

THE MAJOR

The Bachelor of Science Major

Students majoring in computer science must complete the following requirements:

- 32 credits consisting of: CS 110, 111, 220, 230, 240, 340, 341, 450;
- 8 additional credits from the following: CS 208, 213, 221, 222, 260*, 320, 330, 331, 360, 460.

Related Field Requirements

- 28 credits consisting of MATH 111, 121, 201, and 231 or higher; PHYS 220–221 (or 231–232) and 258.

**with departmental approval*

THE MINOR

Students minoring in computer science must complete the following requirements:

- CS 100 or 101,
- CS 110,
- CS 111,
- 12 additional credits from computer science offerings,
- MATH 101, and
- MATH 111.

Advanced Placement in Computer Science

Students who receive a score of three or four will receive 4 credits and credit for CS 110. Those who receive a score of five will receive 8 credits, and credit for CS 110 and 111.

Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by an affirmative vote of the computer science faculty. Interested students should consult with a computer science faculty member for information about the application procedure and requirements.

COURSE DESCRIPTIONS (CS)

100 Introduction to Computers (Macintosh). Fall (4), Spring (4).

Designed to make students computer literate. Non-technical introduction to computers with particular focus on microcomputers and how they work. Students are introduced to word processing, spreadsheets, graphics programs, databases, programming, and ethical issues in computer use. Taught on the Macintosh computer.

101 Introduction to Computers (PC). Fall (4), Spring (4).

Designed to make students computer literate. Non-technical introduction to computers with particular focus on microcomputers and how they work. Students are introduced to the Windows operating system, word processing, spreadsheets, graphics programs, databases, programming, and ethical issues in computer use.

102 Introduction to Computers for Educators. Fall (4), Spring (4).

Essentially the same as CS 100, but with topics such as evaluation of software for classroom use; designed to meet state requirements for those seeking a California teaching credential.

110 Introduction to Programming Using C++. Fall (4), Spring (4).

Introduction to problem-solving methods and algorithm development through the use of computer programming in the C++ language. Emphasis on data and algorithm representation. Topics include declarations, arrays, strings, structs, unions, expressions, statements, functions, and input/output processing.

111 Data, File Structures, and OOP. Spring (4).

Advanced topics concerning data and algorithm representation using C++. Topics include stacks and recursion, dynamic memory, pointers, linked lists, queues, trees, searching, sorting, and object-oriented programming and classes. Prerequisite: CS 110.

Computer Science

208 Java Programming.

Fall (4) or Interim (3) or Spring (4).

Exploration of the Java language for students familiar with object-oriented programming. Topics include multimedia programming, threads, exception handling, and network communications. Prerequisite: CS 111. Offered as needed.

213 COBOL Programming. Fall (2).

Introduction to the COBOL programming language, a business-oriented language used primarily in applications such as payroll, budget control, and accounts payable. Topics include the syntax and semantics of the language and typical applications. Recommended: CS 110. Offered as needed.

220 Architecture and Assembly. Fall (4).

Introduction to the architecture of a computer system and its machine and assembly languages. Topics include instruction set, memory management, I/O interface, and assembly language. Prerequisite: CS 111.

221 Exploring Visual Basic.

Fall (2) or Spring (2).

Basic principles of problem solving and algorithm development are studied. Various statements of the programming language Visual Basic will be presented and used in this context. A fairly rapid pace of coverage will occur in this course, as this is not the first course in programming; complex and demanding assignments will form part of the coursework. Prerequisite: CS 111. Offered as needed.

222 Programming for the World Wide Web.

Fall (2) or Spring (2).

Exposure to programming for the world wide web. The languages HTML and JavaScript will form the core of this course. The syntax and semantics of the HyperText Markup Language that enables you to create web pages with a variety of textual and graphical information units will be studied in depth. The notion of client-server programming with graphical user interfaces will also be studied through Java and JavaScript applets. Prerequisite: CS 111. Offered as needed.

230 Operating Systems. Fall (4).

Introduction to principles of operating systems. Topics include processes (sequential and concurrent), tasks, task management, processor scheduling, memory management, file handling, device management, command languages, interrupts, I/O, and security. Prerequisite: CS 220.

240 Theory of Computation. Spring (4).

Students of computer science are introduced to the need for and construction of mathematical proofs. The concepts, notations, and techniques of the theories of automata, formal languages, and Turing machines are studied to understand the capabilities and limitations of computers. Prerequisites: CS 111, MATH 121.

260, 360, 460 Topics in Computer Science. Spring (4).

Features a topic of current interest in computer science not otherwise offered in the curriculum. Prerequisite: permission. May be repeated for degree credit, for a maximum of 8 credits, given a different topic. Offered as needed.

320 Computer Networks.

Fall (4) or Spring (4).

Introduction to computer networks, data communication concepts, network topologies, and network protocols. Topics include local-area networks, wide-area networks, switching, and routing. Although the entire OSI network model will be examined, an emphasis will be placed on the higher levels. The class also covers client-server applications and sockets. Prerequisite: CS 220. Offered as needed.

330 Database Management. Spring (4).

Introduction to principles of database design and management for information systems. Discussion of file design leads to study of logical and physical database concepts relating to three models of database organization: hierarchical, network, and relational. Includes issues relating to query processing, integrity and security of data, and distributed database systems. Prerequisite: CS 111. Offered as needed.

331 Artificial Intelligence. Spring (4).

Introduction to artificial intelligence designed to introduce the basic ideas about search and control strategies, heuristics, problem-solving, constraint exploitation, and logic. Rule-based systems and expert systems techniques and the process of generating intelligent behavior for computers using these information processing strategies are also discussed. Prerequisite: CS 220. Offered as needed.

340 Programming Languages. Spring (4).

Introduction to programming language concepts and representatives of several different programming language techniques. Topics include data, operations, sequence control, data control, storage management, operating environment, syntax, and comparison of various programming paradigms. Prerequisite: CS 220.

341 Software Engineering. Fall (4).

Introduction to the new and maturing field of software engineering. Topics include the management of expectations, computer technologies, people and their skills, time, cost, and other resources needed to create, test, and maintain a software product that meets the needs of computer users. Prerequisite: CS 230.

450 Computer Science Senior Project.

Spring (4).

Designed to integrate and apply knowledge previously gained to an individual project approved by the department. Prerequisite: senior standing.

Economics

THE FACULTY

Randall A. Bluffstone

Mussaddequddin Chowdhury

Rafat Fazeli

Lorenzo Garbo

Christopher J. Niggle

Roberto Pedace

THE B.A. AND B.S IN ECONOMICS

The major program in economics can be designed to earn either a bachelor of science or bachelor of arts degree. All majors in economics must complete the following required courses:

- ECON 250 Principles of Microeconomics, ECON 251 Principles of Macroeconomics. Normally taken during the sophomore year. ECON 250 should be completed first.
- ECON 200 Introduction to Statistical Methods. Should be taken prior to the junior year and preferably during the sophomore year.
- Either ECON 304 Economic History or ECON 307 History of Economic Thought
- ECON 350 Intermediate Microeconomics, ECON 351 Intermediate Macroeconomics. Should be taken during the junior year in numerical sequence.
- ECON 465 Senior Seminar in Economics. Taken during the final semester of the senior year.

Candidates for the **B.A. degree** must complete, in addition to these seven required courses, at least four elective economics courses numbered 300 or above totaling at least 12 credits. BUS 353 Managerial Finance and HIST 345 Business and Entrepreneurship in Historical Perspective may be accepted as economics electives with permission of the department. Additional requirements are computer literacy, competence in university-level finite mathematics MATH 101, and first-semester calculus MATH 121. Students who have not completed such courses can satisfy the requirement by successful completion of an examination

given by the department in an early meeting of ECON 350, the first course to require such math. Others must take MATH 121, substituting the math course for one of the economics elective courses.

Candidates for the **B.S. degree** must complete, in addition to the seven required major courses, five other economics courses including ECON 300 Introduction to Econometrics and ECON 301 Mathematical Economics, and three additional elective economics courses. Because the B.S. degree requires nine specific economics courses, careful planning by the student is necessary. Students should begin to plan their course of study with their advisor early in their career. In addition, candidates must be computer literate and complete at least 16 credits in mathematics, which must include MATH 101 or equivalent, MATH 122, and at least one of the math courses listed below.

MATH 231 Introduction to Modeling
MATH 233 Introduction to Operations
Research
MATH 235 Differential Equations
MATH 241 Linear Algebra

The candidate may select any three economics electives to complete the degree requirements. If appropriate, a student may be allowed to substitute a mathematics course for one of the economics electives with departmental approval.

All economics majors are urged to complement their studies in economics with courses in computer science, government, history, mathematics, philosophy, and sociology. A minor in any of these fields is strongly recommended. ACCT 210 Principles of Financial Accounting and Reporting and PHIL 130 Reasoning and Logic are strongly recommended. The department also encourages all majors to participate in one of the University's excellent international study opportunities.

B.S IN FINANCIAL ECONOMICS

The major program in Financial Economics emphasizes the financial side of economics and the applicability of accounting to economics and finance. It requires eleven courses in

economics, six courses in accounting, and two courses in business administration.

Required Courses

ECON 250 Principles of Microeconomics

ECON 251 Principles of Macroeconomics

ECON 200 Introduction to Statistical Methods

ECON 300 Introduction to Econometrics

ECON 323 International Finance

ECON 331 Business Cycles and Economic Forecasting

ECON 333 Money, Banking, and Financial Markets

ECON 352 Industrial Organization and Public Policy

ECON 465 Senior Seminar in Economics

Two courses chosen from:

ECON 322 International Trade

ECON 354 Public Finance

ECON 356 Managerial Economics

Related field requirements:

ACCT 210 Principles of Financial Accounting

ACCT 220 Principles of Managerial Accounting

ACCT 310 Intermediate Accounting

ACCT 315 Advanced Managerial Accounting

ACCT 440 Financial and Business Reporting Analysis

BUS 353 Managerial Finance

BUS 354 Investments and Corporate Finance

One Course Chosen from the following:

ACCT 400 Financial Reporting Theory I

ACCT 401 Financial Reporting Theory II

ACCT 331 Accounting Information Systems

ACCT 370/470 Directed Study

or another 400-level accounting course, with permission

THE MINOR

Students who elect a minor in economics must complete the following courses:

- ECON 200 Introduction to Statistical Methods
- ECON 250 Principles of Microeconomics, ECON 251 Principles of Macroeconomics

- ECON 350 Intermediate Microeconomics, ECON 351 Intermediate Macroeconomics
- And two additional elective courses in economics numbered 300 or above approved by the department. Either ECON 304 Economic History or ECON 307 History of Economic Thought is strongly recommended.

Quantitative Preparation

Students structuring their academic preparation for careers or graduate study in economics, business administration, operations research, or statistics are advised to develop their quantitative skills beyond the minimum required by the department. The B.S. degree is particularly appropriate for such students. A minor in mathematics—especially one that emphasizes calculus, statistics, linear algebra, differential equations, numerical analysis, and optimization techniques—is recommended. The requirements for a mathematics minor are specified in the Mathematics section of this *Catalog*. Courses in computer science are strongly encouraged.

Advanced Placement in Economics

Students who receive a score of four or higher in microeconomics receive 4 credits for ECON 250 Principles of Microeconomics. Students who receive a score of four or higher in macroeconomics receive 4 credits for ECON 251 Principles of Macroeconomics. The department also accepts these scores to fulfill the ECON 250 and/or 251 prerequisites for upper-division courses and to fulfill the ECON 250 and/or 251 major or minor graduation requirements.

Departmental Honors

A departmental honors program is available for exceptionally able and well-motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by an affirmative vote of the economics faculty. Interested students should consult with the department

Economics

chair for information about the procedure and requirements in their junior year.

Internships

Internships in Washington D.C. and in the local area are available for interested and qualified students. The internship program integrates classroom and work experience and allows students to alternate between periods of school and periods of employment, or to work part time while attending school. Internships are closely related to the student's course of study and individual interests. Students may earn from 3–14 credits in appropriate internship experiences. Students who earn more than 4 credits of internship will receive University credit for all of their credits; however no more than 4 credits count toward the major.

Social Science Program

Economics majors interested in careers teaching at the secondary school level are encouraged to complete, in conjunction with their studies in economics, the Social Science Program. Students should coordinate their academic planning with their advisor and the School of Education.

COURSE DESCRIPTIONS (ECON)

149 Introduction to Economics.

Fall (4), Spring (4).

Pre-principles introduction to economics. Does not meet requirements for accounting, business administration, or economics majors. Topics covered include economic history, economic philosophy, microeconomics, and macroeconomics with an emphasis on the role of the state in the economy.

160 Topics in Economics.

Fall (4), Interim (3), Spring (4).

Topics of current interest in economics such as economics and environment, global economic integration, economics of sports. May be repeated for degree credit, for a maximum of 8 credits, given a different topic. Offered as needed.

200 Introduction to Statistical Methods.

Fall (4), Spring (4).

Introduction to the analysis of economic and social data. Basic tools of descriptive and inferential statistics and their application. Topics include basic probability theory, statistical inference, hypothesis testing, regression, and analysis of variance. Recommended: MATH 101.

250 Principles of Microeconomics.

Fall (4), Spring (4).

Principles of the market system, theory of consumer behavior, theory of the firm, market imperfections, market failures and externalities, public intervention, pricing, and allocation of resources.

251 Principles of Macroeconomics.

Fall (4), Spring (4).

Determination of national income, employment, prices, and monetary and fiscal policy. Includes discussion of issues involved in measuring resource utilization and environmental costs, economic growth, international trade, and development. Prerequisite: ECON 149 or 250.

300 Introduction to Econometrics. Fall (4).

Intermediate tools of statistical analysis and use of computers to estimate and test economic models. Multicollinearity, autocorrelation, specification error, heteroscedasticity, dummy variables, lagged variables, and simultaneous equation estimation. Application and evaluation of selected examples of empirical economic research. Prerequisite: ECON 200, 350 or 351, or permission. Offered in alternate years: 02F.

301 Mathematical Economics. Spring (4).

Introduction to mathematical methods in economics. Fundamental modeling techniques, simple linear models and matrix algebra, comparative static analysis, basic differential calculus, and optimization procedures. Topics in micro- and macroeconomic theory are analyzed using quantitative methods. Prerequisites: ECON 250, 251. MATH 121 is

recommended and may be taken concurrently. Offered in alternate years: 02S.

304 Economic History. Spring (4).

Economic, social, and political causes and consequences of the Industrial Revolution and its spread throughout Europe and Colonial America. Mercantilism and colonialism. U.S. economic history from the Revolution to the present, as interpreted with economic theory and statistical evidence. Prerequisite: ECON 149, 250, or 251. Offered in alternate years: 02S.

307 History of Economic Thought. Spring (4).

Economic methodologies and doctrines throughout the evolution of the discipline. Major analytical discoveries placed in their historical perspectives. Prerequisite: ECON 149 or 250 or 251. ECON 250 and 251 recommended. Offered in alternate years: 01F, 03F.

320 Comparative Economic Systems. Fall (4).

Comparisons of market and mixed economies in terms of theory, policies, and performance. Emphasis is particularly on the economics of socialism and the transitions of planned economies in Europe and Asia to ones based on markets. Country cases are used to illustrate important cross-country differences. Prerequisites: ECON 250 and 251, or permission. Offered in alternate years: 01F, 03F.

321 Economic Development. Spring (4).

Development theories grounded in the development patterns of Western and Eastern Europe, North America, Latin America, Australia, and Southeastern Asia. Issues of development and income distribution, population growth, and countries' cultural and economic openness. Comparison of development and growth theory. Prerequisite: ECON 250 or permission. Offered in alternate years: 02S.

322 International Trade. Fall (4). Theories of international trade: What are the theoretical

reasons for which countries benefit from trade? Commercial policy: tariffs, quotas, voluntary export restraints, export subsidies, local content requirements, international standards' harmonization. International trade in practice: issues of free trade vs. protectionism, customs unions and free trade areas, multilateral agreements and functions of the World Trade Organization. Prerequisite: ECON 250. Offered in alternate years: 02F.

323 International Finance. Spring (4).

History, components, and functions of the world financial system. Balance of payment analysis. Forces and mechanisms of the foreign currency markets. Short-run and long-run macroeconomic theories in open economy and spill-overs of domestic macroeconomic policies. Current issues on capital market globalization. Prerequisite: ECON 251 or permission. Offered in alternate years: 01S, 03S.

331 Business Cycles and Economic Forecasting. Spring (4).

Business cycle theories and selected proposals for economic stability. Current economic conditions, methods employed in preparing national forecasts and in forecasting demand for an individual product or firm. Prerequisites: ECON 200, 250, 251. Offered in alternate years: 01S, 03S.

333 Money, Banking, and Financial Markets. Fall (4).

The financial system, including the commercial banking system and the Federal Reserve, and its interaction with the nonfinancial sectors of the economy. The determinants of the money stock and volume of credit, and their influence on prices, production, and employment. Prerequisites: ECON 250, 251. Offered in alternate years.

340 Economics of Race and Gender. Fall (4) or Spring (4).

The economic position of women and minorities in society. Racial and sexual discrimination, women's labor force participation, occupational segregation, domestic

Economics

work, immigration of workers, and racial marginalization in market economies. Mediating influences such as education, spatial forces, and institutional and public policies. Gender/race relations in industrial/Third World countries. Prerequisite: ECON 149, 250, or 251.

350 Intermediate Microeconomics.

Fall (4), Spring (4).

Theory of the household, the firm, and the market. The logic of market decision-making, resource allocation, and efficiency questions. Prerequisites: ECON 250, 251; MATH 121 is recommended and may be taken concurrently.

351 Intermediate Macroeconomics.

Fall (4), Spring (4).

The use of theoretical tools to explain the level and changes in aggregate income, employment, and price level; classical, Keynesian, and new classical approaches; application of theory to problems of national economic policy. Prerequisite: ECON 350 or permission.

352 Industrial Organization and Public Policy. Fall (4) or Spring (4).

Structure, conduct, and performance of the U.S. enterprise sector, excluding financial institutions. Problems of monopoly, oligopoly, and economic power. Government regulation of business, antitrust law interpretation, and enforcement. Prerequisite: ECON 250; ECON 350 recommended. Offered in alternate years.

353 Economics of Labor. Spring (4).

Development and utilization of human resources: wage determination, labor force participation, employment patterns, the role of labor organizations, human capital theories, manpower policies and programs. Prerequisites: ECON 250, 251. ECON 350 recommended. Offered in alternate years: 02S.

354 Public Finance. Fall (4), Spring (4).

Expenditures: the allocative role of federal, state, and local governments; social choice; provision of public goods; the welfare state

and income transfer programs; and public policy approaches to correcting diseconomies such as pollution. Revenue: tax incidence, alternative forms of taxation and their impact on efficiency, equity, and economic growth. Prerequisites: ECON 250 and 251, or permission. ECON 350 recommended. Offered in alternate years: 02F.

355 Environmental and Resource Economics. Spring (4).

Overview of the theory and management of natural resource use. Topics include the control of air and waste pollution, solid waste management and recycling, forestry, curbing suburban sprawl, water management, and mitigation of climate change. Issues addressed from both theoretical and empirical perspectives. Prerequisites: ECON 250; ECON 251 recommended. Offered in alternate years.

356 Managerial Economics. Spring (4).

Designed to enable students to appreciate the contribution of economics to the business and corporate strategy process. Topics of the course are, among others, the economics of corporate activities, the economics of market structure, the economics of innovation and of mergers and acquisitions. Offered in alternate years. EV and NU only.

360 Topics in Economics.

Fall (4) or Interim (3) or Spring (4).

Focus on various topics in economics. May satisfy an elective course requirement with departmental approval. Prerequisites: ECON 250, 251, and permission. May be repeated for degree credit once, given a different topic. Offered as needed.

460 Advanced Topics in Economics.

Fall (4) or Interim (3) or Spring (4).

Continuation of a specific upper-division course in economics allowing students to pursue topics beyond one semester. Prerequisites: permission and upper-division economics course in the area covered. May be repeated for degree credit given different topics. Offered as needed.

465 Senior Seminar in Economics.

Spring (4).

Independent student research on one or more economic problems. Discussion, debate, and critical analysis of a variety of topics in a seminar setting. Open to majors only. Prerequisite: six courses in economics including ECON 350 and 351.

486 Economics Internship.

Fall (3–14), Spring (3–14).

Education

THE FACULTY*

Joe Castino

Robert Denham

Margo Drallos

Carol Ann Franklin

Candice Fredrick

Barbara McEwan Landau

Marjo Mitsutomi

Ronald Morgan

Keith Osajima

Lydia Rivera

Justin Saldana

Lorraine Troy Sheffield

**Adjunct faculty are listed at the back of this Catalog.*

Admission to Basic Teaching Credential Program

Students may apply for admission into the credential program after reaching sophomore level. The application must be filed prior to beginning the education sequence. Each application will be reviewed by the credential analyst and approved by the Education faculty, who consider such factors as scholarship and academic performance (minimum GPA: 2.75), professionalism, potential for teaching, and personal recommendations. The application should include evidence of 50 documented hours of working with children or adolescents in a public school setting. In addition, each applicant must successfully complete the admissions assessment process and prerequisite courses. State law requires that students take the California Basic Educational Skills Test (CBEST) for diagnostic purposes prior to application for admission to a credential program, and that they acquire criminal and character identification clearance. Students must complete 6 semester credits of a foreign language prior to applying for a teaching credential with a Crosscultural, Language and Academic Development (CLAD) emphasis. Consult the School of Education faculty or the School of Education Office of Admissions for details.

Advising

Students accepted to the Basic Teaching Credential Program receive assistance from two advisors: A member of the Education faculty helps plan their professional preparation. Matters concerned with their major are handled by the departmental faculty advisor. Since the State of California credentialing requirements change periodically, it is important for students to maintain close association with Education faculty.

Basic Teaching Credential Programs

There are two types of subject matter programs for the teaching credential. The Multiple Subject Teaching Credential permits teaching in the elementary schools and the Single Subject Teaching Credential permits teaching one or more single-content areas in junior high or high schools.

Candidates for either the multiple subject or single subject teaching credential in the State of California must either:

- Take state-approved examinations in the appropriate academic fields, or
- Complete an approved university-level subject matter program to waive the state examination.

While completing a single subject program, students may take approved coursework for a minor in physical education to receive a supplementary authorization in an additional teaching area.

Professional Clear Teaching Credential

Both the single subject and multiple subject credentials are commonly referred to as preliminary credentials. Within five years of receiving a preliminary teaching credential, a person is required to earn a Professional Clear Teaching Credential. Courses required for the Professional Clear Credential are: EDUG 320, EDUC 327, and CS 102. Contact the School of Education for more information. Early planning with the Education faculty is essential.

Graduate and Service Credential Programs

Graduate studies at the University of Redlands include credential and/or master of arts programs specializing in administrative

services, counseling/pupil personnel services, and curriculum and instruction. Students seeking an M.A. degree or a service credential must complete graduate application procedures with the enrollment counselor in the School of Education Admissions office. Consult the School of Education section of this *Catalog* for details.

Teaching Credential Courses Multiple Subject Credential with CLAD Emphasis

Requirements: EDUG 310, 425, 434, 443, 432, 435, 450, and REST 315

Single Subject Credential with CLAD Emphasis

Requirements: EDUG 310, 425, 434, 444, 432, 436, 450, and REST 315

The Minor in Education

Some students may prefer to take a minor in education whether or not they intend to become teachers. Other students who are preparing to enter the teaching credential program in their senior year may opt to declare a minor in education.

The minor in education includes all education coursework except for student teaching. Students who choose to declare a minor in education and who are preparing to become teachers should follow the course listings for the credential they are seeking. In other words, those students who intend to pursue a multiple subject credential should take the courses required for that credential. Those seeking a single subject credential should take the courses required for that credential. If students want to have a minor in education but are not seeking a credential, they can choose either option.

Multiple Subjects:

EDUG 310, 331, 425, 432, 434, 443, 435, and REST 315

Single Subject:

EDUG 310, 331, 425, 432, 434, 444, 436, and REST 315

Departmental Honors

Since there is no major in education, the School of Education does not offer departmental

honors. However, students who plan to be teachers may pursue honors in their major department.

COURSE DESCRIPTIONS (EDUG)

120/120E Fieldwork in Mathematics and Science. Fall (2), Spring (2).

Examination of curriculum trends and disciplinary issues in mathematics and science in a public school setting. Students spend forty hours observing mathematics and science instruction in an elementary classroom and will meet every other week with the University supervisor. Prerequisite for EDUG 120: liberal studies majors only. Prerequisite for EDUG 120E: liberal studies evening majors only. CN only.

121/121E Fieldwork in Language Arts and Social Studies. Fall (2), Spring (2).

Examination of curriculum trends and disciplinary issues in language arts and social studies as they are addressed in a public school setting. Students will spend forty hours observing language arts and social studies instruction in an elementary classroom and will meet every other week with the University supervisor. Prerequisite for EDUG 121: liberal studies majors only. Prerequisite for EDUG 121E: liberal studies evening majors only. CN only.

150 From Classroom to Career: Personal Excursions. Interim (3).

Provides an opportunity to spend time on the job with a instructor in the area of human services. Instructor assists in making placements in areas such as schools, social work agencies, juvenile facilities, and law offices. Prerequisite: interview with instructor.

310/310E Introduction to Second Language Acquisition. (3).

For teachers and prospective teachers seeking the teaching credential with CLAD emphasis. Theories and research on language learning, language structure and use of theories and factors in first and second language development are studied. Examination of effective

Education

teaching strategies that empower teachers while teaching second language learners.

320 Experiences with Exceptional Children and Youth. Fall (3).

Experience with exceptional children and youth; emphases on assessment, diagnosis, prescription, curriculum materials, and teaching strategies. Meets the special education requirement for the Professional Clear Multiple Subject and Single Subject credentials. Prerequisite: permission.

327 Health Education. (2).

Examination of school and community health issues, curriculum planning, and methods implementing sound health practices. Meets the CCTC requirements for the Professional Clear Multiple Subject and Single Subject Credentials.

331 Child Development. Fall (3), Spring (3).

Cognitive, social, and language development of children from birth through adolescence; various learning theories and their implications for the timing of instruction; developmental implications for teaching the whole child. Prerequisite: junior standing.

425 Democratic Classroom Management.

Fall (3).

Examination of various approaches to classroom management designed to model democracy, promote equity, and maintain safe school environments. Prerequisite: permission. NU only.

432 Foundations of Education.

Fall (3), Spring (3).

Students explore the major philosophies of education and their impact on current thought and practice in the United States, including historical, philosophical, cultural, and political aspects of education. Prerequisite: admission to the Basic Teaching Credential Program. NU only.

434 The Teaching of Reading: K–12.

Fall (3).

Field and related course experiences address all levels in the public school. Principles of

reading, reading-readiness factors, phonemic awareness, phonics instruction, developmental reading, reading in content areas, and remedial reading are included. Prerequisite: admission to the Basic Teaching Credential Program.

435 Teaching Math and Science in Elementary Schools. Fall (3), Spring (3).

Designed to provide pre-service teachers and in-service intern teaching candidates with the foundations of math and science curriculum, fundamental teaching strategies, methods appropriate for instruction, and tools to promote successful learning in a crosscultural and linguistically diverse classroom. Prerequisite: admission to the Basic Teaching Credential Program. NU only.

436 Teaching in the Content Area.

Fall (3), Spring (3).

Designed to prepare candidates for student and intern teaching experiences by focusing on specific content areas. Focus encompasses ongoing changes in schools, curriculum, secondary learners, and effective teaching for middle, junior high, and senior high schools in crosscultural and linguistically diverse classrooms. Prerequisite: admission into the Basic Teaching Credential Program. NU only.

443 Elementary Curriculum and Methods: ELD and SDAIE. (3).

Examination of the complexity of elementary school teaching, beliefs about learning, curriculum and instructional methods, and the impact teachers have on student learning. Focus includes theories and methodologies of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Prerequisite: admission to the Basic Teaching Credential Program. NU only.

444 Secondary Curriculum and Methods: ELD and SDAIE. (3).

Examination of the complexity of middle and secondary school teaching, beliefs about learning, curriculum and instructional methods, and the impact teachers have on student learning. Focus includes theories and

methodologies of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Prerequisite: admission to the Basic Teaching Credential Program. NU only.

**450 Student Teaching: K–12.
Fall (12), Spring (12).**

Field and related course experiences in all levels in the public school. Student teaching experiences under supervision in multiple subject and single subject areas in kindergarten and grades 1–12. Student teaching consists of one semester of full-time, five days per week, practice teaching in a public school. Prerequisites: EDUG 434 and permission. CN only.

**454 Methods in Teaching Multilingual,
Multicultural Students. (3).**

Theory and methodologies of English development in the content areas for K–12 schools. Topics include the role of primary language, theories of ELD and SDAIE strategies, assessment, and program models. Includes sharing of personal experiences from student teaching in classroom management, education law, and development of a professional portfolio. Prerequisite: admission to the Basic Teaching Credential program or permission. NU only.

462 Educator's Workshop. (1–4).

Designed to reflect curriculum trends and issues in education, these workshops are current and topical.

English: Writing and Literature

THE FACULTY

Ralph Angel

Greg Bills

Leslie Brody

Nancy E. Carrick

Patricia Geary

Robert N. Hudspeth

Claudia Ingram

Daniel Kiefer

Heather King

Joy Manesiotis

William E. McDonald

Robert Lee Stuart

Judith A. Tschann

THE MAJORS

The Creative Writing Major

The creative writing program's focus is on creative process rather than on specialization in any one genre. Requirements are designed to foster a rapport with all forms of literary expression and to promote community among our majors.

1. Foundation courses:
Nonfiction Workshop I, Poetry Workshop I, and Fiction Workshop I: ENGL 104, 105, and 107
2. Intermediate courses:
Nonfiction Workshop II, Poetry Workshop II, and Fiction Workshop II: ENGL 204, 205, and 207
3. Advanced Courses:
Each student chooses one advanced writing course in poetry, fiction, or nonfiction writing.
4. Advanced Seminars:
Each student chooses one advanced literary seminar, and it must be in the same genre as the one chosen for the advanced writing course.
5. Advanced Literature Courses:
Each student must take two upper-division courses in literature.

6. Senior Portfolio:

In the senior year, each student must complete a final portfolio consisting of a significant body of work in a specific genre.

Recommendations:

- By the beginning of the sophomore year, the student who intends to major in creative writing is expected to choose one of the department's resident writers as an academic advisor and, with that individual, plan an appropriate three-year schedule.
- Foundation and intermediate level courses are taken in all genres. At the advanced level, the student chooses one genre to pursue. Additional advanced-level workshops and seminars in all genres are strongly encouraged.
- Students are encouraged to take additional advanced literature courses and a professional internship: ENGL 385 Practicum.

The Literature Major

Students must fulfill the following requirements (11 courses):

1. ENGL 201 Analysis of Literature
2. A creative writing workshop chosen from ENGL 104, 105, or 107
3. Six courses in literature, four of which must be taken from the 300-level or above, and one of which must be devoted to literature prior to 1800
4. Either ENGL 402 Literary Criticism or ENGL 403 Current Literary Theory
5. ENGL 420 Senior Seminar in Literature
6. One additional English Department course numbered above 200

Subject Matter Teaching Credential

Students who want to be certified to teach English need to pass the PRAXIS, SSAT, and CBEST examinations. The best preparation for these examinations is a B.A. in English. Consult with the department chair and meet with an advisor in the School of Education for information concerning certification and the Basic Teaching Credential Program (including student teaching). Also, see the School of Education section of this *Catalog* for a detailed list of other requirements.

THE MINORS

The Creative Writing Minor

The minor is designed for students to explore creative expression as part of a broad education.

The minor in creative writing consists of a minimum of 24 credits:

- ENGL 104, 105, 107, 204, 205, 207
- Advanced level workshops and seminars are recommended.

The Literature Minor

This minor is designed for the student who wishes to read, discuss, and enjoy the novels, plays, stories, and poetry of major British, American, and European writers as part of a broad liberal education.

The minor in literature consists of a minimum of 24 credits:

- Genre and analysis (2 courses): ENGL 201, 210, 212, 213, 221, 222, 311, 402, 403
- American literature (2 courses): ENGL 330, 331, 332, 361 (given appropriate topic)
- British literature (2 courses): ENGL 320, 321, 322, 361 (given appropriate topic)

The Interdisciplinary Minor

Students having completed no fewer than 30 credits with a cumulative grade point average of at least 3.30 are eligible to apply for an interdisciplinary minor in English prior to entering their senior year. The minor consists of 12 credits of English courses numbered 200 or above plus 12 credits of a second discipline, all 24 credits to be approved by a faculty advisor from the Department of English.

Advanced Placement in English

Students who score three, four, or five on the test for Advanced Placement in English language/composition will receive 4 credits for ENGL 102. Those whose AP score is three and whose SAT verbal score is below 580 (or whose ACT English score is below 26) must write the challenge exam the first day of final exams their first semester on campus. That exam will either complete their WA requirement or indicate the need for ENGL 101, a

1-credit tutorial in writing. Students with AP scores of three in English composition and 580 SAT verbal or 26 ACT English are exempt from the exam and should enroll in a WB course when they attain junior standing. Those whose AP scores are four or five are exempted from the challenge exam. Students complete the Liberal Arts Foundation requirement in writing by taking any course labeled WB in the *Schedule of Classes* after they attain junior standing.

Students who score three, four, or five on the test for Advanced Placement in English literature/composition will receive 4 credits for ENGL 112 and thereby satisfy the Humanities Literature (HL) portion of the Liberal Arts Foundation requirements.

Internships and Career Preparation

An internship, ENGL 385 Practicum, is available to interested students during their junior or senior years. Practica enable students to explore a career or determine the field in which they will use the skills developed and refined in their liberal arts major—such as critical reading, writing, analysis, organization, oral communication, problem solving, research, and editing—and offer experience in advertising, public relations, law, journalism, technical writing, book and magazine publishing, film and television, marketing, social services, teaching, and many other fields. Each student chooses a field and, with the help of the internship program advisor, decides on a company, agency, or other organization within that field. Working with both the program advisor and on-site supervisors, students design a work experience tailored to their career goals.

Departmental Honors

Qualified students majoring in writing or literature are encouraged to apply for departmental honors. An honors project begins with the selection of a challenging topic and a faculty committee that assists at every step of the process. Advanced research and careful thinking lead to the completion of a formal honors thesis and its defense before the faculty committee. Successful candidates will graduate with honors in English.

English: Writing and Literature

Eligibility: To qualify for departmental honors, a student must have completed at least 16 credits in the major and 70 credits overall. The candidate should have a minimum GPA of 3.50 in the major and maintain it through graduation.

Application: Students should apply during the second semester of the junior year. To apply, students need only record their names with the department secretary and complete the application process in the Office of the Registrar by the end of the second week of classes in their final semester.

Registration: In the first semester of the senior year, honors candidates majoring in creative writing should enroll in ENGL 441 during the Fall semester, and ENGL 499 Honors Research Project during either the Interim or Spring semester. Honors candidates majoring in literature should enroll in ENGL 499 for the Fall semester, and in consultation with their advisors should work out a schedule for the thesis defense during the Spring semester.

Publications and Awards

The department publishes a literary magazine, Redlands Review, showcasing student poetry, fiction, nonfiction, and art. Students hold positions on the editorial board and manage the editing and layout of this publication.

In conjunction with the Academy of American Poets, the department sponsors the Jean Burden Prize in poetry. The department also sponsors an annual fiction contest. Student poetry and fiction are submitted to outside judges of national repute. Each spring, the department awards the Gene Kanjo prize in literary criticism.

The Writing Lab

The Writing Lab is available to all College of Arts and Sciences students. The lab offers one-on-one peer tutoring for students who want assistance with essay writing. Tutors are students who have demonstrated writing talent and have completed "Peer Tutor Training," a course in the theory and practice of tutoring writing.

Tutors help students clarify the purpose and focus of their papers, ascertain their

audience, and explore appropriate organizational schemes. Tutors may design specific exercises in mechanics or punctuation, but they will not proofread essays; their role is to assist students in all stages of the composing process and to help foster necessary writing skills.

COURSE DESCRIPTIONS (ENGL)

100 Expository Writing. Fall (4).

Study of syntax and essay development. Extensive practice writing in a variety of styles.

101 Writing Tutorial. Fall (1), Spring (1).

Weekly tutorial meetings to review essays and practice critical reading and writing skills. May be repeated for up to three degree credits.

102 Critical Thinking and Writing.

Fall (4), Spring (4).

Combination of classroom discussion and individual conferences designed to help students respond critically to readings from a variety of disciplines and to write critical essays that develop carefully reasoned positions on a variety of subjects. Restricted grading option (see course syllabus).

103E Writing Workshop.

Fall (1), Spring (1). Summer (1).

Taken concurrently with ENGL 200E Literary Analysis for Educators, this course supports critical thinking, reading, and writing in the literature content area. Structured in small group settings, the Writing Workshop seeks to supplement ENGL 200E through review of the writing process and documentation rules, as well as compositional strategies. Corequisite: ENGL 200E. CN or NU only.

104 Nonfiction Workshop I.

Fall (4), Spring (4).

Nonfiction writing workshop surveying various genres of creative nonfiction, including memoir, biography, and literary journalism. Student presentations, guest speakers, and writing portfolios.

105 Poetry Workshop I. Fall (4), Spring (4).

Beginning-level poetry writing workshop focusing primarily on student writing and stressing process.

107 Fiction Workshop I. Fall (4), Spring (4).

Introductory fiction writing workshop with a primary focus on student writing, while stressing process.

110 Poetry. Fall (4) or Spring (4).

Introduction to poetry and creative expression. Examination of sound, rhythm, and majesty in poetry with a focus on how a poem speaks of our lives.

111 Introduction to Film.

Fall (4) or Spring (4).

Introduction to the history, theory, and criticism of film with an emphasis on how narrative is accomplished through film language such as shots, scenes, and sequences.

112 Short Fiction.

Fall (4) or Interim (3) or Spring (4).

Intensive study of the uses of language to convey and evoke experience. Readings are international in scope, including works of many cultures and countries. Assignments develop skills in analytical reading and writing.

114 War in Literature and Film. Interim (3).

Exploration of ways in which war is reflected in literature and film, including a variety of genres. Consideration of ethical issues is integral to the course. Extensive writing and active class discussion are required. EV or NU only.

115 European Literature.

Fall (4) or Spring (4).

Introduction to the literature of Europe. Topics may vary from one year to the next. Typical topics include "Masterpieces of European Literature," "European Drama," and "Modern European Fiction." May be repeated for degree credit given a different topic.

117 Politics and Literature. Spring (4).

Exploration of political themes in literature. Analysis of themes such as justice, power,

revolution, and war and freedom in fiction, drama and poetry. Reading includes the literature of writers from ten nations including: Ibsen, Kafka, Camus, and Dostoyevsky.

118 The Literature of the Bible.

Fall (4) or Spring (4).

Introduction to the Old and New Testaments. Survey of the contents of the Bible, and a study of the various types of literature included. Though this is not a course in Biblical history or criticism, the creation of the canon and critical stances from which the Bible can be read are noted.

121 Introduction to British Literature.

Fall (4) or Spring (4).

Selection of British works from a variety of genres and periods. Special attention to developing critical and analytical skills.

122 Literature in England. Interim (3).

Travel seminar featuring the reading of selected novels and poems from English literature, visits to a number of literary sites, and several theatre evenings followed by discussions.

130 Introduction to American Literature.

Fall (4) or Interim (3) or Spring (4).

Selection of American works from a variety of genres and periods related to themes central to the American experience. Special attention to developing critical and analytical skills.

133 African-American Literature.

Fall (4) or Spring (4).

Literature from the Eighteen Century to the present. Major trends and themes are examined from historical, social, and psychological perspectives. Prerequisite: sophomore standing.

134 Mexican-American Literature.

Fall (4) or Spring (4).

Representative readings in Mexican-American culture as illustrated in literature from the beginnings in Mexico through subsequent development in the American Southwest. Prerequisite: sophomore standing and one literature course recommended.

English: Writing and Literature

161 Studies in Literature.

Fall (4), Interim (3), Spring (4).

Selected topics, themes, or authors in literary fields. May be repeated for degree credit, given different topics, for a maximum of 8 credits. NU or EV only. Offered as needed.

200E Literary Analysis for Educators.

Fall (4), Spring (4), Summer (4).

Introduction to basic principles and practices of critical analysis, with particular emphasis on aspects of literary theory and criticism which provide a foundation for the study and teaching of literature in K–8 classrooms. Prerequisite: Freshman Composition before transfer to the University of Redlands or a WA course. NU only.

201 Analysis of Literature.

Fall (4), Spring (4).

Introduction to basic principles and practices of critical analysis. Provides the foundation for studies in literature and writing. Theoretical essays are read closely and applied to the study of fiction, drama, and poetry. Assignments develop skills in analytical reading, writing, and thinking. Prerequisite: sophomore standing; one literature course recommended.

204 Nonfiction Workshop II. Spring (4).

Intermediate creative nonfiction workshop with a focus on various genres of creative nonfiction, including nature and travel writing, cultural criticism, and literary journalism. Student presentations and guest speakers. Prerequisite: ENGL 104.

205 Poetry Workshop II. Fall (4), Spring (4).

Intermediate poetry writing workshop with stress on process. In-depth exploration and refinement of skills. Prerequisite: ENGL 105 or permission.

207 Fiction Workshop II. Fall (4), Spring (4).

Intermediate fiction writing workshop with a focus on refinement and quality. Emphasis on completion and revision of short stories. Prerequisite: ENGL 107.

210 Poetry. Fall (4) or Spring (4).

Exploration of the structures of lyric poetry, with a focus on rhythm, figuration, and tonality. Texts are chosen from a wide range of poets, with an ear for the sheer pleasure of poetic language.

211 Film Genres and Auteurs.

Fall (4) or Spring (4).

Study of the conventions of such film as screwball comedy, gangster, and the Western. Set against convention (rules, norms, and codes) is the director's invention or departure from a genre's traditions. Prerequisite: ENGL 111 recommended.

212 Fiction. Fall (4) or Spring (4).

Survey of representative English, American, and European novels from the Eighteenth Century to the present.

213 Drama. Fall (4) or Spring (4).

Study of dramatic forms in various cultures and periods. May be repeated for degree credit given a different topic.

217 Images of Women in Literature.

Fall (4), Spring (4).

Study of images and definitions of womanhood, motherhood, and the "feminine" in various works. Students explore, question, and ultimately seek to reconsider, rewrite, and reclaim women's history. Students will complete projects determined by contract. Prerequisite: sophomore standing. May be repeated for degree credit given a different topic.

221, 222 Shakespeare. Fall (4), Spring (4).

The first semester, Shakespeare to 1600 A.D., covers early plays and the sonnets, the literary traditions and backgrounds of the plays, Shakespeare's language and theater. The second semester covers plays written after 1600 with emphasis on interpreting irony and tragedy through dramatic structure and imagery.

241 Linguistics. Fall (4) or Spring (4).

Theoretical and historical investigation of the English language, through a study of phonology, morphology, syntax, and semantics.

Includes review of traditional grammar, introduction to transformational grammar, and discussion of current issues of sociolinguistics. Prerequisite: sophomore standing.

242 Studies in Language.

Fall (4) or Spring (4).

Study of language from different and often opposing points of view based on readings from contemporary linguists and cognitive scientists, French psychoanalytical linguists, historians of the English language, and various philosophers of language. Emphasis on ways in which the study of language enriches the study of literature. Prerequisite: sophomore standing. NU and EV only.

301 Advanced Writing Conference.

Fall (1), Spring (1).

Weekly conference meetings to review writing produced for upper-division classes and to practice skills required for writing in the disciplines. Prerequisite: lower-division composition class or any class labeled WA in the *Schedule of Classes*. CN only.

302 Intermediate Composition.

Fall (4), Spring (4).

Process-oriented approach to writing. Includes the writing of short position papers, applications and proposals, and a major project. Emphasis on peer review and revision. Prerequisites: completion of the WA requirement and sophomore standing.

304 Nonfiction Workshop III.

Fall (4), Spring (4).

Advanced writing course designed to hone creative non-fiction writing skills through extensive essay and article writing, peer reviews, and in-depth research. Prerequisite: junior or senior standing. May be repeated for degree credit for a maximum of 8 credits.

305 Poetry Workshop III. Fall (4), Spring (4).

Advanced poetry writing workshop with a focus on student writing. Further exploration and refinement of poetry writing skills through advanced workshop critiques. Prerequisite: ENGL 205 or permission. May

be repeated for degree credit for a maximum of 8 credits. NU and EV only.

307 Fiction Workshop III. Fall (4).

Advanced fiction writing course designed for students interested in creating a significant work—a novel or unified series of short stories. Plotting, structure, character development, and pacing are considered, and emphasis is placed on substantial progress toward completion of a project. Prerequisite: ENGL 207 or permission. May be repeated for degree credit for a maximum of 8 credits. NU or EV only.

309 Persuasive Writing. Fall (4).

Students discuss essays by peers and professionals. Ancient and modern theories of rhetoric are used to assist advanced writers in perfecting their skills in analysis and persuasion. Prerequisite: junior or senior standing.

311 Film and Literature.

Fall (4) or Interim (3) or Spring (4).

Study of the practice and theory of adapting film from literature, demonstrated in select literary works made into feature films. Prerequisite: ENGL 111 recommended.

320 The Age of Belief: The Medieval World.

Fall (4) or Spring (4).

Exploration of the sacred and profane in early Western literature, including dragons, epic heroes, love songs, bawdy tales, pilgrims, and sermons. Includes historical and linguistic background and addresses social and cultural framework of the medieval world. Primary sources from literature, philosophy, and art. Prerequisite: ENGL 201 or permission.

321 The Age of Reason.

Fall (4) or Spring (4).

Study of the literature inspired by the cultural movement called “humanism,” the Protestant Reformation, and the Puritan revolt. Readings capture the joy and gaiety as well as the trepidation of the new learning, the aspiring mind of the overreacher, and the beginning of modern science. Prerequisite: ENGL 201 or permission. May be repeated for degree credit given different topic.

English: Writing and Literature

322 Topics in the Age of Revolution.

Fall (4) or Interim (3) or Spring (4).

Successive offerings focus on the central revolutions that have shaped British literature since 1789: the Romantic revolt, the undercurrents of doubt in Queen Victoria's reign, the revolution in consciousness we call modernism, and the combination of realism and fabulation in contemporary British writing. Prerequisite: ENGL 201 or permission. May be repeated for degree credit given a different topic.

330 American Literature, 1620–1855.

Fall (4) or Spring (4).

Survey of major movements of the period, including Puritanism, Transcendentalism, and Romanticism, as well as careful study of some of the best writing of American authors through 1855. Prerequisite: ENGL 201 or permission.

331 Individual and Society:

American Literature, 1855–1912.

Fall (4) or Spring (4).

The golden days of America as embodied in Whitman, set against the manners and morals of the gilded age in Twain, James, Dickinson, and Howells, and the new realism of Crane, Norris, and Dreiser. Prerequisite: ENGL 201 or permission.

332 Modern American Literature: Quest for Self-Identity. Fall (4) or Spring (4).

Examination of experimental language in poetry, fiction, and drama of writers from T.S. Eliot and Eugene O'Neill to Rita Dove and Toni Morrison. Treatment of existential themes of freedom and self-identity in modern America. Prerequisite: ENGL 201 or permission.

361 Studies in Literature.

Fall (4) or Interim (3) or Spring (4).

Selected topics in literary figures and themes. May be repeated for degree credit given different topics. Prerequisite: ENGL 201 or permission.

385 Practicum. Fall (4), Spring (4).

Practical experience in a field of writing: public relations; fund-raising, advertising, and marketing; technical writing; film and television; print and broadcast journalism; magazine and book publishing; and research and law, among others. May be repeated for degree credit.

402 Literary Criticism. Fall (4) or Spring (4).

Survey of literary criticism from ancient times to the middle of the Twentieth Century. Combines representative readings of influential critics with imaginative writing. Prerequisite: ENGL 201 or permission. NU or EV only

403 Current Literary Theory.

Fall (4) or Spring (4).

Exploration of representative schools of current literary theory. Topics may vary, but the course is a combination of theory with readings in fiction and poetry. Prerequisite: ENGL 201 or permission. NU or EV only

404 Nonfiction Seminar.

Fall (4) or Spring (4).

Advanced literary seminar designed to focus on specific periods or topics of interest. Discussion from the writers' point of view. May be repeated for degree credit. Prerequisite: ENGL 204 or permission. NU or EV only

405 Poetry Seminar. Fall (4).

Advanced literary seminar designed to focus on specific periods or topics of interest. Discussion from the writers' point of view. May be repeated for degree credit. Prerequisites: ENGL 205 or permission.

407 Fiction Seminar. Spring (4).

Advanced literary seminar designed to focus on specific periods or topics of interest. Discussion from the writers' point of view. Prerequisites: ENGL 207 or permission. May be repeated for degree credit.

420 Senior Seminar in Literature. Spring (4).

Capstone planned and conducted jointly by students and professor, including works to be selected and taught by groups of seminar

students. A key part of the seminar is an extensive revision of a research-supported essay that each student has written previously for another course. A final essay will reflect the student's experience as a literature major. A portfolio of papers written for previous literature courses is required as part of this final assignment. Prerequisite: senior standing or permission.

441 Senior Portfolio. Fall (4), Spring (4).

Opportunity for senior English majors and Johnston students with emphasis or partial emphasis in writing to work closely with a faculty committee to produce a manuscript in one of the following genres: poetry, fiction, or nonfiction. Parallel readings and conferences with writing faculty. Prerequisites: senior standing and three levels of workshop in the chosen genre. May be repeated for degree credit. CN only.

Environmental Studies

PROGRAM DIRECTOR

Lamont Hempel

Faculty

Karen Kemp

Timothy Krantz

Advisory Committee

Michael J. Bloxham, Mathematics

Rafat Fazeli, Economics

Anne-Marie Feenberg, Liberal Studies

Lawrence Finsen, Associate Dean,
College of Arts and Sciences

Kathie Jenni, Philosophy

Alexander Koonce, Mathematics

James Malcolm, Biology

Barbara Morris, Government

Barbara Murray, Director, Center for
Science & Mathematics

Kathy J. Ogren, History

James Pick, Business and Management

Jodye Selco, Chemistry

L. Kent Smith, Biology

John Walsh, Omer E. Robbins Chaplain

Steven I. Welborn, Accounting

Tekle Woldemikael, Sociology and
Anthropology

THE MAJORS

Students may elect a bachelor of arts in Environmental Studies or a bachelor of science in either Environmental Science or Environmental Management. In addition, Johnston students may develop an individual contract to study areas related to the environment.

Requirements

Most courses for the major and minor are either listed under Environmental Studies in the *Schedule of Classes* each semester or cross-listed with other departments. The core courses are directly related to the program, but many other courses also may count toward the degree. All electives must be approved in advance.

Core Courses

The following courses are required for the B.A. and the B.S.:

- EVST 100 Introduction to Environmental Studies
- EVST 102 Ecological Literacy: Knowing Your Home Biome
- PHIL 330 Ethics and the Environment or REL 122 Religion and Ecology: Environmental Ethics
- EVST 110 Introduction to Spatial Analysis and GIS
- EVST 250 Environmental Design Studio I
- EVST 300 Environmental Colloquium in Economics, Policy, Planning, and Management
- EVST 475 Capstone Senior Project in Environmental Studies (a minimum of 6 credits is required)
- Practicum (choose one): Environmental Study Abroad* or Biosphere 2 Semester* or EVST 350 Environmental Design Studio II or EVST 330 Environmental Policy Clinic or EVST 385 or 485 Advanced Program Internship

**Up to 16 credits toward requirements in the major, but only 4 credits count toward core requirements.*

The Bachelor of Arts: Environmental Studies

In addition to the core requirements, the B.A. requires nine more courses as follows:

- One statistics course from MATH 111, BUS 220, ECON 200, or PSYC 250
- Biological science elective from BIOL 107, 108, 109, or 131
- Two general math and science electives from CHEM 20, 131, 132; BIOL 133, 331, 340; MATH 235; EVST 220 or 225. EVST 260/360 may also be approved, given appropriate topics.
- ECON 149, 250 or 251. ECON 355 also will be accepted, and is recommended for those with the prerequisites.
- Four non-science approved electives (two of the four must be advanced-level courses).

The Bachelor of Science: Environmental Science

In addition to the core requirements, the B.S. requires eleven more courses, as follows:

- MATH 121 Calculus I or MATH 122 Calculus II
- EVST 231 Introduction to Modeling or BIOL 406 Research in Biosystems Modeling or MATH 235 Differential Equations
- EVST 235 Environmental Impact Assessment or EVST 220 Physical Geography
- PHYS 220 Fundamentals of Physics
- Two lower division science courses selected from BIOL 131, 133; CHEM 131, 132
- Four advanced science electives (200–400 level courses) in at least two disciplines
- One non-science environmental elective.

The Bachelor of Science: Environmental Management

In addition to the core requirements, the B.S. requires fifteen more courses, as follows:

- ACCT 210 Principles of Financial Accounting and Reporting
- ACCT 220 Principles of Managerial Accounting
- BUS 353 Managerial Finance
- BUS 458 Management Science
- ECON 250 Principles of Microeconomics
- ECON 251 Principles of Macroeconomics
- ECON 300 Introduction to Econometrics
- ECON 355 Environmental and Resource Economics
- GOVT 111 American National Government and Politics
- Law or Policy chosen from EVST 310, 320, 330, GOVT 304, BUS 316 or ACCT 425
- Two lower division science courses BIOL 131,133; CHEM 131–132
- Two advanced science courses chosen from BIOL 331, 336, 339, 340, 354; CHEM 231, 320, 330; EVST 225. EVST 360 may also be approved, given appropriate topics.

THE MINOR

Students who minor in environmental studies are required to take all the environmental studies core courses, with the exception of the practicum and the senior capstone.

Teaching Credential Subject Matter Program in Environmental Studies

Students who wish to be certified to teach science must pass the PRAXIS, SSAT, and CBEST examinations. The best preparation for these examinations is a B.S. or B.A. in Environmental Studies or in a science. Students must meet with the science credential advisor, the director of the Center for Science and Mathematics, and with an advisor in the School of Education for information concerning certification and the teacher education preparation program process. Most students complete the teacher preparation program, including student teaching, during a fifth year after graduation. Please refer to Education section under the College of Arts and Sciences of this *Catalog* for a more detailed list of requirements.

Program Honors

The Environmental Studies Program offers the opportunity for honors projects and research to outstanding majors desiring to undertake substantive original work during their senior year. Application to pursue honors must be made during the second semester of the junior year. Students selected for honors carry out research or a project with guidance from a program faculty member, including the advisory committee, or other departmentally approved professionals.

More specific guidelines regarding format and a timetable for completion of honors projects are available from the Environmental Studies Program office. To be awarded honors, students must complete all components of the project as outlined above at a level of academic performance acceptable to the examining committee.

Environmental Studies

COURSE DESCRIPTIONS (EVST)

100 Introduction to Environmental Studies. Fall (4), Spring (4).

Introduction to the concepts and interrelationships needed to understand the complexities of environmental issues. Based on the belief that we cannot relate to and solve environmental problems elsewhere in the world without a basic knowledge of the issues immediately around us.

102 Ecological Literacy: Knowing Your Home Biome. Fall (4), Spring (4).

A local geographic “laboratory” for applying global concepts of environmental science. A ground-level view of environmental change and landscape ecology. Using scientific tools, historical records, and field trips, students will trace the region’s anthropogenic environmental problems to particular activities and development patterns (e.g., physical changes in local watersheds).

110 Introduction to Spatial Analysis and GIS. Fall (4) or Spring (4).

Introduction to concepts of spatial analysis and to geographic information systems (GIS). Emphasis on spatial reasoning and analysis. Topics include spatial data models, data requirements and acquisition, spatial analysis using GIS, implementation within an organization, and especially the application of GIS to problem-solving in other disciplines. Two lectures, two laboratories.

120 Introduction to ARC/INFO. Interim (3).

Introduction to the geographic information systems software package called ARC/INFO. Students learn data entry, data manipulation, and database structure. Material learned in the first two weeks is applied to help investigate environmental problems. Students learn the multidisciplinary techniques of management. Offered as needed.

210 Energy and the Environment. Spring (4).

Sources, production, distribution, and consumption of energy are considered with special attention to alternative energy systems—including wind, solar, and geothermal—and

conservation. Environmental effects of air and water pollution also are considered. Experiments are conducted to aid in understanding the principles presented. Field trips to regional energy production facilities are included. Prerequisite: MATH 101 or high school algebra or permission. Offered as needed.

220 Physical Geography. Fall (4).

Exploration of the physical geography of Earth by examination of lithospheric, atmospheric, hydrological, and biological processes. Laboratory includes field methods, topographic map reading, and in-depth discussion of these principles. EV, NU only.

225 California Plants: Taxonomy and Ecology. Spring (4).

Exploration of the biodiversity of California plant life. Lectures focus on the varied physical environments and ecology of California plant communities. Laboratories delve into the intimacies of plant taxonomy and identification. Field trip laboratories will afford first-hand experience with coastal, interior valley, montane and desert plant communities and their environments. Offered in alternate years. EV and NU only.

231 Introduction to Modeling. Spring (4).

Investigation of the process of modeling. Special emphasis placed on how to build, test, and refine models; how to analyze assumptions and results; and what model limitations are. Includes deterministic and stochastic models, rate equations and population dynamics, and statistical analysis. Final project is tied to outside interests. Prerequisite: MATH 121 or permission. Cross-listed with MATH 231.

235 Environmental Impact Assessment. Spring (4).

Comprehensive overview of environmental impact assessment. Federal and State legislative foundations governing the content and process of environmental review are examined. Culminates in preparation of an environmental impact report analyzing the potential impacts and mitigations. Grade basis: NU only. Offered in alternate years: 03S.

240 Global Environment. Fall (4), Spring (4). Analysis of selected problems of global environmental systems. Technical means of monitoring and analyzing global environmental data. Global applications of remote sensing, geographic information systems, computer modeling, and computer networks. Planning regulation and management. Roles of international organizations, government, industry, and education. Prerequisites: EVST 110, BIOL 331, and junior standing; or permission. Offered in alternate years.

250, 350, 450 Environmental Design Studio I, II, III. Fall (4), Spring (4). Students are introduced to spatial analysis and learn graphical representation. As students move through this three-course sequence, the material becomes more complex and concepts more advanced. Students in teams work collaboratively on environmental projects. Prerequisite for EVST 250: EVST 100, 102, and 110, or permission.

260 Topics in Environmental Studies. Fall (1–4), Interim (1–3), Spring (1–4). Topics of current interest in environmental studies such as energy, air quality, water, and environmental justice. May be repeated for degree credit up to a maximum of 8 credits.

300 Environmental Colloquium in Economics, Policy, Planning, and Management. Fall (4), Spring (4). Illuminates the conversion of environmental science into policy and practice. Integrates introductory material in each field, increasing understanding of interactions between scientists, planners, policy makers, and business interests. Students compare at least four distinct perspectives on an environmental issue and select a particular approach for further investigation. Frequent guest lecturers.

310 Environmental Law. Fall (4), Spring (4). Exploration of American legal system and framework of creation, implementation, and interpretation of environmental laws. Study of central role of regulatory agencies in developing and implementing environmental law and of course methods interpreting and shaping it.

Includes analysis of major environmental laws and case studies. Emphasis on California and the West. Offered as needed.

320 Environmental Policy and Management. Fall (4), Spring (4). Examination of policy actors and institutions shaping environmental management and world views from which they are derived. Study of competing discourses, influence of public and private actors and institutions, and interplay between parties. Examination of policy and management implications from standpoints of decision-making content and process. Offered in alternate years: 02S.

330 Environmental Policy Clinic. Fall (4), Spring (4). Students and faculty create innovative policy responses to concrete environmental problems, typically resulting in a report or major presentation about a specific environmental improvement strategy to a government client or a group of stakeholders. Emphasis on policy and management strategy design; focus on political, economic, and managerial feasibility of environmental controversy resolution. May be repeated for degree credit, for a maximum of 8 credits, given a different topic. Prerequisite: EVST 300 or 320. Offered in alternate years: 02S.

360 Advanced Topics in Environmental Studies. Fall (1–4), Interim (1–3), Spring (1–4). Consideration of recent research developments in environmental science with varying topics each semester. Examples include tropical island biogeography, physical biogeography, and California plants' taxonomy and ecology. May be repeated for degree credit up to a maximum of 8 credits.

EVST 385, 485. Advanced Program Internship. Fall (4), Spring (4).

EVST 475 Capstone Senior Project in Environmental Studies. Fall (2–4), Interim (2–3), Spring (2–4).

The Master of Science in Geographic Information Systems

The Master of Science in Geographic Information Systems (GIS) program is designed for professionals seeking to enhance their existing academic foundations with comprehensive understanding of Geographic Information (GI) Science fundamentals and the use and application of GI technologies. The program combines the development of strong technical skills and in-depth education in GI Science theory with hands-on experience on real-world projects through the Redlands Institute, the University's research and development center.

This program is offered in cooperation with Environmental Systems Research Institute (ESRI), one of the world's leading GIS companies, and includes frequent interaction with ESRI's highly educated and experienced GIS professionals and some of their most current projects and technology.

Program Components

Each of the four two-month terms includes a core theory course on a major GI Science theme paired with an intensive, hands-on technology course. Theory courses not only complement the technology courses and ensure that students have the critical theoretical foundations for the relevant technology, but also explore broader issues related to effective and appropriate application of the technology. A month-long intensive course provides an opportunity for students to focus their attention on one of the

program's two major themes—Programming or Management.

All students are required to undertake a major individual project applying GI Technology and/or Science to a problem of their choice. Opportunities for projects will be explored with staff from ESRI and other organizations in the region. When approved, students may work on a project relevant to their home country or institution. Students who begin in the Fall will make a formal presentation of their project conclusions in special sessions at the ESRI User Conference in mid-July. Students who begin in winter will present their projects to the campus and local ESRI community in December.

Students may choose to focus their education through elective courses and optional seminars in specialized areas such as environmental management, technical writing, spatial data librarianship, technology training, software development, or specific scientific or business application areas.

This program is offered as a continuous eleven-month, full-time, residential program only. Program cycles begin in Fall and Spring. A completed undergraduate degree is required of all applicants. Since this program is evolving along with the emerging and maturing technologies, the most current information about the curriculum, entrance requirements, and application procedures is available on the program's website at <http://institute.redlands.edu/MSGIS> or by contacting the program office at (909) 335-4013 or by e-mail at msgis@institute.redlands.edu.

THE FACULTY

Francis T. Bright

Danièle Chatelain Slusser

THE MAJOR

To qualify for a French major, students must complete 36 credits beyond FREN 102. 16 credits must be taken in residence with department faculty. At least 12 of these credits in residence must be taken in courses numbered 400 or above. A candidate entering at the third-year level is considered to have completed 8 of the 36 required credits. These exempted credits apply only to the major and not to the 132 total credits required for graduation. A semester at the Institute of European Studies, in either Paris or Nantes, is recommended in the junior year. In addition to its own diversified offerings, the institute makes it possible for students having the proper degree of proficiency to register at the universities of Paris and Nantes as well as the Ecole du Louvre, the Institut Catholique, and the Institut d'Etudes Politiques.

THE MINOR

A minor in French requires 28 credits beyond FREN 102. Students starting at the third-year level or beyond are considered to have completed 8 of these credits. These exempted credits apply only to the minor and not to the 132 total credits required for graduation. Students also are required to take at least one 400-level course (for 4 credits) in residence with department faculty.

Course Sequencing

Courses must be taken in the correct sequence, i.e., FREN 101, 102, 201, 202, 301, 302. While a student might enter the sequence at a level beyond FREN 101, no student subsequently can receive credit for a course lower in the sequence than the highest numbered course already completed. This regulation applies only to language courses, not to civilization and literature courses beyond FREN 302.

Placement in French

Students with previous experience in French must take the French placement exam before enrolling in a French language course.

Advanced Placement in French

French language: Students receiving a score of three on the Advanced Placement test receive 4 credits for FREN 102; those scoring four or five receive 8 credits for FREN 201 and 202.

French literature: Students scoring four or five receive 8 credits for French literature.

Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. Admission to the program may come by invitation from faculty in French or, should students initiate their own applications, by faculty approval. Interested students should consult, during the course of their junior year, with French program faculty for information about the application procedures and requirements.

Departmental Honors Requirements

- Students must have a minimum 3.45 cumulative GPA at the time of application.
- Interested students must apply no later than the advanced registration period (for the following Fall) during the Spring semester of their junior year.
- Students will enroll for 4 credits of honors work in the Fall semester of their senior year to do research and to complete a rough draft of the thesis. In the Spring of the senior year, students will carry 2 credits to finish the final draft and to defend the thesis orally before the committee.
- The honors thesis will be a scholarly research paper in French of 50–75 pages in length.
- The honors committee will consist of faculty in French plus another professor mutually agreed upon by the student and the French faculty.

French

COURSE DESCRIPTIONS (FREN)

101–102 First-Year French. Fall (4), Spring (4).

Pronunciation, conversation, essentials of grammar and composition, and reading of elementary texts for students who have had no French. Those with previous experience in French who are not ready for FREN 201 must obtain permission from the department to take first-year French.

201–202 Second-Year French.

Fall (4), Spring (4).

Review of grammar, with emphasis on conversation and contemporary French culture. Introduction to French literature and culture through selected reading materials. Prerequisite: FREN 102 or two or three years of high school French.

301–302 Third-Year French.

Fall (4), Spring (4).

Review of essential points of grammar. Readings in literature, history, and culture. Emphasis on oral presentation and discussion. Prerequisite: FREN 202, or three or four years of high school French, or permission.

450 French Theater. Spring (4).

Evolution of the theater in France from the 17th century to the present. Reading, lectures, and discussions in French. Prerequisite: FREN 302 or equivalent. Offered as needed.

451 The Novel in France. Fall (4).

Development of the novel in France from the 17th century to the present. Readings, lectures, discussions, and films in French. Prerequisite: FREN 302 or equivalent. Offered as needed.

452 French Lyrical Poetry. Spring (4).

Development of lyrical poetry in France from the 14th century to the present. Lectures, readings, and discussions in French. Prerequisite: FREN 302 or equivalent. Offered as needed.

456 French Cinema. Spring (4).

Examination of the development of cinema in France from its beginnings in the silent era to the nouvelle vague and cinema today.

Lectures, discussions, and student exposés in French. All films in French with English subtitles. Prerequisite: FREN 302 or equivalent. Offered as needed.

458 France Today. Fall (4).

Study of contemporary French institutions both in their historical and traditional form and as they are being transformed today as a result of international influences. Readings, discussions, and exposés in French. Prerequisite: FREN 302 or equivalent. Offered as needed.

459 The Francophone World. Fall (4).

Exploration of the social, cultural, and artistic development of countries in which French is the primary language. Alternate focus on (1) Africa and (2) the New World. Readings, slide lectures, discussions, films, and exposés in French. Prerequisite: FREN 302 or equivalent. May be repeated for degree credit given a different topic. Offered as needed.

463 Topics in French Literature. Fall (4).

Diverse topics in French literature dealing with either specific themes, currents of thought, or genres and forms. Readings, lectures, discussions, and films in French. Prerequisite: FREN 302 or equivalent. May be repeated for degree credit given a different topic. Offered as needed.

464 Interdisciplinary Studies in French.

Fall (4) or Spring (4).

Interdisciplinary approaches to key issues, places, personalities, periods, or movements in French intellectual and cultural history. Topics chosen are examined from the following perspectives: literature, art, architecture, urbanism, politics, religion, science. Topics include the Renaissance, the Enlightenment, the French Revolution, romanticism, fin de siècle, surrealism, and Paris. Prerequisite: FREN 302 or equivalent. May be repeated for credit given a different topic. Offered as needed.

466 Seminar. Spring (4).

Detailed study in selected areas of French language, literature, and philosophy. Topics to be assigned. Prerequisite: permission. Offered as needed.

THE FACULTY

Joseph H. Magedanz

Barbara Pflanz

THE MAJOR

Students electing to major in German must complete the following requirements:

- GERM 201, 202 Second-Year German (8 credits)
- Zertifikat Deutsch als Fremdsprache (qualifying examination for majors)
- One or two semesters at an approved program in Germany or Austria
- Four courses in German language skills chosen from GERM 301, 302, 303, 304 or courses in approved off-campus study centers (16 credits)
- Three courses in German studies chosen from GERM 401, 404, 460, or courses in approved off-campus study centers (12 credits)
- One course in Art History, Economics, Government, History, or Philosophy chosen in consultation with the faculty of the German program. Coursework must reflect a German studies component.
- Senior comprehensive examination: The Zentrale Mittelstufenprüfung, with a passing grade of “ausreichend.”

Students with previous work in German may enter this sequence at a level appropriate to their preparation. Those who begin at the third-year level (GERM 301 or above) are exempt from 8 credits of the major or minor program requirements. These exempted credits apply only to the major or minor, not to the 132 total credits required for graduation.

All students majoring in German must complete at least 16 upper-division credits in German in residence.

Single-Subject Teaching Credential

The German Department is currently in the process of applying for approval by the State of California Commission on Teacher Credentialing of its teacher preparation program. Until approval is granted, students must pass the PRAXIS and SSAT exams. Once the program is approved, the PRAXIS and SSAT exams will not be required for those who successfully complete the approved program.

Students who wish to be certified to teach German should meet with advisors in the German Department for guidance and information. Most students complete the teacher preparation program, including student teaching, during a fifth year after graduation.

Requirements:

- GERM 259, 301, 302, 303, 304, 401, 404, and 460

THE MINOR

The minor in German requires a minimum of 28 credits chosen from courses numbered GERM 201 or above. The courses chosen shall include at least one from GERM 401, 404, or 460. A passing grade of “ausreichend” on the Zertifikat Deutsch als Fremdsprache (see “the major” above) and one or two semesters at an approved program in Germany or Austria are required for the minor.

Advanced Placement in German

German Language: Students who score a three receive 4 credits for GERM 201; those who score a four or five receive 8 credits for GERM 201 and 202.

Departmental Honors

Students in German will be awarded honors upon passing the examination for “Das kleine deutsche Sprachdiplom,” an internationally recognized diploma issued by the Goethe Institute of the Federal Republic of Germany.

Web Site

For current information on the German Program, please visit our web site at www.redlands.edu where you will find a link to German from “Academics.”

German

COURSE DESCRIPTIONS (GERM)

101–102 First-Year German.

Fall (4), Spring (4).

Practice in understanding and speaking German of moderate difficulty. Introduction to the contemporary civilization and culture of German-speaking peoples. Presentation of major grammatical aspects of the structure of the language. For beginners only. Four hours of instruction, one hour of language or video laboratory.

150, 250, 350 Keeping Up Your German.

Fall (1), Spring (1).

An atmosphere of congenial, loosely structured conversations in German, spiced by occasional native-speaker guests. Designed to maintain and refresh oral skills. Prerequisite: permission. May be repeated once for degree credit. Offered as needed. CN only.

201–202 Second-Year German.

Fall (4), Spring (4).

Practice of oral and written language skills. Presentation and study of various aspects of German civilization and culture. Continued study and review of grammatical structures; listening practice in video or language laboratory. Prerequisite: GERM 102 or permission.

259 German Linguistics. Spring (4).

Introduction to comparative, historical, descriptive, contrastive, and applied linguistics based on the study of the German language. Prerequisite: GERM 202. Offered in foreign study centers only.

301 Readings in German. Fall (4).

Practice in developing a reading fluency permitting rapid reading with understanding and minimal use of a dictionary. Readings include selections from contemporary German periodicals, children's literature, advertisements, popular media, and the writings of present-day authors. Prerequisite: GERM 202 or permission. Offered in alternate years: 01F.

302 Advanced Conversation in German.

Fall (4).

Guided conversations with special attention to linguistically and culturally acceptable utterances in selected everyday situations. Goal-oriented vocabulary building and advanced listening practice. Prerequisite: GERM 202 or permission. Offered in alternate years: 02F.

303 Practice in Translation. Spring (4).

Introduction to the specialized skill of professional translation and writing. Texts of a variety of styles will be assigned with an emphasis on developing competent, idiomatic writing. Prerequisite: GERM 202 or permission. Offered in alternate years: 03S.

304 Writing in German. Spring (4).

Strengthening and enhancing communicative skills through writing. Review and practice of grammatical and syntactical patterns essential to mastery of the structure of the German language. Prerequisite: GERM 202 or permission. Offered in alternate years: 02S.

360, 460 Seminar in German Studies.

Fall (4), Spring (4).

Study of German civilization and culture, focusing on key issues, places, personalities, events, periods, and movements in German history and culture. Topics are examined from various perspectives including music, art, architecture, literature, politics, religion, and business. Topics vary. Prerequisite: GERM 301 or permission. May be repeated for degree credit, given a different topic. Offered as needed.

401 Survey of German Literature.

Fall (4).

Survey of German Literature with emphasis on literary movements and genres as related to historical events and cultural developments. Prerequisite: GERM 301 or permission. Offered as needed.

404 Germany Today. Fall (4) or Spring (4).

Survey of present-day German society. Topics selected are current issues as highlighted in contemporary German media. Prerequisite: GERM 301 or permission. Offered as needed.

Salzburg Courses

The following courses are only offered at our study abroad program in Salzburg, Austria. For additional information on this program, please see the Off-Campus Study section of this *Catalog*.

101S–102S First-Year German.

Fall (4), Spring (4).

Study of basic elements of the German language for beginning students. Emphasis on development of skills enabling students to understand and speak German of moderate difficulty, focusing on the elementary grammatical structures and a core vocabulary needed for use in conversations and interactions in Salzburg. Prerequisite for GERM 102S: GERM 101.

201S–202S Second-Year German (Salzburg).

Fall (4), Spring (4).

Continued study and review of basic elements of the German language and grammatical structures while developing a core vocabulary of words and phrases for use in conversations and interactions in Salzburg. Exercises in reading, writing, listening, and speaking. Differences in learning styles, customs, and traditions between Americans, Austrians, Germans, and other Europeans will be explored. Prerequisite for GERM 201S: GERM 102 or permission. Prerequisite for GERM 202S: GERM 201 or permission.

350S Third-Year German (Salzburg).

Fall (4), Spring (4).

Third-year level study and practice of reading, writing, and conversation. Tailored to take advantage of the cultural and linguistic resources in Salzburg. Prerequisite: GERM 202 or permission.

Government

THE FACULTY

Graeme Auton

Robert J. Jackson

Barbara J. Morris

Michael Ng-Quinn

Arthur G. Svenson

Edward Wingenbach

THE MAJOR

The major in government consists of a minimum of 44 credits. GOVT 111 and 123 are required and must be completed before the junior year. In addition, students must complete the following requirements:

1. American Politics: one course from 301–308
2. Comparative Politics: one course from 217, 236, 320–330
3. International Relations: one course from 242, 344–351
4. Political Theory: one course from 210, 310–319, 321
5. Advanced Seminars: two courses from GOVT 400–440
6. GOVT 450 Senior Capstone Seminar

With prior approval of their academic advisors and the Government Department chair, students may count upper-division courses offered by other departments, off-campus coursework (such as Washington Semester or foreign study programs), internships, and individualized study courses for up to 12 credits toward the major. With prior approval of their academic advisors and the Government Department chair, students may take a course other than an internship or individualized study as a substitute for one of the required advanced seminars.

Students who plan to major in government should work closely with their advisors to select appropriate courses outside the department to expand the breadth of their education. Of particular importance as foundations are HIST 122, ECON 250 and/or ECON 251, SOAN 100, statistics, and courses in writing and speech.

Since government courses are an integral part of the international relations major,

students are not permitted to major or minor in both government and international relations.

Social Science Program

This is a program for students planning to teach government or social science at the secondary school level. Information on the program, approved by the California Commission on Teacher Credentialing, is available from the Government Department office. Prospective credential candidates must coordinate advising with the coordinator of the program in the Government Department, and the Education Department.

THE MINOR

A minor in government consists of a minimum of 24 credits in the department and must include GOVT 111 and 123.

Advanced Placement in Government

Students receiving scores of four or above on an AP American Government Examination may enroll in upper-division government courses from GOVT 300–308; those who receive a grade of 3.0 or higher in that course will be given credit for GOVT 111. Moreover, students receiving scores of three or above on an AP Comparative Politics examination may enroll in government courses from GOVT 320–352; those who receive a grade of 3.0 or higher in that course will receive credit for GOVT 123.

Departmental Honors

A departmental honors program is available for exceptionally able and well-motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by an affirmative vote of the government faculty. Interested students should consult with the department chair about the application procedure and requirements.

Related Programs

Government students who are interested in prelaw or the international relations major should consult the appropriate sections in this *Catalog*.

COURSE DESCRIPTIONS (GOVT)

111 American National Government and Politics. Fall (4), Spring (4).

Introduction to the dynamics of government and politics in the United States and analysis of major contemporary public policy problems.

123 Introduction to World Politics. Fall (4), Spring (4).

The principal problems facing the world community and its constituent states and nations, especially crisis areas. A basic introduction to international relations and/or comparative politics and a guide to fuller understanding of current events and the conceptual issues that help students to understand them.

American Politics

301 California Politics. Spring (4).

A three-part course. The first part focuses on the current political environment in California, learning who the representatives are and how the system works, the second portion centers on reflection upon the past, and in the last section students study how California's institutions have formed and evolved over the years. Prerequisite: GOVT 111.

303 Public Policy. Fall (4), Interim (3), Spring (4).

Thorough investigation into public policy in the United States. Examination of the making of policy through a combination of theoretical models and substantive case studies. Organized around two major questions: what is the policy making process in the U.S.? And who controls this process? Prerequisite: GOVT 111. Offered in alternate years.

304 Congress and the Bureaucracy. Fall (4) or Spring (4).

In-depth analysis of the U.S. Congress emphasizing the relationship between Congress and the executive branch. Prerequisite: GOVT 111.

305 Sex, Power, and Politics. Fall (4), Interim (3), Spring (4).

Examination of the impact of gender upon power relations and politics in the United States. Addresses the central dilemma of modern feminist thinking: the need to make gender both matter and not matter at the same time. Inherent to the course is discussion of the interrelationships among gender, class, race, power, and politics. Prerequisite: GOVT 111. Offered in alternate years: 01F.

306 Constitutional Law: National and State Powers. Fall (4).

Examination of governmental powers focusing primarily upon the Supreme Court's interpretation of constitutional language contained in Articles I, II, III, VI, and Amendment X; the relationships among legislative, executive, and judicial powers, as well as the nexus between national and state powers, are extensively explored. Prerequisite: GOVT 111.

307 Constitutional Law: Liberty and Authority. Spring (4).

Analysis of the Supreme Court's interpretation of both substantive and procedural rights as they are outlined in the Bill of Rights and are applied to state governments. The ever-present tension between individual rights and social responsibility serves as the thematic framework. Prerequisite: GOVT 111.

308 American Presidency. Fall (4) or Spring (4).

The operations of the modern presidency given the constraints and opportunities provided by the U.S. Constitution and other political, economic, and cultural factors. Prerequisite: GOVT 111.

Comparative Politics

217 Women and Politics in Latin America. Spring (4).

Comparative examination of how women have participated in and been affected by politics in Latin America. Topics covered include feminist political theory, suffrage, family and community structures, changing political and

Government

economic models, women's movements, constitutional rights, and leadership roles. Prerequisite: GOVT 123 or permission. Offered as needed. EV or NU only.

222 Asian Politics and Development. Fall (4).

The historical background and contemporary development of selected Asian countries, especially China and Japan, emphasizing the political framework within which development strategies are proposed, debated, and implemented. The Chinese revolution and its effects on subsequent political and economic development are put into perspective. Prerequisite: GOVT 123 or permission.

229 Field Experience:

Exploring South America. Interim (3).

Intended to familiarize students with topics and issues of concern related to South America. Issues such as ecology, economics, human rights, democratization, and Native Americans are examined first-hand through travel to Manaus, Rio, Paraguay, and Buenos Aires, with class sessions after the trip. Offered as needed.

236 Ethnicity and Ethnic Conflict. Fall (4), or Spring (4).

Investigation of the social and political connections between modernization and the emerging politics of ethnicity on a worldwide scale. Examination of several current examples of ethnic conflict and exploration of several theoretical approaches to race, ethnicity, nationality, and the modernization process. Review of various ethnic and anti-ethnic political movements in the United States and worldwide. Prerequisite: GOVT 123 or SOAN 100 or permission. Cross-listed with SOAN 236. Offered in alternate years.

320 Governments and Politics of Europe. Spring (4).

The organization, functioning, political behavior, and contemporary problems of major European governments and European inter-governmental regimes and organizations. Prerequisite: GOVT 123.

327 Political Economy of Development. Interim (3) or Spring (4).

What constitutes political development, how and why different kinds of states develop and whether they can be compared. Concepts addressed include power, authority, government, institutionalization, bureaucracy, elite, the military, political systems, political economy, social stratification, class structure, groups, ideology, mobilization, participation, and revolution. Prerequisite: GOVT 123 or permission. Offered in alternate years

328 Comparative Politics. Fall (4).

Exploration of the basic concepts, theories and debates in the sub-field of comparative politics. The goals are to understand the methods and skills required for comparing political systems, to evaluate and critique various approaches in comparative politics, and to do theoretical and empirical comparisons of contemporary global problems such as revolution, development, political change, and integration. Prerequisite: GOVT 123 or permission. Grade basis: NU only. Offered in alternate years: 00F.

330 Latin American Politics and Development. Spring (4).

Introduction to the dynamics of politics in Latin America and contemporary issues of concern. Examination of political stability and recent trends toward democratization. Assessment of the success and/or failure of the different types of political systems in 20th-century Latin America, focusing on the role of landowners, the military, political parties, labor unions, and the church. Prerequisites: GOVT 123 or permission. Offered as needed.

International Relations

242 Asian International Relations. Spring (4).

History and structures of international relations in Asia since World War II. The Cold War, the Chinese civil war, U.S. involvement, the Korean War, and the conflict between China and Vietnam. Foreign policies of China, Japan, the two Koreas, the United

States, and the former Soviet Union and Russia. Prerequisite: GOVT 123 or permission.

344 International Law and Organization. Spring (4).

Various forms of the quest for world order, emphasizing issues of international law and the structure and functioning of intergovernmental organizations, including the United Nations. Prerequisite: GOVT 123.

346 Foreign Policies of Russia and the Former Soviet States. Fall (4).

first part of the course is an overview of the Soviet Union's foreign policy from 1917–1991. The second part is an examination of the international ramifications of the break up of the Soviet Union and discusses the diverse foreign policy objectives (and circumstances) of the newly independent states of the former Soviet Union, concentrating on Russia. Prerequisite: GOVT 123.

350 American Foreign Policy. Fall (4).

How to analyze American foreign policy. Variables discussed include idiosyncrasy, roles, perception and misperception, political culture, interest groups, the media, public opinion, bureaucratic behavior and politics, decision-making, multiple advocacy, the Congress, the international system, and international political economy. Prerequisite: GOVT 123 or permission.

351 Issues in American Foreign Policy. Spring (4).

Selected problems and issues of U.S. foreign policy in a post-Cold War world. Focus on such topics as the consequences of the break-up of the Soviet Union, nuclear proliferation, the future of U.S. relations with “traditional” allies in Europe and Asia, the evolving American relationship with the Third World, and the future circumstances of U.S. foreign economic policy. Prerequisite: GOVT 123.

Political Theory

210 Politics and Morality. Fall (4), Spring (4).

Intensive study of selected contemporary political dilemmas from theoretical and ethical perspectives. Students will learn to analyze political controversies, become familiar with the theoretical assumptions behind the problem, and develop and vigorously defend coherent positions. Persuasive writing and debate emphasized. Offered as needed.

310 Classical Political Thought. Fall (4).

Intensive reading of the political texts forming the foundation of the Western tradition of political philosophy. Emphasis on ancient Greek thought, particularly Plato, Aristotle, and Sophocles, with some survey of Roman, medieval, and/or Confucian political thought.

314/314E Modern Political Thought. Spring (4), Summer (4).

Origin, defense, and criticism of capitalistic democracy and political liberalism. Original works of such theorists as Hobbes, Locke, Madison, Rousseau, Mill, Marx, and Lenin. Prerequisite: sophomore standing. GOVT 314E is offered as needed.

317 Feminist Political Theory. Fall (4) or Spring (4).

Survey of the philosophical/theoretical approaches taking gender as central to the analysis, investigation, and explication of politics and political phenomena. Topics may include the social construction of gender, power, and identity; oppression and liberation; feminist legal theory; women and democracy; gender and race; etc. Prerequisites: Any political theory course or permission. Offered as needed.

318 American Political Thought and Practice. Fall (4) or Spring (4).

Examination of both the distinctly American forms of political philosophy and theoretical approaches analyzing the practice of American politics. Readings include primary texts (particularly the founding), normative theory,

Government

and interpretive approaches. Topics may include the Constitution, equality, individualism, pluralism, pragmatism, race and gender in American politics, and citizenship. Offered as needed.

319 Contemporary Political Theory. Spring (4).

Survey of the major ideas and approaches to political theory developed since 1900. Texts and themes vary, but may include modern liberalism, political identity (theories of race, gender, ethnicity), morality, nihilism, justice and distribution, power, postmodernism, cultural studies, mass society, and/or ethics. Prerequisite: sophomore standing. NU only. Offered as needed.

321 Democratic Theory. Fall (4) or Spring (4).

Examination of the historical development of, and current approaches to, the concept of democracy. Particular focus is given to contemporary debates about the meaning of participation, representation, deliberation, postmodernism, and the limitations of modern forms of democracy.

Advanced Seminars

400 Advanced Seminar in American Politics. (4).

Topics are announced in the *Schedule of Classes*. Prerequisite: at least one course from GOVT 300–308.

402 Advanced Seminar in Public Law. (4).

Topics are announced in the *Schedule of Classes*. Prerequisite: GOVT 306 or 307.

410 Advanced Seminar in Political Theory. (4).

Topics are announced in the *Schedule of Classes*. Prerequisite: at least one course from GOVT 310–318.

420 Advanced Seminar in Comparative Politics. (4).

Topics are announced in the *Schedule of Classes*. Prerequisite: at least one course from GOVT 222–236, 320–330.

440/440E Advanced Seminar in International Relations. (4).

Topics are announced in the *Schedule of Classes*. Prerequisite for GOVT 440: at least one course from GOVT 242–246, 344–351. Prerequisite for GOVT 440E: One government or international relations course, or permission.

450 Senior Capstone Seminar. Fall (4), Spring (4).

Integrative review of the various approaches to the study of politics. Students are given an opportunity to engage in serious independent research. Students will design, research, and produce a major research paper. The course includes significant peer evaluation and culminates in a research preparation. Honors students must take this seminar as preparation for completion of the honors thesis. NU only.

Elective

485 Specialized Internship in Law. (2–4).

A work-related experience, usually with a local law firm, that serves to enrich understanding of the law.

THE FACULTY*

Gregory A. Barton

Robert Y. Eng

John Glover

Jennifer Keene

Kathy J. Ogren

James A. Sandos

David Tharp

John Ysursa

*Adjunct faculty are listed at the back of this Catalog.

THE MAJOR

Students who choose to major in history must complete the following minimum requirements, usually in the sequence outlined.

1. Four foundation courses, completed by the end of the sophomore year:
HIST 101 World History to 1450
HIST 102 World History since 1450
HIST 121 American Civilization I
HIST 122 American Civilization II
2. Three area focus courses elected from the 100–200 level offerings. One course each in Asia, Europe, and the Americas. A course in the Middle East may be substituted for a course in the Americas. A non-departmental topics course which may be included is REST 260 The Civil Rights Movement in America.
3. Two historical theories and methods courses, elected from 300-level offerings.
4. Historiography capstone sequence: one 450 and one 460 course, taken in sequence. Completion of a portfolio of written work from history classes included in the 460 seminar.

THE MINOR

Students minoring in history must complete the following requirements:

1. Two foundation courses: HIST 101 or 102, and HIST 121 or 122
2. Three area studies courses elected from 100–200 level offerings, one course each in Asia, Europe, and the Americas. A course in the Middle East can be substituted for one in the Americas.

3. One historical theories and methods course elected from the 300 level
4. One historiography course selected from 450 offerings
5. Two additional history courses, at least one from those numbered 311 or above.

SOCIAL SCIENCE PROGRAM

History majors interested in careers teaching at the secondary school level are encouraged to complete, in conjunction with their studies in history, the social science program. Students should coordinate their academic planning with their advisor and the School of Education.

ADVANCED PLACEMENT IN HISTORY

1. For advanced placement scores of three, the department gives credit if, and only if, the student completes, with a final grade of at least 3.0, an advanced course (a course numbered 311 or above) in the same field, European or American, as that in which the AP test was taken. Upon completing an advanced course on these conditions, the student will receive credit for both the advanced course and either HIST 112 for European APs, or HIST 122 for American APs.
2. For scores of four, the department awards 4 credits for each score presented. In cases of a 4 in American history, credit is given for HIST 122. In cases of a 4 in European history, credit is given for HIST 112.
3. For scores of five, the department gives 8 credits for each score presented. In cases of a five in American history, credit is given for HIST 121 and 122. In cases of a 5 in European history, credit is given for HIST 111 and 112.

INTERNSHIPS

A limited number of internships are available for history majors. Contact the department chair for information.

History

DEPARTMENTAL HONORS

A departmental honors program is available for exceptionally able and motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by an affirmative vote of the history faculty. Interested students should consult with the department chair for information about the application procedure and requirements. The deadline for application is the end of the fourth week of the first semester of the senior year.

COURSE DESCRIPTIONS (HIST)

Foundation Courses

101/101E World History to 1450.

Fall (4), Spring (4).

Introductory survey of the principal world civilizations of the ancient, classical, and medieval eras, with emphasis on the major features and patterns of change of each civilization in a comparative framework, and cross-cultural interactions and exchanges. Also considered are non-traditional approaches to history, such as the feminist perspective.

102/102E World History since 1450.

Fall (4), Spring (4).

Introduction to the chief themes or issues shaping world history from the European age of discovery through the end of the Cold War. Unavoidably selective, the course focuses upon the forces of modernization revolutionizing traditional world cultures and resulting in the interdependent, global system of today. EV, NU only. HIST 121E available for NU only.

121 American Civilization I.

Fall (4), Spring (4).

Major themes in the development of American culture and society from the colonial period to the Civil War are explored. Topics include colonization, the Revolutionary War, slavery, industrialization, the American Enlightenment, reform, the Civil War, geographic expansion, class, race, and gender.

122 American Civilization II.

Fall (4), Spring (4).

Major themes in the development of American culture and society from Reconstruction to the present. Topics include the "search for order," the West, leisure, world wars, urbanization, political and social movements, radicalism, and class, race, and gender relations.

Area Focus Courses

111 European Civilization: Early Modern.

Fall (4).

Exploration of the profound transformation that occurred in European culture as it moved from its medieval configuration to the essentially modern form assumed by the start of the 19th century. Topics include the Renaissance, the Reformation, the Enlightenment, the birth of modern science, and the English and French revolutions.

112 European Civilization: The 19th and 20th Centuries. Spring (4).

Development of European civilization from its 19th-century display of vigorous, commanding growth to its 20th-century expressions of uncertainty, fragmentation, and barbarity. Topics include the French and Industrial revolutions, Romanticism, the rise of radical social theory, the challenge of irrationalism, the savagery of totalitarianism, total war, and genocide.

114 The British Isles. Fall (4).

Introduction to British history from Celtic times to the present. Topics include the Roman occupation, King Arthur, the Norman Invasion, the Middle Ages, Cromwell, the Industrial Revolution, Methodism, Queen Victoria, the British Empire, World War I, World War II, the welfare state, and issues of class, race, orientation, and gender.

131 Latin American Civilization. (4).

Introduction to Latin America through analysis of selected social, economic, and political themes. Topics include the colonial heritage, economic dependency, a stratified society, the role of the church, the Latin American military, and the influence of the

United States in the region. Offered as needed.

141 Classical Asian Civilizations: China and Japan. Spring (4).

Study of the Chinese and Japanese civilizations before the encounter between East and West, and these civilizations' philosophical, material, and institutional contributions to world culture. Offered in alternate years: 02S.

142 Modern Asian Civilizations: China and Japan. Spring (4).

China and Japan are traced from the height of empire through their respective transformations under the impact of Western imperialism to the present day. Offered in alternate years: 03S.

211 Political Extremism. Fall (4) or Interim (3) or Spring (4).

The radical left and the radical right from their 19th-century origins to the end of the Cold War. The ideas, personalities, and shifting social contexts shaping the development of Marxism, anarchism, fascism, and Nazism, as well as the varieties of neoradicalism emerging after World War II. Offered as needed.

220 American Revolutionary Era. Spring (4).

Study of the pivotal events from 1754 to 1815—from the French and Indian War to the War of 1812. Focus on how the revolutionary generation sought to convince Americans to push for independence, how to prevail in a war against the world's most powerful military machine, and how to preserve the tenuous victory. Prerequisite: HIST 121. Offered as needed.

221 War and Society in American History. (4).

Study of the American military experience from colonial times to the present. Topics include the role of the military in American society, the changing nature of American military strategy, the question of the military-industrial complex, and the influence of various wars on the military. Offered as needed.

222 U.S. Diplomatic History. Fall (4).

Historical overview of the diplomacy of the United States from the American Revolution to the present. Emphasis given to consideration of the domestic forces that have helped shape American policy towards the world.

223 Women and the Family in American History. Spring (4).

Survey of the variety of women's experiences in American history from the 18th to the 20th centuries, with special emphasis on the changing economic, political, sexual, and intellectual experiences of women. Readings include primary and secondary sources from several disciplines including history, anthropology, literature, and the arts.

225 American Political History. Fall (4).

Exploration of American political history from the adoption of the Constitution to the Civil Rights movement. Particular attention paid to citizens and the role of the federal government, grass roots political movements, and political changes ushered in by America's modern wars. Offered in alternate years. EV or NU only.

231 Brazil. Spring (4).

Brazil since 1500 is examined in light of the struggle between economic development and political democracy. Special emphasis given to treatment of Indians, foreign ideology and investment, African religions, and state building. Offered as needed.

232 Mexico. Fall (4).

Analysis of Mexican history from the pre-Columbian era to the present, with heavy focus on the 19th and 20th centuries, especially the Mexican revolution and its aftermath. Offered as needed.

240 Modern China. Fall (4).

Survey of China from the founding of the Qing empire to the present: the zenith of the imperial-bureaucratic state in the 18th century, China's disintegration under the blows of Western aggression and internal rebellion, and the great political, social, and

History

intellectual upheavals of the 20th century. Offered in alternate years: 02F.

241 Contemporary China: A Literary and Cinematic Perspective. Interim (3).

Examination of the rapid transformation of society and values and the rebellion of the individual against the authoritarianism of state and family in contemporary China through the experiential media of fiction, memoirs, and films. Offered in alternate years: 02I.

242 Modern Japan. Fall (4).

How did Japan emerge from the ashes of World War II to become the world's second-largest economy? The answer begins with feudal Japan's disintegration under the impact of internal rebellion and Western imperialism, continues with Japan's rise to imperialist and militarist power, and culminates with the post-war economic miracle. Offered in alternate years: F02.

252 America and Asia. Fall (4).

China, Japan, and Southeast Asia are regions of vital strategic and economic concern to the United States. Examination of past and present friction and cooperation, prospects for future harmony, mutual perceptions, and Asian contributions to the making of America. Counts toward either Asia or Americas area requirement, depending on prior courses.

253 Cyberculture and the Networked Society in the Information Age. Spring (4).

The Information Revolution has ushered in a new age of transformative changes in social interactions, techniques of production and commerce, cultural modes and practices, and political institutions and processes. Examination of the impact of computers, the Internet, and the World Wide Web on human society and global culture.

254 Vietnam. Fall (4).

Reconstruction of the era through films, popular music, and political and military strategy documents, and social, economic, and political analysis made by contemporary writers. A special segment examines issues

raised by the conflict and lessons learned for future military operations. Counts toward either Asia or Americas area requirement, depending on prior courses. NU only.

257 Imperialism. Spring (4).

Introduction to the history of Imperialism from 1450 to the present. Exploration of the theory and practice of empire building, the rise and domination of alien elites, resistance, and nationalism. Topics include the Turkish, Portuguese, Spanish, Dutch, French, British, German, Japanese, and Russian Empires, and issues of gender, orientation, race, and class.

260/260E Contemporary Problems. Fall (4) or Interim (3) or Spring (4).

Introductory study of compelling contemporary problems any place on the globe, with an emphasis on how study of the past illuminates the present. Possible topics: the modern Middle East, issues in Native American history, Modern Africa. May be repeated for degree credit given a different topic.

Historical Theories and Methods

311 Europe: 1890–1945. Fall (4).

The great upheavals and ordeals of Europe in the first half of the 20th century: the first and second World Wars, the rise of fascism and communism, the Third Reich and the Holocaust, and the collapse of Europe after Hitler's war. Offered as needed.

313 European Thought and Culture: 1870–1920. Spring (4).

The revolution in consciousness out of which modern culture has grown. Key figures: Nietzsche, Freud, Picasso, Schoenberg. Key issues: the problem of knowledge, the question of the unconscious, the problem of creativity in an age threatened with cultural exhaustion. Offered as needed.

314 European Thought and Culture: 1945–Present. Spring (4).

Philosophy, social theory, and literature in a world where the center won't hold and foundations slip. Key figures and movements:

Camus and Sartre, Beckett and the theater of the absurd, Habermas and the Frankfurt School, Lévi-Strauss and the structuralists, Foucault and Derrida. Offered as needed.

321 Civil War and Reconstruction. Fall (4).

Examination of the nation's greatest crisis. Topics include the diplomacy of the North and South, the economic and social changes wrought by the conflict, and the conflicting forces that affected Reconstruction in the South.

323 California. Spring (4).

Evolution of California society traced from the arrival of Native Americans. Topics include the Spanish and Mexican colonization, Gold Rush, development of agri-business, industrialization, population growth, and the unique cultural and ethnic heritage of the state. Primarily for teaching credential students.

325 Public History: Applications in American Life. Spring (4).

Students apply historical methods locally, addressing such questions as how the past becomes history, who uses history in the local community, and how priorities are set in collecting and preserving the past. Students pursue individual projects involving direct experience with primary sources. Offered as needed.

327 Modern African-American History. Fall (4).

Study of African-American history from emancipation to the present. Topics include the struggle to incorporate freedmen into the American polity and market economy, the development of African-American communities, and cultural, economic, and political changes that proved most significant for 20th-century African-American history. EV or NU only.

328 Exhibiting History. Spring (4).

Provides an introduction to museum studies and the chance to work with two local museums to create exhibits based on historical research. Prerequisites: HIST 321 and 323

are recommended. May be repeated for degree credit for a maximum of 8 credits.

343 China Since 1949. Spring (4).

The People's Republic of China has undertaken some of the most spectacular social experiments the world has ever witnessed. Examination of the P.R.C.'s revolutionary roots, ideological foundations, social and institutional innovations, and changing relationships with the United States and the former Soviet Union.

344 The Pacific Rim: Economic Dynamism and Challenge for America. Spring (4).

The Pacific Rim is the world's most dynamic region, where the economic expansion of Japan, Taiwan, South Korea, Singapore, and Hong Kong is now matched by China and other Southeast Asian nations. Focus on historical and cultural sources of Asian economic strength and opportunities and challenges presented to the United States. Offered in alternate years: 03S.

345 Business and Entrepreneurship in Historical Perspective. Spring (4).

An historical examination of entrepreneurship and the evolution of business organization in the Western economies, successful latecomers to industrialization such as Japan and Russia, and the developing countries. Topics include the rise of managerial hierarchies, cultural and psychological determinants of entrepreneurship, and global political and cultural impact of multinational corporations. Offered as needed.

351 Guerrilla Warfare in the 20th Century. Spring (4).

Exploration of the strategies of rural and urban guerrilla warfare and counter-insurgency campaigns, and the impact of technological change on both. Select cases range from the Philippine Insurrection to Vietnam. Specialized topics include escape and evasion, prisoners of war, intelligence gathering, and national estimates and assessments of enemy strength. Prerequisites: HIST 254 with a 3.0 or higher and permission. Offered as needed. NU or EV only.

History

352 Africa and the Atlantic Slave Trade. Spring (4).

Examination of the central role of slavery and emancipation in the history of Africa and the Atlantic world from 1450–1900. While emphasizing the African experience, a consideration of the development of slave societies in the Americas will provide a comparative and more comprehensive view of the topic. Offered as needed. EV and NU only.

353 Globalization, Science, and the Environment. Fall (4).

The history of world environmentalism as it emerged parallel to the scientific revolution, and European imperial expansion, from 1500 to the present. Exploration of the theory and methods of environmental history, including the “Columbian Impasse” and narratives of ecological resistance. Topics include the globalization of nature, the history of science, the fashioning of the forests, the conservation and modern environmental movement. Offered as needed.

360 Historical Problems. (4).

In-depth treatment of selected topics in social, intellectual, economic, women’s, and ethnic history. Possible topics: debating change in the modern American West, issues in Chicano history. May be repeated for degree credit given a different topic. Offered as needed.

Historiographical Capstone Courses

450 Historiography and Research Seminar. Fall (4), Spring (4).

Historical research, writing, and analysis. Specific content may vary from offering to offering; in every case, concrete historical periods or issues are used as vehicles for examining questions of historical methodology and practice. Possible topics: slavery and race relations in the Americas, gender in the American West, war and economy in peasant societies. Prerequisites: prior course work in the major and junior or senior standing. May be repeated for degree credit for a maximum of 12 credits.

460 Senior Research Seminar.

Fall (4), Spring (4).

Historical research, writing, and analysis. Specific content may vary from offering to offering; in every case, students are expected to complete major research projects reflecting advanced historiographical understanding and skill. Possible topics: California Indians, war and society. Ordinarily to be taken after HIST 450. Prerequisites: prior course work in the major and junior or senior standing. Completion of portfolio required. May be repeated for degree credit given a different topic. NU only.

PROGRAM DIRECTOR

Robert J. Jackson

THE MAJOR

Majors are required to complete the equivalent of a fourth semester of a foreign language at the college level. Participation in an off-campus study program is strongly encouraged and usually can be scheduled for the junior or senior year. Students who wish to pursue a minor in economics, history, or foreign language should contact the program director.

Because government courses are an integral part of the international relations major, students are not permitted to major in both government and international relations.

The major consists of a minimum of 60 credits selected in consultation with one of the program directors or an advisor in the Department of Government. No more than fifty percent of the required units for any particular component of the international relations major (i.e., government, economics, history) can be satisfied through off-campus programs. Credits earned by international relations majors through the Washington Semester program are subject to this limitation.

The required distribution of credits is as follows:

Government (28 credits)

- GOVT 123 Introduction to World Politics and at least six of the following courses:
- GOVT 111 American National Government and Politics
- GOVT 217 Women and Politics in Latin America
- GOVT 222 Asian Politics and Development
- GOVT 229 Field Experience: Exploring South America

- GOVT 236 Ethnicity and Ethnic Conflict
- GOVT 242 Asian International Relations
- GOVT 320 Governments and Politics of Europe
- GOVT 321 Democratic Theory
- GOVT 327 Political Economy of Development
- GOVT 328 Comparative Politics
- GOVT 330 Latin American Politics and Development
- GOVT 344 International Law and Organization
- GOVT 346 Foreign Policies of Russia and the Former Soviet States
- GOVT 350 American Foreign Policy
- GOVT 351 Issues in American Foreign Policy
- GOVT 420 Advanced Seminar in Comparative Politics
- GOVT 440 Advanced Seminar in International Relations

History (16 credits)

- Four courses, at least two of which should be at or above the 200 level. The following are especially recommended: HIST 211, 222, 231, 232, 240, 241, 254, 257, 311, 313, 314, 343, 344, 345, 351, 353, and 460

Economics (16 credits)

ECON 250 and 251 are both required. The other two courses should be at or above the 200 level. The following are especially recommended: ECON 304, 320, 321, 322, 323, and 460

Business Administration

The following courses are not required but are recommended for those with a special interest in international business: ACCT 210, 220; BUS 310, 331, and 336

Latin American Studies

FACULTY

Arturo Arias, Director

Kimberly Welch

ADVISORY COMMITTEE

Hector Brasil-Laurenzo, Spanish

Joe Castino, Education

Lorenzo Garbo, Economics

Olga González, Spanish

Timothy Krantz, Environmental Studies

Penny McElroy, Art

Laura Polich, Communicative Disorders

Sara Schoonmaker, Sociology and Anthropology

Jim Sandos, History

Jim Spickard, Sociology and Anthropology

Ivonne Vailakis, Spanish

Patricia L. Wasielewski, Women's Studies and Sociology and Anthropology

THE MAJOR

The Latin American studies major offers an interdisciplinary program of study focused on one geographic region, with a marked emphasis on enabling students to seek understanding of cultural experience through interdisciplinary study. The major culminates in the preparation of a senior project written under the guidance of a faculty sponsor. Political and social issues, values, and artistic or cultural insights reflecting Latin American communities are studied in a comparative and comprehensive fashion. Students interested in Latin America can then apply this focus to a wide range of fields and careers. The program relies upon the classes and faculty from many disciplines. Students majoring in Latin American studies select their courses from Latin American and related offerings of the various departments and work out their programs with the assistance of the director of Latin American Studies.

The major has been designed to provide both a general and broad-based knowledge of Latin America through the core curriculum

required of all majors and gives an opportunity for each student to pursue a more specialized area of interest. Students should consult either the director of Latin American Studies or a Latin American Studies faculty member concerning the fulfillment of coursework requirements common to all majors and the development of an area of special emphasis or concentration within the major. A semester of approved study at a Latin American university can be included in the degree program if approved by the student's advisor.

Students who meet the required qualifications may participate in an honors program within Latin American studies with the aim of writing a thesis based on independent research.

1. Instruction in Spanish Language and Linguistics

Students must achieve at least the communicative competence of fourth-semester proficiency in Spanish (SPAN 202) and spend one semester abroad studying in a Latin American country or one semester in an internship requiring work in Spanish or Latin American issues.

2. Required Courses

LAST 101 Introduction to Latin American Studies

LAST 495 Senior Seminar

3. Concentration Courses

Students must take a minimum of eight of the following courses, spanning at least three departments or programs. No more than 24 credits of concentration may be taken in any one department. Three of these courses must be at the 300 or 400 level.

ART 123 Art of the Americas

BUS 336 International Business

ECON 321 Economic Development

ECON 322 International Trade

ECON 323 International Finance

ENGL 134 Mexican-American Literature

GOVT 217 Women and Politics in Latin America

GOVT 229 Field Experience: Exploring Latin America

GOVT 327 Political Economy of Development
GOVT 328 Comparative Politics
GOVT 330 Latin American Politics and Development
GOVT 420 Advanced Seminar in Comparative Politics: Latin America
HIST 131 Latin American Civilization
HIST 231 Brazil
HIST 232 Mexico
JNST Ways of Seeing: Art and Social Reality in Mexico
JNST Women and Society in Guatemala
LAST 102 Latin American Dance
LAST 130 Latin American Literature in Translation
LAST 140 Race, Ethnicity and Gender in Latin American History
LAST 150 History of Race in the Americas
LAST 151 History of Latin American Cinema
LAST 160 Special Topics
LAST 230 Black Women Writers of the Americas
LAST 260 Topics in Latin American Studies
LAST 310 The Making of Modern Mexico: From the Spring Revolution to the Chiapas Rebellion
LAST 325 Theories and Methods for Latin American Cultural Analysis I
LAST 326 Theories and Methods for Latin American Cultural Analysis II
LAST 360 Advanced Topics in Latin American Studies
SOAN 257 Latin American Societies and Cultures
SOAN 269 Travel/Study in Sociology and Anthropology
SOAN 340 Capitalism and Social Change
SPAN 225 Redlands in Guadalajara
SPAN 401 Hispanic Cultural Studies: Writing through Culture
SPAN 402 Hispanic Cultural Studies: Writing through Literature
SPAN 425 Spanish-American Civilization and Culture
SPAN 426 Survey of Spanish-American Literature I
SPAN 440 Spanish-American Prose
SPAN 450 Hispanic Poetry: Genres
SPAN 452 Hispanic Theater

WMST 320 Mediating Cultures: Latina Literature

Note: Any final papers or projects completed for the above classes should pertain to Latin America in order to apply the course toward the major or minor.

Topics in Latin American Studies and Advanced Topics in Latin American Studies can be taken more than once if the content of the course is different.

With approval of a Latin American Studies advisor, students may elect one independent study, in any department, on a Latin American topic to replace one of the above courses. Similarly, advanced seminars, Interim classes, and courses on special topics taken during foreign study also may apply toward the major, with approval from the student's advisor, if the course content pertains to Latin America.

4. Senior Project

Students must write a senior project on a topic related to Latin America. This provides the opportunity for majors to do in-depth and original research and the opportunity to work one-on-one with a member of the faculty; personal satisfaction from doing independent, focused work outside the normal course structure of the major; and exposure to type of work that one can expect in graduate or professional school. Students select topics during the second semester of the junior year. The standard project is approximately fifty pages long. The project should include a significant component of original research. The senior project will form part of the Senior Seminar.

5. Internship

In consultation with an advisor, a one-semester internship requiring work on Latin America is required toward completion of the major. If conducted in Spanish or Portuguese, the internship may be substituted for the study-abroad requirement.

6. Advising

Students must have a faculty advisor in the major to aid them in choosing a range of concentration courses. Students declaring a

Latin American Studies

major in Latin American Studies should fill out a declaration form with the director.

THE MINOR

The Latin American Studies minor offers an interdisciplinary program of study focused on one geographic region. Students interested in Latin American can then apply this focus to a wide range of fields and careers. Candidates for the minor must complete the following:

1. Instruction in Spanish Language and Linguistics

Students must achieve at least the communicative competence of fourth-semester proficiency in Spanish (SPAN 202) and spend one semester abroad studying in a Latin American country or one semester in an internship requiring work in Spanish or Latin American issues.

2. Required Courses

LAST 101 Introduction to Latin American Studies

LAST 495 Senior Seminar

3. Concentration Courses

Students must take a minimum of four Concentration Courses (see the list of Concentration Courses above), spanning at least three departments or programs. Students may not double count these courses with those counting toward their major. No more than 24 credits of concentration may be taken in any one department. One of these courses must be at the 300 level or higher.

4. Senior Project

Students are strongly encouraged to write a senior project, within their discipline, on a topic related to Latin America.

5. Internship

In consultation with an advisor, a one-semester internship or service-learning component requiring work on Latin America is required toward completion of the minor. If conducted in Spanish or Portuguese, the internship may be substituted for the study-abroad requirement.

6. Advising

Students must have a faculty advisor in the minor to aid them in choosing a range of concentration courses. Students declaring a minor in Latin American Studies should fill out a declaration form with the director.

COURSE DESCRIPTIONS (LAST)

101 Introduction to Latin American Studies. Fall (4).

Taking as point of departure the contact of different cultures in Latin America, this course is an introduction to the diverse cultural and historical experiences of the continent with a special emphasis on how the Latin Americans have historically seen themselves and thought of themselves. Introduction to the Latin American Studies faculty and their areas of expertise.

102 Latin American Dance. Fall (4).

The history, steps, and techniques of dances from Latin America including the salsa, merengue, and Argentine tango. Students also explore the role of each dance in Latin American cultures as expressed through film and literature. Finally, they will reflect on the body as an expression of culture, their vision of each dance, and the spiritual and emotional elements of dance. Prerequisite: permission of instructor. Not regularly offered.

130 Latin American Literature in Translation. Fall (4).

Exploration of the main traits of leading Twentieth-Century Latin American literature. Exploration of changes in the nature of literature that reflect changes in the way Latin Americans think of themselves and their own societies.

140 Race, Ethnicity, and Gender in Latin American History. Fall (4).

Examination of the economic, political, and cultural factors that shaped the historical construction of race, ethnicity, and gender in modern Latin America. Analysis of how different social and political mass movements influenced the evolution of racial/ethnic identity and gender roles.

150 History of Race in the Americas. Spring (4).

Focus on the social and cultural construction of race in North America and Latin America. Analysis of the predominance of the eugenics movement, ethnocentrism, misogyny, racial discrimination, and violence defined within the Americas during the Nineteenth and Twentieth Centuries. Offered in alternate years: 03S.

151 History of Latin American Cinema. Interim (3).

Focus on how the evolution of Latin American cinema reflects the social, political, and cultural issues faced by Latin American societies through its representations of popular culture. Offered as needed.

160 Special Topics.

Fall (4), Interim (3), Spring (4).

Topics of current interest in Latin American Studies. May be repeated for degree credit, given a different topic, for a maximum of 8 credits.

230 Black Women Writers of the Americas. Spring (4).

Analysis of the socioeconomic, cultural, racial, and political topics explored in the literature of Twentieth-Century Black women writers of the African Diaspora. Examination of autobiographical, poetry, fiction, and prose writings by such authors as Jamaica Kincaid, Audre Lourde, Paule Marshall, Edwidge Dandicat, Alice Walker, and Toni Morrison. Offered in Alternate years: 02S.

260 Topics in Latin American Studies.

Fall (4), Spring (4).

Diverse topics in Latin American studies dealing with either specific themes, currents of thought, or any other economic, political, social, or cultural manifestation coming from Latin America. May be repeated for degree credit, given a different topic, for a maximum of twelve credits. Offered in alternate years: 02S.

310 The Making of Modern Mexico: From the Spring Revolution to the Chiapas Rebellion. Spring (4).

Examination of the social and cultural development of Mexican society from the inception of the Mexican Revolution in 1910 to the Chiapas rebellion of the 1990s. Focus on the impact of political mobilization, social reform, revolutionary change, gender roles, regionalism, ethnic identity, and armed struggle in the creation of the modern Mexican nation. Offered as needed.

325 Theories and Methods for Latin American Cultural Analysis I. Fall (4).

Survey of critical systems of thought developed in the West from Plato to World War II used to understand the framework in which culture and cultural analysis operate. Exploration of the history of these critical systems with attention placed on how dominant approaches emerged from the Enlightenment period, and how these Eurocentric approaches affected understanding of Latin America during the Nineteenth and earlier Twentieth Centuries.

326 Theories and Methods for Latin American Cultural Analysis II. Spring (4).

Survey of critical systems of thought developed in the West and against the West from World War II to the present. Exploration of the history of these critical systems with attention placed on the consequences of World War II, and the transition of modernity to postmodernity, and how these approaches question the Eurocentric nature of Enlightenment thinking, transforming our understanding of contemporary Latin America.

360 Advanced Topics in Latin American Studies. Fall (4), Spring (4).

Interdisciplinary approaches to key issues, periods, personalities, movements, or tendencies in Latin American intellectual, political, social, or cultural history. Topics chosen tend to be examined from a cultural studies perspective. May be repeated for degree credit, given a different topic, for a maximum of 12 credits. Offered in alternate years: 03S.

Latin American Studies

495 Senior Seminar. Spring (4). Detailed and critical study of a special period, authors, social, and political tendencies, ethnic groups, or any other problem pertaining to Latin American history, society, and culture. Prerequisite: LAST 101.

PROGRAM DIRECTOR

Sue de Bord-Sanders

ADVISORY COUNCIL

Gregory Barton, History

Donald Beckie, Music

**Janet Beery, Mathematics and
Computer Science**

Elaine Brubacher, Biology

Joe Castino, School of Education

**Mussaddequddin Chowdhury,
Economics**

Alan De Weerd, Physics

Carol Ann Franklin, School of Education

John Glover, History

Lamont Hempel, Environmental Studies

William Huntley, Religious Studies

Claudia Ingram, English

Kathie Jenni, Philosophy

**Allen Killpatrick, Mathematics and
Computer Science**

Barbara Landau, School of Education

Jeff Martinez, Athletics

Barbara Morris, Government

Keith Osajima, Race and Ethnic Studies

Jodye Selco, Chemistry

L. Kent Smith, Biology

David Tharp, History

Judith Tschann, English

**Ivonne Vailakis, Modern Literature and
Languages**

The major in liberal studies is designed for traditional and non-traditional aged students intending to seek a California State Teaching Credential for grades K-8. Students do not automatically earn a teaching credential by completing a B.A. in Liberal Studies unless the student applies and is accepted into the Basic Teaching Credential Program. Students who plan to be teachers should seek early advising by the Liberal Studies Program, followed by consultation with the School of Education.

The liberal studies major is comprehensive and integrative. The major curriculum meets standards established by the California Commission on Teacher Credentialing (CCTC) for breadth of knowledge equivalent to the Multiple Subjects Assessment for Teachers (MSAT) examination. University and CCTC standards for depth of knowledge are met through the completion of a disciplinary minor or concentration area sequence of upper-division courses.

Students may select an academic advisor in any department or program in the College of Arts and Sciences. In addition to academic advising in the College of Arts and Sciences, liberal studies majors who intend to pursue a teaching credential at the University of Redlands are encouraged to consult with School of Education faculty.

Non-traditional aged transfer students who are currently employed full time meet all requirements for the major through a combination of University and equivalent transfer coursework.

Course offerings in the major which carry an "E" designation accommodate the schedules of non-traditional aged majors. Depending upon course availability and enrollment capacity, it may be possible for traditional aged students to enroll in these courses. Written permission of the Liberal Studies Program director is required for enrollment in all courses bearing the "E" designation.

MAJOR REQUIREMENTS

Students with recommended placement in advanced courses in any discipline should plan to enroll accordingly.

Literature and Languages

ENGL 102 Critical Thinking and Writing or
ENGL 101 Writing Tutorial, taken
concurrently with a course satisfying the
WA requirement. English placement
examination determines composition
course placement.

One (1) literature course addressing literary
concepts and conventions, genres, and the
interpretation of literary texts. This
requirement may be satisfied by ENGL

Liberal Studies

121 or 130, or by another approved HL course.*

Foreign language through the second semester of the second year of college-level study or competency at the fourth semester level and at least one semester of college language. Language placement examination determines course placement.

EDUG 310 Introduction to Second Language Acquisition**

Social Sciences

One (1) economics course addressing economic concepts or history. This requirement may be satisfied by ECON 149 or 250, or by another approved course.*

GOVT 123 World Politics

HIST 121 American Civilization I

HIST 122 American Civilization II

One (1) course in Western history or culture and one (1) course in non-Western history or culture. The study of both ancient and medieval/early modern civilizations must be included in either or both courses. This requirement may be satisfied by HIST 101 and 102, or by two approved HH courses in any discipline.*

Science and Mathematics

CS 102 Introduction to Computers for Educators

MATH 101 Finite Mathematics

MATH 102 Explorations in Mathematics for Prospective Educators

BIOL 107 Concepts of Biology

EVST 100 Introduction to Environmental Studies or PHYS 103 General Astronomy

CHEM 070 Chemistry for the Classroom or PHYS 104 Elementary Physics

Humanities and Arts

One (1) of the following art courses: ART 118, 120, 121, 123, 124, 126, or 127*

One (1) of the following music courses: MUS 2, 100, 300, 301, or 307*

PHIL 120 Ethics and Social Philosophy

Human Development and Learning

PE 310 Instructional Strategies for Physical Education

EDUG 331 Child Development**

EDUG 120 Fieldwork in Mathematics and Science

EDUG 121 Fieldwork in Language Arts and Social Studies

Note: EDUG 120 and 121 should not be taken in the same semester.

Integrated Studies

REST 315 Teaching Diverse Student Populations in U.S. Classrooms**

LBST 463/463E The Courage to Teach

LBST 463 / 463E is the capstone experience for the major. This course provides a summative assessment of the subject matter competence of each prospective multiple subject teacher. An alternative capstone experience may be arranged for those students who do not plan to teach; however, without completion of LBST 463 / 463E, all program requirements for MSAT equivalency have not been satisfied.

*Students should contact the Liberal Studies Program office regarding suitability of specific courses.

**Meets the requirements for the Basic Teaching Credential with CLAD authorization.

All courses in the liberal studies major must be completed with a grade of 2.0 or higher.

All course substitutions or equivalencies for major courses must be approved by the program director.

Subject Area Concentrations

A concentration is a sequence of courses that adds depth to a student's preparation in one subject area of study. All subject area concentrations must be pre-approved. A concentration sequence consists of a minimum of 12 credits in courses that are coherently related to each other, though they need not be in the

same academic department. Each concentration or minor must relate to a subject area that is commonly taught in elementary or middle schools, or a closely related area of study. No course completed for satisfaction of another liberal studies major requirement may be applied to a student's concentration. Credits earned through pre-professional coursework are in addition to 12 semester credits of content studies in the concentration. Students satisfy the concentration requirement through one of the following means:

1. A declared minor
2. A disciplinary sequence of four (4) or more related courses at or above the 200-level
3. An integrative sequence of four (4) or more coherently related courses at or above the 200-level.

Note: one (1) lower-level course may be applied toward the concentration if it is a prerequisite for the upper-division courses in the sequence and is not a course requirement of all liberal studies majors.

Individualized Study

Students may apply no more than 4 credits of individualized study toward the concentration area.

COURSE DESCRIPTIONS (LBST)

165/165E, 265/265E, 365/365E Special Topics in Liberal Studies. Fall (4), Interim (3), Spring (4).

Topics of current interest in liberal studies. Course content varies from term to term. May be repeated for degree credit, given a different topic, for a maximum of 8 credits. Offered as needed. NU or EV only.

170/170E, 270/270E Directed Study. Fall (2–4), Interim (2–3), Spring (2–4).

This individualized study option provides majors with opportunities to design their own courses and to work closely with faculty on a one-on-one basis. The directed study may be disciplinary, interdisciplinary, or from areas outside the current liberal studies curriculum. Pre-approved directed study credit up to a maximum of 4 credits may be applied to a student's concentration area. CN or EV only.

185/185E, 285/285E Program Internship. Fall (2–4), Interim (2–3), Spring (2–4).

Exploratory field experience relevant to teaching grades K–8. A maximum of 4 credits may be applied toward a student's concentration area. Prerequisites: EDUG 120 and 121. CN or EV only.

370/370E, 470/470E Advanced Directed Study. Fall (2–4), Interim (2–3), Spring (2–4).

Pre-approved advanced directed study credit, up to a maximum of 4 credits, may be applied to a student's concentration area. CN or EV only.

385/385E, 485/485E Advanced Program Internship. Fall (2–4), Interim (2–3), Spring (2–4).

Specialized internship experience in specific fields of study related to teaching grades K–8. A maximum of 4 credits may be applied toward a student's concentration area. Prerequisites: junior or senior standing and completion of EDUG 120 and 121.

463/463E The Courage to Teach. Fall (4), Spring (4), Summer (4).

The capstone course asks majors to reflect upon the processes of academic growth and personal development that have shaped them as prospective teachers. A portfolio project combining significant readings with academic writing and reflective exercises invites students to explore and discover the basis of their own courage to teach. Course open to liberal studies majors only. Prerequisite: senior standing; Fall section open only to students registered for EDUG 450 Student Teaching in the Spring semester. NU only.

Mathematics

THE FACULTY

Janet L. Beery
James Bentley
Michael J. Bloxham
Portia Cornell
Richard N. Cornez
Allen Killpatrick
Alexander Koonce
Steven Morics
Tamara Veenstra

THE MAJORS

The bachelor of science degree in mathematics offers both breadth and depth in mathematical preparation appropriate for graduate study or work in a variety of fields. The requirements for the major in mathematics include both theoretical and applied courses. Students should plan with their advisors as they select courses appropriate to their interests and educational goals. The bachelor of science degree in mathematics leading to a Single-Subject Secondary Teaching Credential in mathematics conforms with the California State Department of Education guidelines for secondary teacher education.

Candidates for the B.S. degree must complete:

- MATH 121, 122, 201 or 204, 221, 241, 321, 341, and 459;
- Depth requirement in analysis, topology, or algebra: at least one from MATH 325; 355; 360 or 460 (with departmental approval);
- Applied mathematics requirement: at least one from MATH 233; 235; 311; 312; 331; 260, 360, or 460 (with departmental approval);
- Two additional courses: one numbered 201 or above and one numbered 233 or above (both 201 and 204 may be counted toward the major only with departmental permission; both 231 and 301 may be counted toward the major only with departmental permission);
- At least 16 credits in courses outside mathematics that involve quantitative

or logical reasoning, or a minor or second major in any field. These courses must include CS 110 Introduction to Programming Using C++, or a course in another programming language, or the student must demonstrate proficiency in a structured programming language.

Single-Subject Teaching Credential

Students interested in obtaining the California Single-Subject Secondary Teaching Credential in mathematics should meet with advisors in the Mathematics Department and the School of Education. Most students complete the teacher preparation program, including student teaching, during a fifth year of study following graduation.

Candidates for the B.S. degree leading to the teaching credential must complete:

- MATH 121, 122, 201 or 204, 221, 241, 245, 251, 311, 312, 321, 341, 459;
- CS 102 and 110.
- At least 8 credits in courses outside mathematics that involve quantitative or logical reasoning, or a minor or second major in any field.

In addition, students seeking a Single-Subject Secondary Teaching Credential must satisfy the requirements for admission to the Basic Teaching Credential Program and, once admitted to this program, must satisfy the professional preparation requirements of the Single-Subject Secondary Credential Program. See the the School of Education section of this *Catalog* for details.

The Mathematics Department is currently applying for approval by the California Commission on Teacher Credentialing of its teacher preparation program. Until approval is granted, students must pass the PRAXIS and SSAT exams. Once approved, the PRAXIS and SSAT exams will not be required for those successfully completing the program.

The Department of Mathematics recommends that students seeking a California Single-Subject Secondary Teaching Credential in mathematics complete a minor in another academic area commonly taught in secondary schools.

THE MINOR

A minor in mathematics consists of six courses:

- MATH 121, 122, and 221;
- At least one course from MATH 201, 204, 241;
- Two additional courses from MATH 201 and above. Both MATH 201 and 204 may be counted toward the minor only with departmental permission; both MATH 231 and 301 may be counted toward the minor only with departmental permission.

Advanced Placement in Mathematics

Calculus AB or BC. Students who attain scores of four automatically receive 4 units of credit for MATH 121; scores of five receive 4 units of credit for MATH 121 and 4 units of credit for MATH 122.

Statistics. Students who attain scores of four or five receive 4 units of credit for MATH 111 but do not receive LAF credit for Computing Across the Curriculum (CA).

Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by affirmative vote of the mathematics faculty. Interested students should consult during their junior year with the department chair for information about the procedure and requirements.

COURSE DESCRIPTIONS (MATH)

Unless otherwise indicated, all courses in the department are offered for either a numerical grade or evaluation with the permission of the instructor. To meet a course prerequisite, a minimum grade of 1.7 must have been earned in the prerequisite course.

Placement in mathematics courses through MATH 121 is determined by a placement examination given at the beginning of each semester. Placement in a course with prerequisites does not constitute a course challenge to any of the prerequisite courses.

41 Math Analysis: Preparation for the Calculus. Fall (4), Spring (4).

For students whose programs require the calculus but who, based on their background and placement examination scores, are not prepared to study the calculus. Topics include function theory, trigonometry, graphing, and analytic geometry. Prerequisite: placement from the Mathematics Placement Exam or permission. Credits and grades count toward graduation and GPA, but this course does not fulfill Liberal Arts Foundation requirements.

100 Mathematics for the Liberal Arts. Fall (4), Spring (4).

Selections from both historical and current topics in mathematics are included in this general interest course. Topics may include number theory, graph theory, logic, sets, geometry, sequences, large numbers, counting problems, algorithms, functions, and relations. Prerequisite: placement from the Mathematics Placement Exam or permission. Students may not take both MATH 100 and MATH 101 for degree credit.

101 Finite Mathematics. Fall (4), Spring (4).

Introduction to modern ideas in finite mathematics. Topics may include probability, logic, combinatorics, functions, matrix algebra, linear programming, and graph theory. MATH 101 is not a prerequisite to the calculus. Prerequisite: Placement from Mathematics Placement Exam or permission. Those wishing to continue in mathematics must repeat the Mathematics Placement Examination. Students may not take both MATH 100 and MATH 101 for degree credit.

102 Explorations in Mathematics for Prospective Educators. Spring (4).

Review of arithmetic, algebraic, and geometric topics to reinforce existing knowledge. Introduction to methods and tools currently recommended for use by K–6 educators. Topics include structure of mathematical systems, elementary number theory, operations in the real number system, and elementary problem-solving. An 80-minute lab experience is required weekly. Prerequisite:

Mathematics

MATH 101 or permission. Not recommended for first-year students.

103E/104E Mathematics for Elementary Teachers I/II. Fall (4), Spring (4), Summer (4).

The National Council of Teachers of Mathematics principles for school mathematics—along with California State Board of Education mathematics standards in number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning are addressed. The prospective teacher thus develops an integrated understanding of mathematical concepts and procedures used in K–8. Prerequisite: placement from the mathematics placement exam and completion of all appropriate mathematics readiness requirements. NU only.

111 Elementary Statistics and Probability with Applications. Fall (4) or Spring (4).

Descriptive and inferential statistics for students from diverse fields. Distribution, correlation, probability, hypothesis testing, use of tables, and examination of the misuse of statistics and relation of statistics to vital aspects of life. Computer packages used as tools throughout the course.

115 Mathematics through Its History. Fall (4) or Interim (3) or Spring (4).

Introduction to the history of mathematics, especially elementary mathematics. Topics include early uses of counting, number systems, arithmetic, fractions, geometry, algebra, probability, and infinite series in civilizations around the world. Prerequisite: completion of mathematics placement exam at MATH 100 or 101 level. Offered as needed.

121 Calculus I. Fall (4), Spring (4).

Functions and their graphs, successive approximation and limits, local linearity and differentiation, applications of differentiation to graphing and optimization, the definite integral, antiderivatives, and differential equations. Prerequisite: permission based on Mathematics Placement Examination, or completion of MATH 41.

122 Calculus II. Fall (4), Spring (4).

Riemann sums and the definite integral; techniques of integration, with particular emphasis on numerical integration; multivariable functions, partial derivatives, and multiple integrals; introduction to vectors. Prerequisite: MATH 121 or permission.

201 Discrete Mathematical Structures. Fall (4).

Study of discrete mathematical topics important in both mathematics and computer science, including combinatorial techniques, sets and relations, algorithms, and graph theory. Prerequisite: MATH 122 or equivalent, or MATH 121 and permission. Offered in alternate years: 01F.

204 Discrete Problem-Solving Seminar. Interim (3).

Introduction to the nature and structure of mathematics. Through active study and exploration of a selected area of discrete mathematics, students develop problem-solving skills as well as skills in proving mathematical theorems. A different topic is selected each year based on student and faculty interest. Prerequisite: MATH 122. May be repeated for up to 6 degree credits with departmental permission.

221 Calculus III. Fall (4), Spring (4).

Vector calculus (including vector functions), gradients, line and surface integrals, and Stokes' Theorem. Sequences, series, and Taylor series approximations. Prerequisite: MATH 122 or permission.

231 Introduction to Modeling. Spring (4).

Investigation of the process of modeling. Special emphasis placed on how to build, test, and refine models; how to analyze assumptions and results; and defining model limitations. Deterministic and stochastic models, rate equations and population dynamics, and statistical analysis. Final project tied to outside interests. Prerequisite: MATH 121 or permission. Cross-listed with EVST 231.

233 Introduction to Operations Research. Fall (4).

Scientific approach to decision-making by means of quantitative techniques. Topics include linear and non-linear programming, network analysis, game theory, and probabilistic models. Prerequisite: MATH 241 or permission. Offered as needed.

235 Differential Equations. Spring (4).

Differential equations theory and applications. First-order linear and nonlinear differential equations with analytic and numerical techniques. Higher-order linear differential equations and complex algebra. Phase trajectory and stability analysis. Systems of linear differential equations with constant coefficients. Matrix methods, Gauss-Jordan, and iterative techniques. Prerequisite: MATH 221.

241 Linear Algebra. Spring (4).

Study of vector spaces. Topics include systems of linear equations, matrices, the geometry of vectors, vector spaces, linear transformations, eigenvalues and eigenvectors, determinants, and selected applications. Prerequisite: MATH 122. MATH 201 or 204, and 221 are strongly recommended.

245 Number Theory/History of Mathematics. Spring (4).

Study in two related areas: number theory and history of mathematics. Number theory topics include primes, Diophantine equations, congruences, number theoretic functions, modern applications, and unsolved problems of number theory. Readings include both primary and secondary historical sources. Prerequisite: MATH 201 or 204. MATH 241 strongly recommended. Offered in alternate years: 03S.

251 College Geometry. Fall (4).

A modern approach to classical geometries such as Euclidean, non-Euclidean, and projective. Sets, logic, and synthetic and analytic proof techniques in geometry are studied. Prerequisite: MATH 201 or 204. MATH 241 strongly recommended. Offered in alternate years: 01F.

260, 360, 460 Topics in Mathematics. Fall (4) or Interim (3) or Spring (4).

A group of students pursue topics in mathematics not otherwise covered in the curriculum. Prerequisite: permission. May be repeated for degree credit, but maximum of 8 credits allowed for the degree from 260, 360, and 460. Offered as needed.

301 Mathematical Consulting. Fall (2-4) or Spring (2-4).

Application of mathematical techniques to real-world problems. Groups of students act as consultants on problems solicited from university departments, local businesses, and/or charitable organizations. Additional material may be included as needed. Prerequisites: BUS 220, or ECON 200, or MATH 111, or PSYC 250, or permission. May be repeated for degree credit, but at most 4 credits may be applied toward the math major or minor. EV only.

311 Probability. Fall (4).

Introduction to the theory of probability with applications in management science and the physical and social sciences. Topics include combinatorial probability, densities, mathematical expectation, moment-generating functions, and the central limit theorem. Prerequisite: MATH 221.

312 Mathematical Statistics. Spring (4).

Principles of statistical decision theory. Estimation and hypothesis testing, regression, parametric and non-parametric tests. Mathematical theory and applications of above. Prerequisite: MATH 311 or permission. Offered in alternate years: 02S.

321 Real Analysis. Fall (4).

Rigorous approach to the concepts underlying the calculus, building on the fundamental idea of the limit within the real number system. Topics include metric spaces, continuity, the derivative, the Riemann integral, and series of constants and functions. Prerequisites: MATH 201 or 204, 221 and 241.

Mathematics

325 Complex Analysis. Spring (4).

Analytic functions and their properties, including contour integrals, residues, transforms, and conformal mappings. Prerequisites: MATH 321. Offered in alternate years: 02S.

331 Numerical Analysis. Spring (4).

The theory and application of numerical methods for solving mathematical problems. Topics include numerical methods for solving algebraic equations and ordinary differential equations, interpolation and approximation, and numerical integration. Prerequisite: MATH 235. MATH 241 strongly recommended. Offered in alternate years: 03S.

335 Advanced Modeling Techniques.

Spring (4).

Techniques for mathematical modeling of continuous, discrete, and stochastic systems are presented. Topics include purpose and validation, continuous systems, random numbers and variables, and discrete systems. Prerequisite: MATH 235; MATH 311 recommended. Offered as needed.

341 Abstract Algebra. Fall (4).

Study of significant algebraic structures and their properties, with particular attention given to groups, rings, and fields. Prerequisites: MATH 201 or 204, and 241.

355 Point Set Topology. Spring (4).

Metric spaces, topological spaces, continuous mappings and homeomorphisms, connectedness and compactness. Prerequisite: MATH 321. Offered in alternate years: 03S.

459 Senior Research Seminar. Spring (4).

Selected topics are assigned for individual students to research and present to mathematics majors and faculty. A paper is submitted prior to presentation of the topic. Prerequisite: senior standing.

THE DIRECTOR

Donald W. Beckie

THE FACULTY*

Pavel Farkas

James Keays

Angela Jelliffe

Louanne Fuchs Long

Daniel Murphy

Phillip R. Rehfeldt

Jeffrey H. Rickard

Eddie R. Smith

Melissa Tosh

*Adjunct faculty are listed at the back of this Catalog.

THE UNDERGRADUATE PROGRAM

The University of Redlands School of Music is an accredited institutional member of the National Association of Schools of Music, and its requirements for entrance and graduation are in accordance with the standards of this accrediting organization.

Any University student may participate in musical activities through enrollment (usually by audition) in the University Choir, Chapel Singers, Madrigal, Wind Ensemble, Studio Jazz Band, Symphony Orchestra, Chamber Orchestra, Opera Workshop, and a variety of chamber music ensembles. Students are invited to register for private, group, or class lessons, available on all instruments and for voice.

The following courses have been designed with the general University student in mind:

Note: MUSI indicates performance courses.

- MUS 2 Jazz History
- MUS 41 Musical Acoustics
- MUS 42 Introduction to Electronic Music
- MUS 43 Sound Recording
- MUS 100 Experiencing Music
- MUS 151 Beginning String Instruments
- MUS 152 Beginning Woodwind Instruments
- MUS 153 Beginning Brass Instruments

- MUS 154 Beginning Percussion Instruments
 - MUS 300, 301 Music History and Literature
 - MUS 307 World Music
 - MUSI 121 Class Piano
 - MUSI 123 Class Classical Guitar
 - MUSI 124 Introduction to Voice
 - MUSI 125 Class Popular Guitar
- ### Ensembles
- MUSI 111 University Choir
 - MUSI 112 Chapel Singers
 - MUSI 114 Madrigals
 - MUSI 132 Chamber Orchestra
 - MUSI 133 Chamber Ensemble: Strings
 - MUSI 136 Studio Jazz Band
 - MUSI 137 Chamber Ensemble: Winds and Percussion
 - MUSI 138 Wind Ensemble

Students are invited to enroll in any other music courses of interest provided they meet the prerequisites.

Advanced Placement in Music

Music Theory: Students who earn a score of 5 on the Advanced Placement test receive 2 credits for MUS 101 Theory I. For all other students who wish to apply for advanced standing in theory, a placement examination is given during New Student Week.

Music Listening and Literature: Those who earn a score of 4 or 5 on the Advanced Placement Test are encouraged to take the Music History Placement Examination given during New Student Week.

Talent Awards

The University's Talent Awards enable the School of Music to assist outstanding undergraduate applicants who demonstrate—through personal or taped audition, or by other evidence—excellence in preparation as well as potential for unusual growth in music performance or other specialty areas. Approximately 30 of these scholarships, in amounts ranging from \$200 to \$8,000, are awarded to new students each year. Scholarships are automatically renewed each year (up to a maximum of four years) if the student maintains a sound academic record and meets all other University scholarship

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criteria. Applications are available from the administrative assistant to the director of the School of Music.

In addition to meeting general University requirements for scholarship holders, recipients of talent awards and other School of Music scholarships are required to participate in the appropriate major conducted ensemble each semester (if a performer on an orchestral or band instrument or a singer), to complete at least 2 credits of private instruction each semester on the major instrument or voice, to accompany selected ensembles and soloists (if the major instrument is piano or organ), to maintain a cumulative grade point average of 3.00 or higher, and to perform as soloists or ensemble musicians on special occasions as requested by the director of the School of Music. Appropriate ensembles include:

- Wind or percussion, Wind Ensemble;
- Strings (except harp and guitar), Chamber Orchestra;
- Singers, University Choir.

Performance

Music majors and other qualified University students registered for private lessons may participate in solo and chamber music recitals and concerts as often as they and their private teachers deem desirable.

All students taking private lessons are required to appear in regularly scheduled performance classes. Such students are expected to perform in recital as often as the private instructor requires.

Subject to audition, full-time music majors are required to register and participate in a major conducted ensemble each semester in residence. The ensemble assignment is made according to the student's primary or secondary performance area. Examples are as follows:

- Woodwind, brass, or percussion, Wind Ensemble;
- Violin, viola, cello, or double bass, Chamber Orchestra;
- Voice, University Choir.

Harp and guitar majors will be assigned on an "as needed" basis. Keyboard majors either play

keyboard parts in major conducted ensembles, or perform in a secondary area.

Performance in off-campus organizations and ensembles is permitted as long as such participation does not conflict with scheduled rehearsals or performances of University organizations or ensembles. Music majors must perform in major conducted ensembles when their participation is requested by the director of the School of Music for a specific concert or event.

Music majors whose work has resulted in outstanding scholarship and performance are eligible during their junior or senior year for election to membership in Pi Kappa Lambda, the national music honorary society. The School of Music also has active chapters of Phi Mu Alpha Sinfonia, the national professional music fraternity, and Sigma Alpha Iota, the national professional music sorority. Students become eligible for membership during the sophomore year.

Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. After consultation with a faculty advisor, interested students should initiate their own applications by submitting a written proposal to the director of the School of Music in the last semester of the junior year. Approval is determined by an affirmative vote of the music faculty. Projects may include public performances or lecture presentations and are normally accompanied by extensive research culminating in a formal paper. Students are evaluated by a committee of two full-time music faculty chosen by the student, as well as the director of the School of Music, and will include a final one-hour oral examination. Students may choose an additional examiner from outside the School of Music. Projects normally will not require additional coursework other than that required for graduation. Applicants must have a minimum grade point average of 3.50. Students must also complete the University Honors Application form, located in the Office of the Registrar. For more details see the College of Arts and Sciences Awards and Honors section of this *Catalog*.

THE BACHELOR OF MUSIC

The professional bachelor of music degree is offered in performance, composition, music education, and musical studies. The performance major is available in voice, piano, organ, violin, viola, cello, double bass, classical guitar, jazz/studio guitar, harp, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone/baritone, tuba, and percussion.

Entrance Requirements

Applicants for all bachelor of music degrees must pass an entrance audition. This audition may be performed before entering the University as part of the admissions process, or while the student is in residence, preferably no later than the end of the second semester of full-time study. Students in residence, or living within 200 miles of Redlands, are expected to audition in person; others may submit a good-quality audio or video tape recording—or CD. Whether executed in person or on tape or CD, the audition should last no more than 15 minutes. Although no specific repertory is demanded, the audition material should demonstrate the applicant's musical and technical ability and should, if possible, be drawn from two or more historical or style periods. Prospective composition majors should submit copies of one or two recent scores, and tapes when available, directly to the School of Music as part of the application process, in addition to an audition in a specialized performance area.

All University of Redlands students may enroll in music courses, provided they meet the prerequisites. However, only students who have been approved by the music faculty through the above-described process will be certified to receive the bachelor of music degree.

Graduation Requirements for the Bachelor of Music

Basic Music Courses (all majors)

- MUS 10 Recital Repertory Class
(each semester in residence)

Students experiencing class conflicts necessitated by other courses taken to fulfill degree requirements are directed to the School of Music office to receive advice regarding an alternate section to accommodate their needs.

- MUSI 121 Class Piano (at least three semesters, unless specific proficiency has been met)

Note: Music education majors with an emphasis in keyboard / vocal or keyboard / band are exempt from the requirement for MUSI 121.

- MUS 101 Theory I
- MUS 102 Theory II
- MUS 103 Theory III
- MUS 104 Theory IV
- MUS 105 Ear Training and Sight-Singing I
- MUS 106 Ear Training and Sight-Singing II
- MUS 107 Ear Training and Sight-Singing III
- MUS 108 Ear Training and Sight-Singing IV
- MUS 300 Music History and Literature from Antiquity to 1750
- MUS 301 Music History and Literature from 1750 to the Present
- MUS 307 World Music
- Elective Requirement: 8 to 9 additional credits selected from MUS 149, 248, 320, 354, 356, 402, 403, 404, 405, and 406. Composition majors need only complete 4 to 5 credits to satisfy this requirement. Music education majors are exempt from the elective requirement.

Additional Music Courses

The following courses are required in addition to the Basic Music Courses.

The Major in Performance: Piano or Organ

- MUAP 302 or MUAP 305 Private instruction in the major instrument—32 credits
- MUAP 100–199 Private instruction outside the major instrument—4 credits
Note: required of organ majors only
- MUS 211 Accompanying—8 semesters; 4 semesters for organ majors
- MUS 217 Piano Literature (Piano majors)
MUS 157 Organ History and Literature (Organ majors)
- MUS 228 Pedagogy
- MUS 229 Pedagogy Practicum

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- MUS 299 Upper Division Qualifying Examination
- MUS 399 Junior Recital (or production of a professional-level edited tape recording)
- MUS 498A Full Senior Recital
- Major conducted ensemble—4 credits

The Major in Performance: Voice

- MUAP 308 Private instruction in voice—32 credits
- MUAP 102 Private instruction in piano—4 credits
- MUS 226 French and Italian Vocal Literature and Diction
- MUS 227 English and German Vocal Literature and Diction
- MUSI 110 Opera Workshop—4 semesters
- MUS 228 Pedagogy
- MUS 229 Pedagogy Practicum
- MUS 299 Upper Division Qualifying Examination
- MUS 399 Junior Recital (or production of a professional-level edited tape recording)
- MUS 498A Full Senior Recital
- Major conducted ensemble—8 credits

The Major in Performance: Violin, Viola, Cello, Double Bass, or Harp

- MUAP 300–399 Private instruction on the major instrument—32 credits
- MUS 228 Pedagogy
- MUS 229 Pedagogy Practicum
- MUS 259 Literature of the Major
- MUS 299 Upper Division Qualifying Examination
- MUS 399 Junior Recital (or production of a professional-level edited tape recording)
- MUS 498A Full Senior Recital
- Major conducted ensemble—8 credits

Violin majors must also complete 2 credits of private study in viola.

Viola majors must also complete 2 credits of private study in violin.

The Major in Performance: Guitar

- MUAP 300–399 Private instruction in guitar—32 credits

Note: Students must take a minimum of 8 credits of MUAP 328 Classical Guitar and 8 credits of MUAP 330 Studio/Jazz Guitar.

- MUAP 100–199 Private instruction outside the major instrument—4 credits
- MUS 228 Pedagogy
- MUS 229 Pedagogy Practicum
- MUS 259 Literature of the Major
- MUS 299 Upper Division Qualifying Examination
- MUS 399 Junior Recital (or production of a professional-level edited tape recording)
- MUS 498A Full Senior Recital
- Major conducted ensemble—8 credits

The Major in Performance: Wind Instrument or Percussion

- MUAP 300–399 Private instruction on the major instrument—32 credits

Note: Percussion majors must take a minimum of 8 credits of MUAP 322 Classical Percussion and a minimum of 8 credits of MUAP 324 Jazz Percussion.

- MUS 259 Literature of the Major
- MUS 299 Upper Division Qualifying Examination
- MUS 399 Junior Recital (or production of a professional-level edited tape recording)
- MUS 498A Full Senior Recital
- Major conducted ensemble—8 credits

The Major in Composition

- MUS 320–321 Introduction to Composition I and II—8 credits

Note: The minimum enrollment of MUS 320–321 is 4 semesters

- MUAP 300–399 Private instruction on the major instrument or voice—16 credits
- MUS 42 Introduction to Electronic Music
- MUSI 124 Introduction to Voice
- MUS 151 Beginning String Instruments
- MUS 152 Beginning Woodwind Instruments
- MUS 153 Beginning Brass Instruments
- MUS 154 Beginning Percussion Instruments
- MUS 299 Upper Division Qualifying Examination
- MUS 356 Orchestration—4 credits

- MUS 406 Twentieth-Century Music Literature
 - MUS 438 Advanced Composition—8 credits
 - MUS 498A Full Senior Recital
 - Major conducted ensemble—8 credits
- Composition majors are encouraged to develop increasing competency in keyboard instruments through regular study in piano and/or organ.

The Major in Music Education

- MUAP 300–399 Private instruction in the major instrument or voice—21 credits
- MUS 139 Music in the Elementary School
- MUS 151 Beginning String Instruments
- MUS 152 Beginning Woodwind Instruments
- MUS 153 Beginning Brass Instruments
- MUS 154 Beginning Percussion Instruments
- MUS 155 Computer Techniques in Music Education
- MUS 299 Upper Division Qualifying Examination
- MUS 335 Introduction to Conducting
- MUS 356 Orchestration—2 credits
- MUS 357 Choral Music at the Pre-College Level
- MUS 358 Instrumental Music at the Pre-College Level
- MUS 498B Half Senior Recital
- Major conducted ensemble—7 credits

Additional courses within the Music Education Major (Vocal Track)

- MUS 211 Accompanying (keyboard majors)
- MUS 226 French and Italian Vocal Literature and Diction
- MUS 227 English and German Vocal Literature and Diction
- MUS 436 Advanced Choral Conducting

Additional courses within the Music Education Major (Instrumental Track)

- MUS 141 Marching Band Techniques
- MUS 211 Accompanying—2 credits (keyboard majors)
- MUS 437 Advanced Instrumental Conducting
- MUSI 124 Introduction to Voice

Single-Subject Teaching Credential

To qualify for a teaching credential, music education majors must also complete approximately 40 credits of specified coursework in the School of Education. Please see the School of Education section of this *Catalog* for more information. These courses must be completed before the teaching credential will be granted. Students should consult both the music education advisor and an advisor in the School of Education to discuss the options open to the music education major.

The Bachelor of Music in Musical Studies

Students with exceptional backgrounds, who are highly motivated, may wish to develop a special curriculum not offered in the normal course of study. A student may accomplish this exceptional goal by applying to the Curriculum Committee of the School of Music for permission to major in musical studies. The application must be made no later than the end of the first semester of the junior year.

With the help of the faculty advisor, a contract is devised consisting of the following:

1. A written narrative outlining short- and long-term goals along with justifications, in relation to these goals, for the courses already taken and those proposed to be taken (included in this narrative must be an explanation of why these goals cannot be accomplished within the normal degree offerings of the School of Music); and
2. A separate chronological listing of all classes taken and projected.

It is important to note that before a curriculum will be approved, it must include specific requirements. Professional baccalaureate degrees in music accredited by the National Association of Schools of Music must include competencies in the following areas:

- 1) Performance—major area and one secondary area, sight reading, solo and ensemble experience, and conducting;
- 2) Analysis—basic theory, including historical and stylistic perspectives and knowledge of counterpoint and orchestration;
- 3) Composition—imitation of traditional

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musical styles, original works, and improvisational skills; and

- 4) Familiarity with repertoire—extensive recital, concert, opera, and other performance attendance, as well as knowledge of “pop” and world music.

It is also important to note that all bachelor of music degrees are professionally oriented degrees and, as such, normally require 35 percent of the total curriculum to be in a specific music emphasis. Students must explain in the written narrative how this emphasis has been or will be met, either through coursework or through past experience validated by examination. The University of Redlands Liberal Arts Foundation and general studies requirements for the bachelor of music must also be completed as part of the graduation requirements.

Both the student and the advisor will present the proposal to the School of Music Curriculum Committee for approval. Once approved, the program of study cannot change without the approval of the committee.

General Requirements for the Bachelor of Music

All bachelor of music majors must complete at least 30 credits outside of music. Each student in the bachelor of music degree must enroll in courses outside the School of Music that will provide a broad education in the spirit of the Liberal Arts Foundation. These credits must satisfy the following general requirements and Liberal Arts Foundation requirements.

For detailed information about each category, see the Liberal Arts Foundation descriptions in the Arts and Sciences Graduation Requirements section of this *Catalog*.

- **First-Year Seminar**—4 credits
- **Writing Across the Curriculum**—0–8 credits:
 - freshman year
 - junior or senior year
- **Community Service Activity**—3 credits
A public service activity carried out during Interim.

Liberal Arts Foundation Requirements

Each bachelor of music major must successfully complete courses outside of music in **at least four** of the following Liberal Arts Foundation categories.

- Computing Across the Curriculum (CA)
- Cross-Cultural Studies (CC)
- Dominance and Difference (DD)
- Foreign Language (FL) (at the second-semester college level or higher)
- Human Behavior (HB)
- Humanities Literature (HL) or Humanities Philosophy (HP)
- Mathematics and Science (MS)
- State and Economy (SE)

The remaining non-music courses needed to bring the total to 30 credits may be chosen from any department.

BACHELOR OF ARTS

Students enrolled in the bachelor of arts with a major in music or the bachelor of arts with a major in musical theatre must satisfy the Liberal Arts Foundation requirements as listed in the College of Arts and Sciences Graduation Requirements section of this *Catalog*.

The Bachelor of Arts with a Major in Music

(46 credits in music required)

- MUS 10 Recital-Repertory Class (each semester in residence).

Note: Students experiencing class conflicts necessitated by other courses taken to fulfill degree requirements are directed to the School of Music office to receive advice regarding an alternate section to accommodate their needs.

- MUSI 121 Class Piano

Note: Three semesters of MUSI 121 are required, which may be waived upon completion of the minimum proficiency in basic keyboard for the specific degree track; a maximum of 3 credits count toward graduation.

- MUS 101 Theory I
- MUS 102 Theory II
- MUS 103 Theory III
- MUS 105 Ear Training and Sight-Singing I

- MUS 106 Ear Training and Sight-Singing II
- MUS 107 Ear Training and Sight-Singing III
- MUS 300 Music History and Literature from Antiquity to 1750
- MUS 301 Music History and Literature from 1750 to the Present
- MUS 307 World Music
- MUAP 302–338 Private instruction on a single instrument or in voice—16 credits
- Major conducted ensemble—4 credits
- The student must also complete a 0–2-credit senior project, approved by the advisor, drawing together the strands of the program of study. With the approval of the advisor, the student may substitute a senior recital for the senior project. This recital is subject to all of the rules and regulations governing a required senior recital.

The Bachelor of Arts with a Major in Musical Theatre

Music Requirements

- MUS 10 Recital-Repertory Class (each semester in residence).

Note: Students experiencing class conflicts necessitated by other courses taken to fulfill degree requirements are directed to the School of Music office to receive advice regarding an alternate section to accommodate their needs.

- MUSI 121 Class Piano (May be repeated for degree credit for up to 3 credits.)

Note: Three semesters of MUSI 121 are required, which may be waived upon completion of the minimum proficiency in basic keyboard for the specific degree track; a maximum of 3 credits count toward graduation.

- MUSI 110 Opera Workshop—4 credits
- MUSI 111 University Choir—4 credits
- MUS 101 Theory I
- MUS 102 Theory II
- MUS 105 Ear Training and Sight-Singing I
- MUS 106 Ear Training and Sight-Singing II
- MUS 228 Pedagogy
- MUS 229 Pedagogy Practicum

- MUS 347 History of Opera and Musical Theatre
 - MUS 498A Full Senior Recital or Major Performance Role as approved by the faculty
 - MUAP 308 Private instruction in voice—21 credits
- Note: The first 4 credits of this requirement may be taken as MUSI 124 Introduction to Voice*
- Major conducted ensembles—4 semesters

Theatre Requirements

- THA 130 Introduction to Theatre Technology
- THA 140 Acting Fundamentals
- THA 240 Acting Techniques

Dance Requirements

Students must take two of the following courses for a total of 6 credits:

- DNCE 122 Ballet (may be repeated once)
- DNCE 123 Jazz/Tap
- DNCE 124 Musical Theatre Dance
- DNCE 130 Dance Performance Workshop

Electives

Students are required to take a total of 16 credits of electives from dance, music, and theatre courses.

THE MINOR IN MUSIC

24 credits in music are required for the minor. Students pursuing a minor are required to take 4 credits of a major conducted ensemble. The major conducted ensemble is the only specific course requirement for the minor. Students should plan a cohesive course of study under the guidance of a music faculty advisor. No more than 10 credits of private lessons and 4 credits of ensemble count toward the required 24 credits.

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COURSE DESCRIPTIONS (DNCE)

122 Ballet. Fall (3), Interim (3), Spring (3).
Study and practice of the technique and discipline of ballet. Beginning to advanced levels. No previous formal training required.

123 Jazz/Tap. Fall (3), Interim (3), Spring (3).
Introductory- and intermediate-level jazz and tap dance incorporating character work as it relates to musical theatre. No previous formal training required. Emphasis varies according to demand. may be repeated for degree credit for a maximum of 6 credits.

124 Musical Theatre Dance. Fall (3), Spring (3).

Practical study and practice of the styles and techniques associated with musical theatre: jazz, tap, ballet, and character dance. Beginning to advanced levels. No previous formal training required. May be repeated up to three times.

130 Dance Performance Workshop. Fall (1), Interim (1), Spring (1).

Practical study of dance technique with emphasis on public performance of musical theatre dance. Beginning to advanced levels. No previous formal training required.

COURSE DESCRIPTIONS (MUS)

2 Jazz History. Interim (3).

History of jazz, including its origins, the musical characteristics of major styles, and the leadership during key periods. Emphasis on developing critical listening skills, the contributions of specific cultures and individuals, and understanding commercial, technological, political and social influences on the evolution of styles. Designed for music majors and interested non-majors.

10 Recital-Repertory Class. Fall (0), Spring (0).

Required of all music majors; open to others. CN only.

24 The Canonical Hours. Interim (3).

Liturgical and musical development of the monastic hours through the Reformation. Research and oral/written reports. Compilation of a breviary containing liturgy and music for Matins, Diurnum, Vespers, and Compline in accordance with the focus and character of class constituents. Presentations of offices daily throughout the last week of classes. Prerequisites: ability to read music and match pitches. Offered as needed.

41 Musical Acoustics. Spring (2).

Introduction to the foundations of acoustics for anyone interested in music. Areas covered include fundamentals of sound production, psycho-acoustics (how we hear sound), room acoustics, and specific vocal and instrumental sound production. Offered in alternate years: 03S.

42 Introduction to Electronic Music. Fall (2).

Instruction and hands-on experience in electronic music production. Most projects outside of class are applications created in the electronic music studio. Lecture topics and projects include tape composition, analog synthesis, digital synthesis, MIDI composition, and historical perspectives. No previous music experience is necessary.

43 Sound Recording. Spring (2).

Introduction to sound recording techniques through theoretical studies and practical application. Topics included are: acoustics, microphone characteristics and placement, multi-channel mixing, and tape recording/editing methods. Students record soloists and small and major conducted ensemble performances in classical, jazz, and popular music idioms. Offered in alternate years: 02S.

100 Experiencing Music.

Fall (4), Interim (3), Spring (4).

Exploration of sound—its sources, effects, and organization—with emphasis on direct involvement through listening. Music of major styles and periods are introduced with emphasis on Western music. Students develop and become familiar with music technology. CN or NU only.

101 Theory I. Fall (2).

Scales, intervals, primary and secondary triads, basic chord progressions, non-harmonic tones, introduction to figured bass, dominant and leading tone seventh chords, modulations. Prerequisite: MUS 100 or equivalent. Usually taken concurrently with MUS 105.

102 Theory II. Spring (2).

Continuation of figured bass, ninth, eleventh, thirteenth, and chromatically altered chords. Analysis of common practice works. Prerequisite: MUS 101. Usually taken concurrently with MUS 106.

103 Theory III. Fall (2).

Advanced study of the materials in a musical composition—including melody, rhythm, harmonic progression, and texture—and of the role these various elements play in creating phrase. Prerequisite: MUS 102. Usually taken concurrently with MUS 107.

104 Theory IV. Spring (2).

Close reading of the musical score and its expressive signification. Study of diversity of musical style through structural principles. Prerequisite: MUS 103. Usually taken concurrently with MUS 108.

105 Ear Training and Sight-Singing I. Fall (2).

Melody: solfeggio taught through modes, and stepwise major/minor melodies with skips in tonic triad. Harmony: major/minor triads and tonalities; simple diatonic intervals; consonant, dissonant diads. Rhythm: Greek poetic feet; simple, duple, triple meter; introduction to compound meter. Prerequisite: MUS 100 or equivalent. Usually taken concurrently with MUS 101.

106 Ear Training and Sight-Singing II. Spring (2).

Melody: melodic leaps in major/minor dominant and sub-dominant triads, melodies incorporating dominant seventh and elementary modulation, non-harmonic tones. Harmony: diatonic seventh chords and simple diatonic chord progressions, functional bass and real bass, triad inversions.

Rhythm: complex and changing meters. Prerequisite: MUS 101 or equivalent. Usually taken concurrently with MUS 102.

107 Ear Training and Sight-Singing III. Fall (2).

Melody: two-part dictation, chromatic alteration, review of intervals, identification of characteristics of two- and three-phrase excerpts. Harmony: review diatonic triads/seventh chords and inversions, three- and four-part homophonic structure, modulation to closely related keys. Rhythm, introduction to TAP system, two part dictation, review of meters. Prerequisite: MUS 102 or equivalent. Usually taken concurrently with MUS 103.

108 Ear Training and Sight-Singing IV. Spring (2).

Melody: extended excerpts in two and three parts, characteristics of extended phrases and shorter forms. Harmony: three- and four-part homophony including seventh chords, chromatically altered chords, Neapolitan and augmented sixth chords. Rhythm: patterns in simple, compound, complex, and changing meters; continued work with TAP system Advanced Professional Series. Prerequisite: MUS 103 or equivalent. Usually taken concurrently with MUS 104.

109/609 Movement Awareness. Fall (2–4).

Exploration of fluent, balanced, and articulate movement in the actions of daily life (such as walking, running, bending, sitting, speaking, and breathing) and in specialized activities, such as playing a musical instrument or playing golf. Pleasurable invigorating movement to music is the core of class work. Offered as needed.

110 Seminar in Music Theory. Spring (2).

Selected topics including Schenkerian analysis, rhythm, texture, color, chromatic harmony. Independent listening, analytic and music writing projects are encouraged. Recommended for composition majors and students intending graduate study. Satisfies the requirement for MUS 104. Prerequisite: permission. NU only.

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111 Seminar in Ear-Training and Sight-Singing. Spring (2).

Building skills for hearing melody, harmony, and rhythm discerningly. Refining the sense of groupings. Hearing structure as the subordination of detail to large-scale harmonic progressions. Recommended for composition majors and students intending graduate study. Satisfies the requirement for MUS 108. Prerequisite: permission. NU only.

139/639 Music in the Elementary School. Fall (2).

Pre-professional methods and materials, with a focus on methods and techniques for early childhood through grade six. Units include the philosophical, historical, and psychological foundations of music education, planning for and assessment of music learning, as well as the methods of Off, Kodaly, Dalcroze, Edwin G. Gordon and Comprehensive Musicianship. Prerequisite: MUS 100 or permission. Offered in alternate years: 01F.

141/641 Marching Band Techniques. Fall (2).

Study and experience in various charting procedures including Step-two, Asymmetrical, Corps style, and computer charting. Developing effective rehearsal techniques, philosophical considerations, and arranging for a marching band. Offered in alternate years: 01F.

149/649 Dynamics of Performance. Spring (2-4).

Exploration of balance, freedom, and ease of posture and movement while playing, singing, acting, or dancing. Development of fuller expressiveness, release of self-consciousness. Heightened awareness of phrase, contour and inflection, rhythm, character, tonal focus, and texture so that these topics become audible (or visible) in performance. May be repeated once for degree credit, for a maximum of 6 credits. Prerequisite for non-musicians: permission.

151 Beginning String Instruments. Fall (2).

Introduction to the violin, viola, cello, double bass, and guitar with emphasis on practical

experience in group and/or individual performance. Music education and composition majors are given priority for use of University-owned instruments. Prerequisite: ability to read music. Offered in alternate years: 01F.

152 Beginning Woodwind Instruments. Spring (2).

Introduction to the flute, oboe, clarinet, bassoon, and saxophone with emphasis on practical experience in group and/or individual performance. Music education and composition majors are given priority for use of University-owned instruments. Prerequisite: ability to read music. Offered in alternate years: 02S.

153 Beginning Brass Instruments. Fall (2).

Introduction to the trumpet, horn, trombone, baritone, and tuba with emphasis on practical experience in group and/or individual performance. Music education and composition majors are given priority for use of University-owned instruments. Prerequisite: ability to read music. Offered in alternate years: 02F.

154 Beginning Percussion Instruments. Spring (2).

Introduction to the instruments of the percussion family with emphasis on practical experience in group and/or individual performance. Prerequisite: ability to read music. Offered in alternate years: 03S.

155/655 Computer Techniques in Music Education. Spring (2).

Study of computers and electronic instruments in the classroom and studio. Topics include the history of music technology, computer access and control in democratic society, computer and synthesizer operating systems, basic acoustics, music synthesis techniques, on-line resources, music sequencing and scoring, and a survey of representative applications for music program administration and K-12 music instruction. No previous computer knowledge required. Prerequisite: music education majors only or permission. Offered in alternate years: 03S.

157/657 Organ History and Literature.

Spring (2).

Examination of the construction and repertoire of the pipe organ from its invention to the present day. Topics include iconography, mechanics, and acoustics, as well as cultural and societal interdependence. Open to non-organists. Offered in alternate years: 03S.

160 Special Studies.

Fall (1–3), Interim (1–3), Spring (1–3).

Special topics offered as needed. May be repeated for degree credit given a different topic.

211/611 Accompanying.

Fall (1), Spring (1).

Study of vocal coaching (opera and art song) and instrumental accompanying techniques. Practicing, rehearsing together, literature, transposition, and sight-reading. Supervised practice sessions. Prerequisite: permission. May be repeated for degree credit up to 8 credits.

213 Jazz Improvisation I. Spring (2).

Study of jazz nomenclature, performance strategies, and resources for improvisation. Emphasis on applied ear-training and performance on the student's major instrument. Prerequisite: MUS 102, 106, or permission.

214/614 Jazz Improvisation II. Fall (2).

Continuation of improvisation and performance strategies studied in Jazz Improvisation I. Emphasis on advanced ear-training, performance on student's major instrument, and music transcription. Prerequisite: permission. May be repeated for degree credit for up to 4 credits.

216/616 Seminar: Woodwind instruments. (2–4).

Reedmaking, mouthpiece refacing, tuning, minor repairs, and mechanical adjustments. Prerequisite: permission. Offered as needed.

217/617 Piano Literature. (2).

Literature for solo piano, chamber music with piano, and concertos written from the mid-18th century to the present. Music for

harpsichord and clavichord prior to 1750 commonly performed on the piano also included. Stylistic, social, and cultural elements are explored. Extensive listening and examination of scores. Prerequisite: ability to read music. Offered as needed.

226/626 French and Italian Vocal Literature and Diction. Fall (2).

Exploration of literature for the voice in the French and Italian languages and correct diction for each language. Also includes learning and working with the International Phonetic Alphabet. NU only. Offered in alternate years: 01F.

227/627 English and German Vocal Literature and Diction. Spring (2).

Exploration of literature for the voice in the English and German languages and correct diction for each language. Also includes learning and working with the International Phonetic Alphabet. NU only. Offered in alternate years: 03S.

228/628 Pedagogy. Fall (2).

Principles and theories of music applied to the teaching of music. Prerequisites: MUS 101, 105. Open to majors or minors only. Offered in alternate year: 02F.

229 Pedagogy Practicum. Spring (2).

Supervised and observed studio teaching. University students teach two or more private students for an entire semester. One segment explores methods and materials appropriate for teaching each student's instrument or voice. Prerequisite: MUS 228/628. Offered in alternate years: 03S

244/644 Church Music Seminar. (4).

Study of selected topics in church music with emphasis on practical applications in the field. Areas of study announced in the *Schedule of Classes*. Prerequisites: MUS 101, 105, or permission. May be repeated once for degree credit. Offered as needed.

248/648 Jazz-Commercial Arranging. (4).

Students analyze the realization of melodic, harmonic, and rhythmic scoring of popular

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and semi-classical music in a variety of styles (e.g., jazz, Latin, rock, Dixie, etc.) for individual sections, combos, and major conducted ensembles, including string, winds, brass, percussion, and keyboards. Prerequisite: MUS 102 or permission. Offered as needed.

259 Literature of the Major. Fall (0), Spring (0).

Satisfied by an examination given by the applied instructor during the final semester in residence covering the standard solo, ensemble, and technical literature of the instrument or voice. Students are expected to secure the appropriate literature list from their private teachers upon entry into the performance program. Prerequisite: performance majors only. CN only.

299 Upper Division Qualifying Examination. Spring (0).

Minimum of three credits of private instruction on the major instrument or voice must be taken concurrently. Prerequisite: sophomore standing. CN only.

300 Music History and Literature from Antiquity to 1750. Fall (4).

Comprehensive survey of the Western musical tradition from antiquity to the end of the Baroque period. Development of musical style studied through the achievements of great composers and the artistic, social, and cultural elements that were determining factors. Prerequisite: ability to read music desirable.

301 Music History and Literature from 1750 to the Present. Spring (4).

Survey of the Western musical tradition covering the periods from the Viennese classicism period through New Romanticism. Development of styles is studied using the works of the great composers from Sammartini through Adams. Artistic, social, and cultural elements of style also explored. Prerequisite: ability to read music desirable.

307/607 World Music. Interim (3).

Study of the basic elements of music outside of the usual European tradition including

melody, rhythm, harmony, and form in the musics of the world. Emphasis on Latino, Asian, and African traditions. NU only.

320–321/620–621 Introduction to Composition I, II. Fall (2–4), Spring (2–4).

Development of individual compositional style and skills for writing shapely melody, harmonies which move or bring closure, lively rhythmic groupings, patterns which build structure, and fresh textures. Practice generating musical ideas, extending these into pieces, notating clearly, and rehearsing with performers. May be repeated for degree credit for a maximum 4 credits per undergraduate course. Prerequisites: MUS 101, 105, or permission.

335 Introduction to Conducting. Fall (2).

Elements of the conductor's techniques, beat formation, and all rhythms; practice in choral and instrumental conducting. Baton techniques and score reading with practical application. Prerequisite: MUS 101, 105.

347/647 History of Opera and Musical Theater. Fall (2).

Survey of the development of music and theatre, and their inevitable marriage from the early Egyptian, Greek, Roman, and Hebrew civilizations through medieval liturgical drama and pastoral plays, arriving at the eventuality of opera in the Seventeenth Century. Subsequent maturation of opera, and the delineation of Twentieth-Century models of operetta and popular musical theatre. NU or EV only. Offered in alternate years: 02F.

354/654 Counterpoint. (4).

Principles of melodic writing: two-, three-, and four-part counterpoint involving the use of imitation, augmentation, mirroring, and diminution. Prerequisites: MUS 102, 106. Offered as needed.

356/656 Orchestration. Spring (2–4).

Nature and potential of musical instruments. Arrangement and scoring for conventional groups (symphony orchestra, symphony band, marching band, principal chamber combina-

tions), and for immediate practical instrumentation. Prerequisites: MUS 102, 106.

357 Choral Music at the Pre-College Level. Interim (3).

Methods and materials for teaching vocal music in K–12 schools including chorus, vocal chamber ensembles, voice classes, recitals, stage productions, theory, and listening experiences. Prerequisites: MUS 101, 105, and 335.

358 Instrumental Music at the Pre-College Level. Fall (2).

Methods and materials for teaching instrumental music in K–12 schools including concert and marching bands, orchestra, jazz and pop groups, social instruments, theory, and listening experiences. Prerequisites: MUS 101, 105 and 335.

360 Special Studies. Fall (2), Spring (2).

Special topics offered as needed. May be repeated for degree credit given a different topic. Prerequisites: MUS 300 and 301, or permission. NU only.

399 Junior Recital (or Production of a Tape Recording). Fall (0), Spring (0).

A minimum of 3 credits of private instruction on the major instrument or voice must be taken concurrently. CN only.

402/602 Medieval and Renaissance Music Literature. Fall (4).

Detailed survey of music examples from 600 to 1600, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Prerequisite: MUS 300. Offered in alternate years: 01F.

403/603 Baroque Music Literature. Fall (4).

Study of musical examples from 1600 to 1750, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Prerequisite: MUS 300. Offered in alternate years: 02F.

404/604 Classical Music Literature. Interim (3).

Exploration of music written between 1750 and 1820, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Prerequisite: MUS 301. Offered in alternate years: 03I.

405/605 Romantic Music Literature. Interim (3).

Survey of music written between 1820 and 1900, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Prerequisite: MUS 301. Offered in alternate years: 02I.

406/606 Twentieth-Century Music Literature. Spring (4).

Examination and appreciation of the styles and major composers of the Twentieth Century. Detailed study of selected works. Prerequisite: MUS 301. Offered in alternate years: 02S.

436/636 Advanced Choral Conducting. Spring (2).

Introduction to the art of choral conducting. Prerequisites: MUS 101, MUS 105, MUS 335, and MUSI 124 or two semesters of MUSI 111. Offered in alternate years: 02S.

437/637 Advanced Instrumental Conducting. Spring (2).

Continuation and development of conducting techniques developed in MUS 335 or MUS 436. Application of these precepts to both choral and instrumental ensembles. Emphasis on preparing and conducting from full choral and orchestral scores. Prerequisite: MUS 335 or equivalent. NU only. Offered in alternate years: 03S.

438/638 Advanced Composition. Fall (2–4), Spring (2–4).

Private study and weekly seminar, built around several composing projects each semester and tailored to suit individual skills, musical aesthetics, and career aspirations. Prerequisite: MUS 320–321, or

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permission. May be repeated for degree credit for a maximum of 4 credits per undergraduate course. NU only. Offered in alternate years: 01F, 03S.

450 Collegium Musicum. (1–2).

For singers and instrumentalists, emphasizing study and performance of representative styles of medieval and Renaissance music literature, including familiarization with period instruments and performance practices. Prerequisite: MUS 300. Offered as needed.

498A Full Senior Recital. Fall (0), Spring (0).

A minimum of three credits of private instruction on the major instrument or voice must be taken concurrently. Composition majors may present, during the senior year, well-rehearsed public presentations of three to four works (or equivalent) in lieu of a single recital. CN only.

498B Half Senior Recital. Fall (0), Spring (0).

A minimum of 3 credits of private instruction on the major instrument or voice must be taken concurrently. CN only.

498C Senior Project. Fall (0–2), Interim (0–2), Spring (0–2).

Musical Studies majors only. CN only.

Performance Studies

Group Lessons. Group lessons on all instruments and in voice are available each semester subject to a minimum enrollment of three students per group. Each group will meet at least one hour per week. Students must provide their own instruments, except for students enrolled in piano, organ, and harp. Most band and orchestra instruments may be rented for a nominal fee from local music stores. Students who register for Wind Ensemble or Chamber Orchestra may use University of Redlands instruments at no charge, subject to their availability.

Private Lessons. Each credit of registration entitles the student to 15 minutes of instruction per week; students must register for a minimum of 2 credits. Performance majors usually register for 4 credits each

semester (one one-hour lesson per week). General University students usually register for 2 or 3 credits per semester (one 30-minute to one 45-minute lesson per week). Private lessons begin during the second full week of classes.

Juries. Final examinations in performance are required of all students who take private instruction for evaluation or a grade. Students who do not demonstrate the required level of proficiency during the performance examination may be required to register for additional private instruction beyond the minimum number of credits required for the degree and major. Graduation with a major in performance does not depend upon earning the minimum number of credits in performance studies, but upon the degree of advancement attained by the student. All students who enroll in performance studies for a grade are required to attend a regularly scheduled performance class and participate in a major conducted ensemble during the semester of enrollment.

Chamber Music. All bachelor of music and bachelor of arts students who choose the recital option are required to perform chamber music during their degree recitals. Ensembles should be varied in size and nature. The pre-recital jury committee determines the appropriateness of the selected chamber works and approves them when the recital repertoire is approved.

Pre-recital Jury Examinations. Students presenting required recitals, students presenting a full or partial recital to fulfill the senior project requirement in the bachelor of arts program, and any other students recommended to do so by their private instructor must present a pre-recital jury examination. In the semester prior to the scheduled recital, students must bring a list of their proposed recital repertory to the area jury for approval. Students studying abroad must present their proposed program to the performance studies chairman during the first week of the semester following the student's return. The pre-recital jury examination must be presented at least four weeks, and no sooner than eight weeks, before the scheduled recital date.

The pre-recital jury will consist of the private teacher and one or more additional faculty member(s) approved by the private teacher. At least one member of the pre-recital jury must be a full-time faculty member. At the examination, the student must be prepared to perform the entire recital at final performance level, including memorization, if required. All those who will participate in the recital must perform at the pre-recital examination. In the case of composition recitals, all scores and parts must be available for examination, and at least half of the works must be performed.

If the pre-recital jury examination is not approved, the student may not present the recital until a subsequent semester. Pre-recital jury examinations and all required recitals must take place when classes are in session during the regular academic year.

With the approvals of the private teacher, the performance studies chair, and the director of the School of Music, the pre-recital jury examination may be waived for composition majors only.

Upper-division Qualifying Jury Examination.

MUS 299. Bachelor of music majors in performance, composition, musical studies, and music education must pass the upper-division qualifying jury examination to register for private instruction as a junior or senior music major. These examinations will be scheduled at 20-minute intervals, and each student will be expected to perform for at least 15 minutes. Upper-division Qualifying Jury Examinations will normally be taken at the end of the Spring semester of the sophomore year. A student may take the Upper-division Qualifying Jury a maximum of two times. A student who fails the Upper-division Qualifying Jury Examination will be denied permission to continue in the current major.

The repertory for the Upper-division Qualifying Jury Examination will include the following:

1. All major and minor scales and arpeggios through the full range of the instrument, including comparable requirements in voice;
2. Sight-reading;
3. Three pieces of three differing styles, one

having been written within the past 50 years in a modern style;

4. One out of the three pieces performed from memory; and
5. One piece or group of pieces performed for a minimum of five minutes without interruption.

Additional requirements may be added by area performance faculty.

APPLIED INSTRUCTION COURSES (MUAP)

Students wishing to study privately in piano, guitar, organ, or voice must complete the class instruction (MUSI) offered or demonstrate equivalent proficiency prior to registering for private lessons.

Music instruction for non-majors or majors on a secondary instrument (MUAP 100–199) is offered in the following areas. Consult the *Schedule of Classes* for current enrollment.

Group Instruction

101 Classical Piano	133 Electric Bass
103 Jazz Piano	131 Pop Guitar
107 Classical Voice	129 Jazz Guitar
123 Jazz Percussion	135 Classical Other
125 Harp	136 Jazz Other
127 Classical Guitar	137 Other

Private Instruction

102 Classical Piano	118 Horn
104 Jazz Piano	119 Trumpet
105 Organ	120 Trombone
106 Harpsichord	121 Tuba
108 Classical Voice	122 Classical Percussion
109 Violin	124 Jazz Percussion
110 Viola	126 Harp
111 Cello	128 Classical Guitar
112 Double Bass	130 Jazz Guitar
113 Flute	132 Pop Guitar
114 Oboe	134 Electric Bass
115 Clarinet	135 Classical Other
116 Bassoon	136 Jazz Other
117 Saxophone	137 Other

Private instruction for majors (MUAP 300–399) is offered in the following categories:

302 Classical Piano	318 Horn
304 Jazz Piano	319 Trumpet
305 Organ	320 Trombone

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306 Harpsichord	321 Tuba
308 Classical Voice	322 Classical Percussion
309 Violin	324 Jazz Percussion
310 Viola	326 Harp
311 Cello	328 Classical Guitar
312 Double Bass	330 Jazz Guitar
313 Flute	332 Pop Guitar
314 Oboe	334 Electric Bass
315 Clarinet	335 Classical Other
316 Bassoon	336 Jazz Other
317 Saxophone	338 Other

Class Instruction

Class instruction is offered in the areas below. No student will be permitted more than two semesters of such instruction on any one instrument and must be a beginner in the subject unless there are sections at various levels. There must be at least five students enrolled for the class to be scheduled.

COURSE DESCRIPTIONS:

CLASS INSTRUCTION (MUSI)

121 Class Piano. Fall (1), Spring (1).

Emphasis on basic piano technique and elementary music-reading skills. Includes harmony, accompanying, improvisation, and musical performance. Functional keyboard skills appropriate to each B.A. and B.M. major track. May be repeated for degree credit for a maximum of 3 credits, but must be repeated until basic competencies and skill levels are met.

123A Class Classical Guitar I.

Fall (1), Spring (1).

CN only.

123B Class Classical Guitar II.

Fall (1), Spring (1).

CN only.

124 Introduction to Voice.

Fall (1), Spring (1).

CN only.

125A Class Popular Guitar I.

Fall (1), Spring (1).

CN only.

125B Class Popular Guitar II.

Fall (1), Spring (1).

CN only.

125C Class Popular Guitar III.

Fall (1), Spring (1).

CN only.

Ensembles

Only MUSI 111 University Choir, MUSI 131 University of Redlands Symphony Orchestra, and MUSI 138 Wind Ensemble may be used to fulfill the "major conducted ensembles" requirement in the various majors.

GPA Requirement for Ensemble

Participation. As determined by the GPA earned in the immediately preceding semester, not the cumulative GPA, music majors may participate in ensembles as follows:

Status	Ensembles
Freshmen	two or fewer
Transfers	two or fewer
2.49 or under	one
2.5–2.99	two
3.0 or above	more than two

For the purpose of this section, "ensembles" are Symphony Orchestra, Chamber Orchestra, Wind Ensemble, Studio Jazz Band, University Choir, Chapel Singers, Opera Workshop, and any other ensemble that is conducted.

General Ensemble Syllabus

The following, combined with an addenda syllabus which may be provided for each specific ensemble, constitutes the official syllabus for all ensembles as defined in the preceding paragraph. Students registered for any ensemble in which they participate must be enrolled with a grading option of "credit" (CR) or "audit" (AU).

Any member of a wind/percussion ensemble or orchestra may be required to participate in the Feast of Lights (Fall semester) or the opera or musical theatre production (Spring semester). Assignments to these productions are posted no later than the beginning of the third week of classes. Dates for rehearsals and performances are made available at the beginning of each semester.

All students participating in an ensemble must meet the following requirements to receive credit for the course:

1. Attend all rehearsals and concerts and be in place ready to participate at the designated times
2. Come to rehearsals and performances adequately prepared (inadequate preparation, as determined by the conductor, will result in an unexcused absence)
3. Decline outside activities during the semester that conflict with scheduled rehearsals and concerts

To maintain acceptable standards of performance and the integrity of the ensembles, **no unexcused absences will be permitted.** One or more unexcused absences will result in a grade of No Credit for the course. The instructor will determine whether an absence is excused or unexcused.

The instructor should be notified in advance of any anticipated absence or situation that would require a student to be late. Normally excused absences will be approved **only** for serious illness, emergencies, or situations usually considered to be unforeseeable. Students who must be absent are responsible for seeing that their music is present at the rehearsal or performance and for securing an acceptable substitute, where appropriate.

COURSE DESCRIPTIONS:

ENSEMBLES (MUSI)

110/610 Opera Workshop. Fall (0–3), Spring (0–3).
Preparation and performance of scenes from opera or musical theatre. NU only.

111 University Choir. Fall (0–1), Spring (0–1).
NU only.

112 Chapel Singers. Fall (0–1), Spring (0–1). NU only.

113 University of Redlands Chorale. Fall (0–1). Spring (0–1).
Prerequisite: audition required. NU only.

114 Madrigals. Fall (0–1), Spring (0–1).
Prerequisite: audition required. NU only.

130 Symphony Orchestra. Fall (0–1), Spring (0–1).
Membership in the Redlands Symphony Orchestra. Prerequisite: audition required. NU only.

131/631 University of Redlands Symphony Orchestra. Fall (0–1), Spring (0–1).
Prerequisite: audition required. NU only.

132 Chamber Orchestra. Fall (0–1), Spring (0–1).
NU only.

133 Chamber Ensemble: Strings. Fall (0–1), Spring (0–1).
NU only.

136 Studio Jazz Band. Fall (0–1), Spring (0–1).
NU only.

137 Chamber Ensemble: Winds and Percussion. Fall (0–1), Spring (0–1).
NU only.

138 Wind Ensemble. Fall (0–1), Spring (0–1).
NU only.

139 Special Ensemble. Fall (0–1), Spring (0–1).
NU only.

THE GRADUATE PROGRAM

Admission

Applications for graduate study are available from the Office of the Director, School of Music, P.O. Box 3080, University of Redlands, Redlands, CA 92373-0999; telephone (909) 335-4014. Applicants should have a grade point average of at least 2.75 on a 4.0 scale from an accredited undergraduate program and must have a bachelor’s degree in music.

The deadline for submission of applications is four weeks prior to the beginning of each term. Applicants are encouraged to submit

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their documentation well in advance of the intended semester of matriculation.

Only completed applications will be considered. A completed application must include the following:

1. A University of Redlands Application for Admission to Graduate Study in Music;
2. The \$40 non-refundable application fee;
3. Two recommendations from professionals qualified to assess the applicant's potential for success in the intended major;
4. Official transcripts from each college or university previously attended;

Note: Transcripts from foreign colleges and universities must be evaluated by the Credential Evaluation Service of the International Education Research Foundation, Inc. and sent directly to the School of Music.

5. Official scores of the Test of English as a Foreign Language (TOEFL) if English is not the principal language (a minimum score of 550 is required);
6. An admission audition for those intending to major in performance (applicants living within 200 miles of Redlands are expected to audition in person; others may submit tapes); and
7. Copies of representative original scores for those intending to major in composition.

Auditions

Admission auditions may be performed at the University of Redlands (on special days set aside for admission auditions) by appointment, or through submission of tape recordings. Auditions should last no more than twenty minutes. While no specific repertory is required for instrumentalists, selections should demonstrate the applicant's full range of musical and technical ability, and works from two or three different historical periods or of differing type are suggested. Voice applicants must present at least four arias or songs—one each in English, French, German, and Italian. Applications for the major in woodwind doubling must meet minimum entrance requirements for the M.M. in performance, including sight-reading on at least one instrument, and demonstrate acceptable college-level skills on the second woodwind instrument. To schedule an audition,

contact the Office of the Director. Audition tapes also should be sent to the Director's office.

Acceptance

Notification of acceptance into the master program is sent by the School of Music director.

THE MASTER OF MUSIC

The master of music degree is available in composition, music education, performance, and woodwind doubling.

Program Requirements

Each major program requires 40 credits distributed as follows:

The Major in Composition

- MUS 600 Graduate Studies in Music Theory and Analysis—4 credits
- MUS 601 Graduate Studies in Musicology—4 credits
- MUS 620–621 Introduction to Composition I and II and MUS 638 Advanced Composition—16 credits total
- Applied studies—4 to 8 credits
- Major conducted ensembles—4 credits
- MUS 606 Twentieth-Century Music Literature—2 credits
- Music literature elective chosen from MUS 647, 602, 603, 604, and 605—2 credits
- Electives—4 to 8 credits

Note: Students are encouraged to take at least one elective course outside the field of music.

- MUS 698 Graduate Recital—0 credits

Note: Students must take two Graduate Recitals

- MUS 699 Final Examination—0 credits
- The graduate recitals consist of original works composed while in residence. Satisfactory progress toward the recitals, as determined by the student's graduate committee, must occur before the completion of 20 credits.

The Major in Music Education

- MUS 600 Graduate Studies in Music Theory and Analysis—4 credits
- MUS 601 Graduate Studies in Musicology—4 credits
- MUS 652 Foundations of Music Education—4 credits

- MUS 653 Administration and Supervision in Music—2 credits
- MUS 655 Computer Techniques in Music Education—2 credits
- MUS 658 Psychology of Music—4 credits
- Applied studies—4 credits

Note: Two semesters of applied studies are required.

- Music elective chosen from MUS 636, 637, or 639—2 credits
- Electives—8 to 12 credits

Note: Students are encouraged to take at least one elective course outside the field of music.

- Major conducted ensembles—4 credits
- MUS 698 Graduate Recital—0 to 2 credits or MUS 696 Thesis—0 to 2 credits
- MUS 699 Final Examination—0 credits

The thesis (MUS 696), if chosen, is supervised by the student's graduate advisor and personal graduate committee.

If a recital (MUS 698) is chosen, permission must be secured before the end of the first semester of graduate study. Those pursuing this option must study privately with an appropriate faculty member for two consecutive semesters preceding the recital.

The School of Music Graduate Committee must approve the thesis proposal or recital program.

The Major in Performance

- MUS 600 Graduate Studies in Music Theory and Analysis—4 credits
- MUS 601 Graduate Studies in Musicology—4 credits
- Applied studies—12 to 16 credits
- Major Conducted Ensembles or Opera Workshop for vocal majors, or MUS 611 Accompanying—4 credits
- Music literature electives chosen from MUS 647, 602, 603, 604, 605, and 606—4 credits *Note:* Vocal majors must take MUS 647.
- Electives—8 to 12 credits

Note: Organ majors must take MUS 644 and MUS 657. Piano majors must take MUS 628 and MUS 617 as electives.

Note: Students are encouraged to take at least one elective course outside the field of music.

- MUS 698 Graduate Recital—0 credits

Note: Students must take two Graduate Recitals.

- MUS 699 Final Examination—0 credits
- The first recital must occur before the completion of 20 credits. Between twenty-five and fifty percent of the repertoire for one of the recitals must consist of chamber ensemble works (larger than instrument plus keyboard). The combined recitals must contain at least one work written within the past fifty years. Content of each recital must be approved by the student's graduate committee.

The Major in Woodwind Doubling

- MUS 600 Graduate Studies in Music Theory and Analysis—4 credits
- MUS 601 Graduate Studies in Musicology—4 credits
- Applied studies—12 to 16 credits

Note: The first 3 or 4 credits of applied studies are taken in the general area of woodwind doubling (flute, oboe, clarinet, bassoon, and saxophone). Remaining credits are taken with specialists on a minimum of three instruments to be determined by the student and the advisor.

- Major Conducted Ensembles—4 credits
- Music literature and electives chosen from MUS 647, 602, 603, 604, 605, and 606—4 credits
- Electives—8 to 12 credits

Note: Students are encouraged to take at least one elective course outside the field of music.

- MUS 698 Graduate Recital—0 credits
- Note: Students are required to take two Graduate Recitals.*

• MUS 699 Final Examination—0 credits

Woodwind doubling majors must pass each semester's jury examinations with a minimum grade of 3.0 to remain in the program. The first recital must occur before the completion of 20 credits. Content of each recital must be approved by the student's graduate committee.

Final Oral Examination

Each major program requires that the student pass a final oral examination given by the student's graduate committee. The examination normally covers the literature of the major, the thesis (if applicable), and the repertoire of the recital(s). The student should also demonstrate graduate-level

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competence in music theory, music history, general literature, and scholarship.

Transfer Credit

A maximum of 6 credits of graduate credit completed at another accredited institution within the previous six years may count toward the master of music, subject to approval by the Graduate Studies Coordinator.

Diagnostic Entrance Examinations

Preceding the first semester of study, entering students must take a diagnostic examination in music history and literature. This test covers knowledge equivalent to the expectations of graduates of The University of Redlands bachelor of music program. Areas of weakness identified through this examination may be strengthened through enrollment in appropriate graduate or undergraduate courses, or students may choose to study on their own. Diagnostic examinations are given immediately preceding each semester.

Graduate Assistantships

The application for a graduate assistantship is part of the Application for Admission to Graduate Study. Assistantships are awarded in a wide variety of areas including, but not limited to, teaching, accompanying, ensemble assistance, concert management, and recording.

Special Regulations

Students in performance must register for a minimum of 3 credits of private instruction on the major instrument/voice during the semester in which a required graduate recital is presented. All majors (except keyboard and voice—see below) are expected to earn 4 credits in an appropriate School of Music major conducted ensemble unless the normal assignment is waived or reassigned by petition to the music faculty. The normal appropriate major conducted ensembles are: MUSI 608A University Choir (vocal majors), MUSI 608F Wind Ensemble (wind and percussion majors), and MUSI 631 University of Redlands Symphony Orchestra (string majors). Guitarists will be assigned according to their secondary interests. Keyboard majors

are required to enroll in MUS 611 Accompanying for up to 4 credits as required by the degree—instead of a major conducted ensemble. In addition, vocal majors may elect to take 4 credits in MUSI 610 Opera Workshop in lieu of a major conducted ensemble.

At least four weeks prior to each required performance recital, the complete proposed repertoire must be performed for the candidate's committee at a pre-recital evaluation jury. In the case of composition recitals, all scores and parts must be available for examination and at least half of the works must be performed for the committee. At the completion of the evaluation, the committee will notify the candidate whether the recital may be given as scheduled.

Completed, typed, and edited program notes must be presented to the committee for approval at the time of the pre-recital evaluation. All printed recital programs must contain approved program notes. Verbal commentary at recitals is not permitted.

With the approvals of the private teacher, the performance studies chair, and the director of the School of Music, the pre-recital jury examination may be waived for composition majors only.

ARTIST DIPLOMA IN MUSIC

In lieu of a traditional master's degree, students may enroll in an intensified performance program leading to an Artist Diploma in Music.

Admissions

Prospective students must have a bachelor's degree or equivalent in music. There will be an in-person audition specific to each instrument or voice. Once admitted, students must pass an Artist Diploma Entrance Jury (scheduled within the normal year-end jury examinations) by the end of the first year before being allowed to continue in the program.

Those students whose primary language is not English must report a score of at least 450 on the TOEFL examination by the end of the first year of study.

Required Courses

- Applied Music—24 credits (6 per semester)
- Graduate-level music courses—4 credits
- Directed study in the literature of the major—4 credits
- Participation in a major conducted ensemble (or accompanying for organ and piano majors)—4 credits (one per semester)
- Three formal recitals

COURSE DESCRIPTIONS (MUS)

600 Graduate Studies in Music Theory and Analysis. Spring (4).

Exploration of varied analytic techniques helpful in performing, listening, and composing. Includes review of chromatic harmony and voice-leading, Schenkerian analysis, and in-depth study of selected scores.

601 Graduate Studies in Musicology. Fall (4).

Introduction to music bibliography library procedures for music, history, and research. Knowledge gained from undergraduate survey courses serves as point of departure for detailed studies in selected areas. Students present informal reports and formal papers to the class.

602 Medieval and Renaissance Music Literature. Fall (2).

Detailed survey of music examples from 600 to 1600, with emphasis on the definition of style and its expression by individual composers. Approaches include performance, analysis, and research methods. Offered in alternate years: 01F.

603 Baroque Music Literature. Fall (2).

Examples of music written from 1600 to 1750 are studied, with emphasis on the definition of style and how it is expressed by composers. Approaches include performance, analysis, and research methods. Offered in alternate years: 02F.

604 Classical Music Literature. Interim (2).

Exploration of music written between 1750 and 1820, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Offered in alternate years: 03I.

605 Romantic Music Literature. Interim (2).

Survey of music written between 1820 to 1900, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Offered in alternate years: 02I.

606 Twentieth-Century Music Literature. Spring (2).

Detailed study of music examples from the Twentieth Century, with the goal of examining the basic directions of contemporary music. Included are neoclassicism, nationalism, classical and post-Webern serialism, eclecticism, indeterminacy, electronics, and jazz. Offered in alternate years: 02S.

607 World Music. Interim (3).

Study of the basic elements of music outside of the usual European tradition including melody, rhythm, harmony, and form in the musics of the world. Emphasis on Latino, Asian, and African traditions. NU only.

609 Movement Awareness. Fall (2–4).

Study of the significance of human movement for self-expression. Experiential exploration of fluent, balanced, and articulate movement in actions of daily life (walking, running, bending, sitting, speaking, breathing) and in specialized activities (playing a musical instrument, playing golf). Pleasurable, invigorating movement to music is the core of classwork.

611 Accompanying. Fall (1), Spring (1).

Study of vocal coaching (opera and art song) and instrumental accompanying techniques. Practicing, rehearsing together, literature, transposition, and sight-reading. Supervised practice sessions. May be repeated for up to 4 degree credits.

Music

614 Jazz Improvisation II. Fall (2).

Study of advanced jazz improvisation with the goal of enabling students to develop styles of their own. Prerequisite: permission.

616 Seminar in Woodwind Instruments. (2).

Reedmaking, mouthpiece refacing, tuning, minor repairs, and mechanical adjustments. Emphasis on single reeds. Principles may be applied to other woodwinds. Prerequisite: permission. Offered as needed.

617 Piano Literature. (2).

Examination of the literature for solo piano, chamber music with piano, and piano concertos written from the mid-18th century to the present time. Music written for harpsichord and clavichord prior to 1750 but commonly performed on the piano also included. Stylistic, social, and cultural elements explored. Extensive listening and examination of scores. Prerequisite: ability to read music. Offered as needed.

620–621 Introduction to Composition I, II. Fall (2–4), Spring (2–4).

Short assigned exercises to develop skills for writing shapely melody, consonance and dissonance, harmonies that move or bring closure, rhythmic groupings that have life, patterns that build structure, and textures that are fresh. Practice generating musical ideas, notating them convincingly, and rehearsing with performers. May be repeated for degree credit for a maximum of 4 credits for each graduate course.

626 French and Italian Vocal Literature and Diction. Fall (2).

Exploration of literature for the voice in the French and Italian languages, and correct diction for each language. Includes learning and working with the International Phonetic Alphabet. NU only. Offered in alternate years: 01F.

627 English and German Vocal Literature and Diction. Spring (2).

Exploration of literature for the voice in the English and German languages, and correct diction for each language. Includes learning

and working with the International Phonetic Alphabet. NU only. Offered in alternate years: 03S.

628 Pedagogy. Fall (2).

Principles and theories of pedagogy applied to the teaching of music.

629A Pedagogy Practicum: Vocal Pedagogy.

629B Pedagogy Practicum: Strings and Guitar.

629C Pedagogy Practicum: Keyboard.

Spring (2).

Supervised and observed studio teaching. University students teach two or more private students for an entire semester. One segment explores methods and materials appropriate for teaching one's own instrument or voice. Prerequisite: MUS 628.

636 Advanced Choral Conducting.

Spring (2).

Introduction to the art of choral conducting. Offered in alternate years: 02S.

637 Advanced Instrumental Conducting.

Spring (2).

Students develop analytical skills, knowledge of appropriate wind literature, effective non-verbal communication skills, and effective rehearsal techniques. Offered in alternate years: 03S. NU only.

638 Advanced Composition.

Fall (3–4), Spring (3–4).

Private study built around two to five self-determined composing projects each semester, tailored to suit individual skills, musical aesthetics, and career aspirations (e.g., concert music, music for film or TV, music for high school chorus or band). Includes a weekly seminar to play and hear new music by colleagues and other twentieth-century composers. Prerequisites: MUS 321. May be repeated for degree credit for a maximum of 16 credits. NU only.

639 Music in the Elementary School. Fall (2).

Pre-professional methods and materials, with a focus on methods and techniques for early childhood through grade six. Includes

melodic and rhythmic concepts, singing, instrumental skills on rhythm and percussion instruments, autoharp and recorder, Orff-Kodaly for the classroom, writing for Orff instruments, and Orff orchestration. Offered in alternate years: 01F.

641 Marching Band Techniques. Fall (2).

Study and experience in various charting procedures including Step-two, Asymmetrical, Corps style, and computer charting. Developing effective rehearsal techniques, philosophical considerations, and arranging for the marching band. Offered in alternate years: 01F.

644 Church Music Seminar. (2).

Study of selected topics in church music with an emphasis on practical applications in the field. Areas of study announced annually. May be repeated for degree credit. Prerequisite: permission. Offered as needed.

647 History of Opera and Musical Theater. Fall (2).

Survey of the development of music and theatre, and their inevitable marriage from the early Egyptian, Greek, Roman, and Hebrew civilizations through medieval liturgical drama and pastoral plays, arriving at the eventuality of opera in the Seventeenth Century. Subsequent maturation of opera, and the delineation of Twentieth-Century models of operetta and popular musical theatre. NU or EV only. Offered in alternate years: 02F.

648 Jazz-Commercial Arranging. Spring (2).

Prerequisites: permission, enrollment in MUSI 608G. Offered as needed.

649 Dynamics of Performance. Spring (2-4).

Exploration of balance, freedom, and ease of posture and movement while playing, singing, acting, or dancing. Development of fuller expressiveness; release of self-consciousness. Heightened awareness of phrase, contour, and inflection, by rhythm, character, tonal focus, and texture, so these become audible (or visible) in performance. May be repeated once for degree credit for a maximum

of 6 credits. Prerequisite: for non-musicians, permission.

652 Foundations of Music Education.

Fall (4).

Examination of the historical, philosophical, and sociological foundations of music education with an emphasis on contemporary research-based theories. Offered in alternate years: 01F.

653 Administration and Supervision in Music. Fall (2).

A seminar in music administration at the public school level (K-12) for individuals involved or interested in the educational management of music. Topics may include faculty management, curriculum sequence, department image and balance, and state guidelines for music education. Offered in alternate years: 02F. NU only.

654 Counterpoint. (2).

Principles of melodic writing: two-, three-, and four-part counterpoint involving the use of imitation, augmentation, mirroring, and diminution. Offered as needed.

655 Computer Techniques in Music Education. Spring (2).

The current uses of personal computers and MIDI instruments for music education, including their applications in music theory, manuscript, performance, composition, and ear-training. No previous computer knowledge required. Offered in alternate years: 03S. NU only.

656 Orchestration. Spring (2-4).

Nature and potential of musical instruments; arrangement and scoring for conventional groups (symphony orchestra, symphony band, marching band, principal chamber combinations) and for immediate practical instrumentation.

657 Organ History and Literature. Spring (2).

Examination of the construction and repertoire of the pipe organ from its invention to the present day. Iconography, mechanics, and acoustics, as well as cultural and societal

Music

interdependence, are included. Open to non-organists. Offered in alternate years: 03S.

658 Psychology of Music. Spring (4).

Examination of contemporary music learning theories with an emphasis on current research-based teaching methods. Offered in alternate years: 02S.

696 Thesis. Fall (1–2), Spring (1–2).

May be repeated for degree credit up to 4 credits. NU only.

697 Special Studies. Fall (2), Spring (2).

698 Graduate Recital. Fall (0), Spring (0).

Composition majors may present (once each year) well-rehearsed public presentations of three to four works (or equivalent) in lieu of a single recital.

699 Final Examination. Fall (0), Spring (0).

Applied Instruction Courses (MUAP)

Private Instruction for Graduate Students.

Fall (2–5), Spring (2–5).

Private instruction is divided into the following classifications:

MUAP 602 Classical Piano
MUAP 604 Jazz Piano
MUAP 605 Organ
MUAP 606 Harpsichord
MUAP 608 Classical Voice
MUAP 609 Violin
MUAP 610 Viola
MUAP 611 Cello
MUAP 612 String Bass
MUAP 613 Flute
MUAP 614 Oboe
MUAP 615 Clarinet
MUAP 616 Bassoon
MUAP 617 Saxophone
MUAP 618 Horn
MUAP 619 Trumpet
MUAP 620 Trombone
MUAP 621 Tuba
MUAP 622 Classical Percussion
MUAP 626 Harp

MUAP 624 Jazz Voice
MUAP 628 Classical Guitar
MUAP 630 Jazz Guitar
MUAP 632 Popular Guitar
MUAP 634 Electric Bass
MUAP 635 Classical Other
MUAP 636 Jazz Other
MUAP 637 Other

ENSEMBLES (MUSI)

608 Graduate Ensemble. Fall (0–1), Spring (0–1).

Participation in, and assistance with, a specific School of Music ensemble. No more than 4 credits of MUSI 608 can be applied to a master's degree in music. NU only. The following ensembles are available through registration in MUSI 608.

MUSI 608A University Choir
MUSI 608B Chapel Singers
MUSI 608D Symphony Orchestra
MUSI 608E Orchestra
MUSI 608F Wind Ensemble
MUSI 608G Studio Jazz Band
MUSI 608H Chamber Ensemble
MUSI 608I Special Ensemble
MUSI 608J Madrigals

610 Opera Workshop.

Fall (0–3), Spring (0–3).

Preparation and performance of scenes or a full production of opera or musical theatre. NU only.

631 University of Redlands Symphony Orchestra. Fall (0–1), Spring (0–1).

Prerequisite: audition required. NU only.

THE FACULTY

Lawrence Finsen
Kathie Jenni
Xinyan Jiang
Kevin O'Neill

THE MAJOR

Philosophy courses are divided into three general subject areas: survey (PHIL 100–199), history (PHIL 200–299), and area (PHIL 300 and above). Survey courses introduce students to a broad range of philosophical problems and techniques and are appropriate for beginning philosophy students. Courses in the history of philosophy focus on issues of perennial philosophical concern in the context of specific historical eras, emphasizing the examination of original sources of the period. Area courses focus on relatively restricted areas of philosophy, allowing for greater depth in the investigation of selected topics and techniques.

Requirements

Philosophy majors must complete ten courses. These include:

1. one logic course (PHIL 130 or 350)
2. two ethics courses (PHIL 120 and an ethics course numbered 300 or above)
3. two epistemology or metaphysics courses (PHIL 100 and an epistemology or metaphysics course numbered 300 or above)
4. two history of philosophy courses (PHIL 220 and one other course numbered 200–299)
5. the Senior Research Seminar in Philosophy (PHIL 461)
6. one other course numbered 300 or above
7. one elective, which may be any philosophy course, or GOVT 310, 314, or 400, or HIST 314, or REL 125

THE MINOR

The minor in philosophy consists of 24 credits. Courses taken to fulfill the minor are negotiated with the Philosophy Department. Students electing to minor in philosophy should consult an advisor in the department.

Departmental Honors

A departmental honors program that involves an exceptional senior project is available for qualified and motivated students. Admission to the program might come by departmental invitation or, should students initiate their own applications, by affirmative vote of the philosophy faculty. Interested students should consult their advisors for information about application procedures and requirements.

Study Abroad

Philosophy majors and minors are strongly encouraged to include study abroad in their academic planning. The opportunity to develop deeper understanding of another culture is of immense value to any liberally educated person, and of particular value to philosophy students. A number of programs are available that would be especially beneficial to someone studying philosophy, including programs in English and other languages. Students should plan off-campus study early in consultation with both their department advisor and the Office of Special College Programs.

COURSE DESCRIPTIONS (PHIL)

100 Introduction to Philosophy. Fall (4), Spring (4).

Introduction to substantive issues in philosophy through examination of historical and contemporary sources. Designed to provide a survey of topics in various areas, including ethics, metaphysics, and epistemology.

120 Ethics and Social Philosophy. Fall (4), Spring (4).

Examination of competing ethical and social-political theories in the context of current ethical controversies.

130 Reasoning and Logic. Fall (4) or Spring (4).

Practical introduction to logic and critical thinking, with emphasis on developing the ability to detect fallacious arguments and

Philosophy

construct sound ones in a variety of practical contexts.

150 Introduction to Chinese Philosophy.

Fall (4).

An introduction to Chinese philosophy. Readings selected mainly from Confucian, Taoist, and Buddhist traditions. No prior acquaintance with Chinese literature or Philosophy will be presupposed.

160 Introductory Topics in Philosophy.

Fall (4), or Interim (3), or Spring (4).

Study of selected topics, movements, authors, or works in philosophy chosen to reflect student interest and instructor availability. May be repeated for degree credit given different topics for a maximum of 8 credits. Offered as needed.

200 Greek Philosophy. Fall (4), Spring (4).

Study of original texts in Greek philosophy selected from the pre-Socratics, Plato, Aristotle, and the Stoics. Students are acquainted with philosophers who began the Western intellectual tradition. Prerequisite: one course in philosophy or permission. Offered in alternate years.

210 Medieval Philosophy. Spring (4).

Study of original texts from medieval philosophy selected from Augustine, Aquinas, Anselm, Abelard, Bonaventure, Scotus, and Ockham. Emphasis on the place philosophy occupied in medieval culture and especially its relations to religious faith. Prerequisite: one course in philosophy or permission. Offered as needed.

220 Seventeenth- and Eighteenth-Century Philosophy. Fall (4) or Spring (4).

Study of the works of major philosophers selected from the modern period (1600–1780). Readings selected from writings of Bacon, Descartes, Hobbes, Locke, Leibniz, Spinoza, Berkeley, and Hume. Prerequisite: one course in philosophy or permission. Offered in alternate years: 01F.

230 Nineteenth-Century Philosophy.

Spring (4).

Study of major thinkers in the period from 1780 to 1850. Primary focus on Kant and Hegel, with readings from original sources. Prerequisite: one course in philosophy or permission. Offered in alternate years: 03S.

240 Existentialism and Phenomenology.

Fall (4) or Spring (4).

Examination of original texts in existential and phenomenological traditions, exploring distinctiveness and interrelation. Readings selected from Husserl, Heidegger, Sartre, Beauvoir, Merleau-Ponty, and Levinas. Prerequisite: one course in philosophy or permission. Offered as needed.

250 Twentieth-Century Philosophy. Fall (4).

Examination of original texts in continental and Anglo-American traditions, exploring common origins and current convergence. Readings selected from Brentano, Meinong, Husserl, Heidegger, Sartre, Russell, Moore, Wittgenstein, Austin, Carnap, Ayer, Ryle, and Quine. Prerequisite: one course in philosophy or permission. Offered as needed.

300 Epistemology. Spring (4).

Examination of traditional and contemporary problems in the theory of knowledge: the challenge of skepticism; role of belief, truth, and certainty; whether there are different kinds of knowing. Prerequisite: one philosophy course or permission. Offered in alternate years: 03S.

310 Philosophy and Feminism.

Interim (3) or Spring (4).

Examination of conceptual and moral issues surrounding sexual equality: sexism and its relation to other forms of oppression; the notion of male and female natures; friendship, love, marriage, and the family; moral analyses of rape, abortion, and pornography. Classical and contemporary readings from philosophy, the social sciences, and political documents. Prerequisite: one philosophy course or permission. Offered in alternate years: 03F.

320 Ethics and Law. Fall (4) or Spring (4).

Study of selected problems concerning law, society, and morality. Topics include legal paternalism, legal moralism, the ethics of criminal punishment, political obligation, civil disobedience, and justification of the state. Readings from classical and contemporary sources. Prerequisite: PHIL 120, GOVT 310, 314, or permission. Offered in alternate years.

330 Ethics and the Environment.

Fall (4), Spring (4).

Examination of ethical issues about the environment: fundamental questions about moral status, public policy issues, and questions of personal morality. Traditional perspectives, such as anthropocentrism and individualism, are contrasted with alternatives such as the land ethic and ecofeminism. Prerequisite: PHIL 120 or permission. Offered in alternate years: 03F.

340 Philosophy of Mind.

Fall (4) or Spring (4).

Seminar examining selected topics in the philosophy of mind, emphasizing contemporary sources. Topics include the mind-body problem, privacy and the problem of other minds, self-deception, artificial intelligence, personal identity, and analysis of such concepts as memory, emotion, action, belief, and dreaming. Prerequisite: one history of philosophy course or permission. Offered in alternate years: 02S.

345 American Philosophy. Spring (4).

Study of classic texts in American philosophy. Readings selected from the writings of Peirce, Royce, James, Dewey, Santayana, and appropriate Twentieth-Century thinkers. Prerequisite: one course in philosophy or permission. Offered as needed.

350 Symbolic Logic. Fall (2–4).

Study of increasingly complex systems of deductive logic. Topics include sentential logic and predicate logic. Prerequisite: either one course in philosophy, MATH 121 or above, or permission. Offered in alternate years: 01S.

355 Philosophy of Religion. Spring (4).

Examination of selected issues surrounding religious beliefs and practices: arguments for and against God's existence, the relationship of faith and reason, and the relationship of religion and ethics. Readings from classical and contemporary sources. Prerequisite: one history of philosophy course or permission. Offered as needed.

360 Topics in Chinese Philosophy.

Spring (4).

An advanced seminar that will focus on readings from classical Chinese philosophical texts. Each semester that it is offered the course will concentrate on one of the main Chinese philosophical traditions: Buddhism, Taoism, or Confucianism. Prerequisite: one philosophy course or permission. May be repeated for degree credit, for a maximum of 12 credits, given a different topic.

460 Seminar in Selected Topics or Figures.

Fall (3–4), Spring (3–4).

Examination of a particular philosopher, movement in philosophy, or specialized topic chosen to reflect student interest and staff availability. Prerequisite: one history of philosophy course or permission. Offered as needed.

461 Senior Research Seminar in Philosophy.

Fall (2), Spring (2).

The Senior Seminar consists of weekly class meetings in the Fall, attendance at scheduled philosophy colloquia and subsequent discussions in both Fall and Spring semesters, and completion and presentation of a senior research project in the spring. Project topics are negotiated with the instructor and may be interdisciplinary. Prerequisites: junior or senior standing, and permission for non-majors. CN, EV only.

Physical Education and Athletics

THE FACULTY

James Ducey

Jeffrey P. Martínez

Michael C. Maynard

Gary H. Smith

Suzette A. Soboti

Thomas T. Whittemore

THE MINOR

For students interested in a minor in physical education, the following required courses are designed to provide a foundation of study:

- PE 110 Foundations of Physical Education and Sport
- PE 210 Social Sciences in Physical Education and Sport
- PE 310 Instructional Strategies for Physical Education
- PE 320 Scientific Concepts for Physical Education and Sport

In order to satisfy the 6 additional credits of required physical education coursework, students may choose from a variety of other academic classes outlined in the Physical Education course descriptions. Activity classes do not fulfill the requirements for the 6 additional credits.

Activities Program

All University students are encouraged to participate in the Physical Education Activities Program. The courses are categorized according to the primary goal of the class: fitness activities, lifetime sports, martial arts, and recreational sports. Students are encouraged to select at least one from each category. All courses are designed to enhance physical fitness, improve skills, and develop an appreciation of the many benefits of developing and maintaining a healthy and active lifestyle. Activity courses are offered for one credit on a CN basis. Students may earn a maximum of four credits toward a degree.

Note: Physical Education activity credits are exempt from the excess credit fee.

Fitness Activities

Designed to improve cardiovascular fitness, body composition, muscular endurance, strength, and flexibility.

PEAC 0FA	Water Aerobics
PEAC 0FD	Dynamic Fitness
	Speed and Agility
PEAC 0FE	Dynamic Fitness
	Strength and Power
PEAC 0FP	Personalized Fitness
PEAC 0FL	Low Impact Aerobics
PEAC 0FS	Life Saving
PEAC 0FW1	Weight Training— Beginning
PEAC 0FW2	Weight Training— Intermediate
PEAC 0FY	Yoga
PEAC 0FZ	Topics in Fitness

Lifetime Sports

Designed to improve the skill performance in the selected sport through instruction, drills, and competitive play.

PEAC 0LB	Badminton
PEAC 0LC	Soccer
PEAC 0LD	Diving
PEAC 0LF	Ultimate Frisbee
PEAC 0LG	Golf
PEAC 0LH	Cheerleading
PEAC 0LK	Basketball
PEAC 0LL	Lacrosse
PEAC 0LN	Sand Volleyball
PEAC 0LR	Racquetball
PEAC 0LS	Swimming
PEAC 0LT1	Tennis—Beginning
PEAC 0LT2	Tennis—Intermediate
PEAC 0LT3	Tennis—Advanced
PEAC 0LV	Volleyball
PEAC 0LW	Wallyball
PEAC 0LZ	Topics in Lifetime Sports

Martial Arts

Designed to train both the mind and body.

PEAC 0MA	Aikido
PEAC 0MK1	Karate—Beginning
PEAC 0MK2	Karate—Intermediate
PEAC 0MS	Self Protection
PEAC 0MZ	Topics in Martial Arts

Recreational Sports

Designed to provide instruction in recreational activities. Each of these classes requires an additional fee, and all are conducted on weekends.

PEAC 0RH	High Adventure Ropes
PEAC 0RK	Kayaking
PEAC 0RR	Rock Climbing
PEAC 0RS	Scuba
PEAC 0RW	Windsurfing
PEAC 0RZ	Topics in Recreational Sports

Recreational Sports/Intramural Program

The Recreational Sports program has four components: intramural competition, club sports, recreational facilities, and outdoor recreation (equipment rental).

The intramural program offers a wide variety of activities and events intended to encourage friendly competition among students, faculty, and staff. Some of the activities currently offered include basketball, badminton, bowling, flag football, frisbee golf, pickleball, racquetball, soccer, softball, table tennis, tennis, volleyball, wallyball, innertube water polo, and wiffleball.

The club sport program is designed to create an opportunity for members of the University community with a common sport interest to organize. Clubs are classified as either competitive or non-competitive. Competitive clubs usually have a coach, hold practices, and compete against other schools or community teams, while non-competitive clubs are informal and meet to discuss or explore interests.

The University has outstanding athletic and recreational facilities available. Information regarding facility availability may be obtained from the Department of Physical Education and Athletics. The Check It Out office supports hiking, camping and other outdoor activities through an equipment rental program for those who wish to venture into the many recreational areas surrounding the campus.

Intercollegiate Athletics

For students who excel in a particular sport or sports, the University offers an opportunity to compete in a comprehensive program of intercollegiate athletics. Men's teams are fielded in baseball, basketball, cross-country, football, golf, soccer, swimming/diving, tennis, track and field, and water polo. Women's teams are sponsored in basketball, cross-country, lacrosse, soccer, softball, swimming/diving, tennis, track and field, volleyball, and water polo. The University of Redlands is associated with and competes nationally under the direction of Division III of the National Collegiate Athletic Association (NCAA), and is a member of the Southern California Intercollegiate Athletic Conference (SCIAC).

Students who participate on an intercollegiate team may earn one activity credit in Physical Education. This activity credit does not fulfill any requirements for the Physical Education minor.

PEAC BB-M	Baseball: Men
PEAC BK-M	Basketball: Men
PEAC BK-W	Basketball: Women
PEAC CC-M	Cross-Country: Men
PEAC CC-W	Cross-Country: Women
PEAC FB-M	Football: Men
PEAC GF-M	Golf: Men
PEAC LA-W	Lacrosse: Women
PEAC SB-W	Softball: Women
PEAC SC-M	Soccer: Men
PEAC SC-W	Soccer: Women
PEAC SW-M	Swimming and Diving: Men
PEAC SW-W	Swimming and Diving: Women
PEAC TF-M	Track and Field: Men
PEAC TF-W	Track and Field: Women
PEAC TS-M	Tennis: Men
PEAC TS-W	Tennis: Women
PEAC VB-W	Volleyball: Women
PEAC WP-M	Water Polo: Men
PEAC WP-W	Water Polo: Women

Physical Education and Athletics

COURSE DESCRIPTIONS (PE)

110 Foundations of Physical Education and Sport. Fall (4).

Introduction to the historical and philosophical foundations of physical education and sport. Includes an interpretive study and analysis of ethical decisions, current issues, organization, and administration of physical education and athletics. Career opportunities in the field are also discussed.

210 Social Sciences in Physical Education and Sport. Spring (4).

Introduction to the investigation of the social and psychological dimensions of sport. Theoretical considerations are supplemented by current literature from sociology and psychology. Some topics discussed include: performance anxiety, sport socialization, minorities and gender in sport, and motivation.

220 First Aid and CPR. Spring (2).

Practical “hands-on” course in the principles of basic first aid and emergency care. The American Red Cross requirements for certification in CPR and basic life support are also completed.

230 Introduction to Adapted Physical Education. Interim (3).

Primary focus is hands-on experience working with established adapted physical education programs in the community. Additional readings and discussion focus on various types of handicaps, current issues facing the handicapped, and strategies in teaching adapted physical education. CN only.

250 Methods of Teaching Team and Individual Sports. Interim (3).

Designed to instruct students in the methods of teaching individual and team skills. This includes teaching progressions and drill development. Prerequisite: PE 310 recommended.

310/310E Instructional Strategies for Physical Education. Spring (4).

Teaching strategies, techniques, and evaluation procedures in the field of physical educa-

tion. Discussion focuses on lesson planning, unit planning, and class organization. Students then implement planning skills in a physical education setting.

320 Scientific Concepts for Physical Education and Sport. Fall (4).

Examination of the biological, physiological, and mechanical principles that govern all movement in physical activity, as well as adjustments and acclimatizations that accrue as a result of training and skill development.

340 Care and Conditioning of Athletic Injuries. Fall (3).

Designed to give the future athletic trainer, coach, or physical education instructor a basic knowledge of the prevention, recognition, and/or care of athletic injuries. Topics offered include injury evaluation, treatment, taping, and protective techniques involved with today's young athletes. Laboratory work with the athletic trainer is required. Prerequisite: PE 320.

350 Theories of Coaching. Spring (3).

Designed to introduce students to a variety of coaching theories, methods and techniques. Coaching roles are discussed, along with administrative organizational responsibilities. Practice and game planning in addition to ethics and coaching philosophy are also studied.

381 Special Internship: Physical Education. Fall (1-3), Interim (1-3), Spring (1-3).

Prerequisite: permission. May be repeated for a maximum of 3 degree credits. CN only.

382 Special Internship: Coaching. Fall (2-4), Spring (2-4).

Experience in working as a coach or a coaching assistant in an athletic program for the duration of a sport's season. Prerequisite: permission. May be repeated for a maximum of 4 degree credits. CN only.

383 Special Internship: Training. Interim (2-3).

Prerequisite: permission. CN or EV only.

THE FACULTY

Aaron J. Cox
Alan J. DeWeerd
S. Eric Hill
Tyler E. Nordgren

THE MAJORS

The foundational program offers rigorous training in the fundamentals of physics. It is designed for well-prepared and highly motivated students. Introductory courses cover three fundamental topics: particle motion, the electromagnetic interaction of particles, and the properties of light and waves. Advanced courses include quantum theory—a subject that today forms the basis of all atomic and nuclear physics as well as physical chemistry and solid-state science. In addition, advanced classical mechanics and electromagnetic theory, thermodynamics, and statistical mechanics are addressed. Students receive practical laboratory experience in electrical and optical measurements, analog and digital electronics, and advanced experimental physics. Support courses are taken in mathematics, computer science, and chemistry. After completing this program, students will be well grounded in classical and modern physics and equipped to choose a specialized area for further study and research.

The Bachelor of Science Course Sequence—Physics Major

(Only physics, mathematics, chemistry, and computer science courses are listed. See information about the numbering of mathematics courses given below under Physics–Mathematics Dual Major.)

First Year

Fall: CHEM 131; CS 100 or 214; MATH 121
Spring: CHEM 132; MATH 122; PHYS 231

Second Year

Fall: MATH 221; PHYS 232
Spring: MATH 235; PHYS 233

Third Year

Fall: MATH 241 or 311; PHYS 330*, 341*
Interim: PHYS 258*
Spring: MATH 331; PHYS 342*, 344*, 349*

Fourth Year

Fall: PHYS 332*
Spring: PHYS 333*, 491

**These courses are offered in alternate years.*

Note: Students who plan to graduate with a physics major must have their programs approved by the Physics Department.

Note: PHYS 220, 221 may be substituted for PHYS 231, 232, 233 for the B.S or B.A. degrees with permission of the department. All courses listing PHYS 232 or 233 as a prerequisite may also be taken with PHYS 221 and permission of the instructor.

The Physics–Mathematics Dual Major

MATH 121, 122, 221, 235, 241 or 311, and 331 are required for the major in physics; they also count toward a B.S. in mathematics. Some physics majors choose to earn a second major in mathematics.

The Physics–Chemistry Dual Major

CHEM 131–132 and PHYS 341, 342, which are required for a physics major, also count toward the requirements for a chemistry major. This is helpful to those who wish to complete a double physics–chemistry major.

The Bachelor of Arts

Students with an interest in physics who are preparing for non-research careers, as well as some double-major students, might find the requirements for the B.A. degree sufficient for their goals. The requirements for the B.A. degree in physics are as follows:

1. PHYS 231, 232, 233, 258;
2. Any three of the following: PHYS 330, 332, 333, 341, 344, 345, 346, 349;
3. An approved senior program which may include PHYS 491 or work in another department.

THE MINOR

A student planning to work toward a physics minor must complete the following courses: PHYS 231, 232, 233, plus any three of the following: PHYS 258, 330, 332, 333, 341, 345, 346.

Physics

Advanced Placement in Physics

Physics B: Students who earn a score of three receive 0 to 8 credits, depending on the results of an interview with department faculty. Scores of four or five earn 8 credits.

Physics C: Students who earn a score of three may receive 0 to 7 credits depending on the results of a faculty interview. Scores of four or five earn 3 to 8 credits depending on the results of the faculty interview.

Departmental Honors

The Physics Department offers honors to recognize outstanding student achievement. Students should consult with the department chair for requirements.

Career/Research Program

Advanced physics majors may follow a program that builds upon the foundational coursework and encourages students to do independent and creative work while concentrating on an area of professional interest. Graduates must be capable of independent scholarship and should have investigated various postgraduate fields and opportunities.

Near the end of the junior year, and in consultation with faculty advisors, students decide on specific goals and possible career objectives. With these in mind, they then select specific combinations of course offerings, independent or directed study, and research. Redlands' low student-to-faculty ratio facilitates this study arrangement, but students are expected to demonstrate independence, taking full initiative to accomplish their goals. Students present their research results during the senior seminar. Research opportunities exist in two areas: nuclear physics and laser physics. Contact faculty for more details.

The physics program provides an atmosphere of academic excellence and creative freedom in which a student will develop a professional style and gain specialized knowledge to give direction to postgraduate life.

Single-Subject Teaching Credential

Students who wish to be certified to teach science must pass the PRAXIS, SSAT, and CBEST examinations. The best preparation

for the examinations is a B.S. or B.A. in physics or another science. Students must meet with the science credential advisor, the director of the Center for Science and Mathematics, and with an advisor in the School of Education for information concerning certification and the teacher education preparation program process. Most students complete the teacher preparation program, including student teaching, during a fifth year after graduation. Please refer to the School of Education section of this *Catalog* for a more detailed list of requirements.

The Laser Photonics Laboratory

The Laser Photonics Laboratory in the Physics Department offers students the opportunity to work with faculty members to conduct state-of-the-art research. Students participate in directed study and honors research projects on laser-based spectroscopy, holography, electro-optics, computer control of laser systems, and experimental laser development.

Atom Trapping

Lasers and special magnetic fields are used to cool large numbers of neutral atoms to within a fraction of a degree of absolute zero, and to confine them to a region of a few cubic centimeters. Students construct such "atom traps" for use in high precision spectroscopic and atomic collision experiments.

COURSE DESCRIPTIONS (PHYS)

103 General Astronomy. Fall (4), Spring (4).

Introductory study of astronomy designed to acquaint the student with the solar system, the galaxies, and the present state of the universe, including space exploration. Laboratory one night a week. Prerequisite: high school algebra or geometry.

104/104E Elementary Physics. Fall (4).

A presentation of basic concepts of physics such as force and acceleration, heat, electricity and magnetism, sound and light for liberal studies majors. Prerequisite: liberal studies major.

105 Physics for Poets. Fall (4).

Non-mathematical introduction to the major principles and concepts of physics and their historical development. The important philosophical and technical implications of classical and modern physics are treated.

106 Physics Comes to Light and Sound. Spring (4).

Introductory course on the physics of light and sound that includes the production of light, the nature of color, everyday optical phenomena, and the physics of sound with examples in musical instruments. Should interest majors in art, music, and communicative disorders. Prerequisite: high school algebra. Offered as needed. NU only.

220–221 Fundamentals of Physics.

Fall (4), Spring (4).

Concepts and theories of classical and modern physics. Laboratory experience forms an integral part of the course. Three hours lecture, three hours laboratory. Corequisite: MATH 121 or permission.

231 General Physics I. Spring (4).

Quantitative study of classical Newtonian mechanics. Corequisite: MATH 122.

232 General Physics II. Fall (4).

Introduction to classical electricity and magnetism. Three hours lecture, three hours laboratory. Prerequisite: PHYS 231. Corequisite: MATH 221.

233 General Physics III. Spring (4).

Study of the fundamentals of wave motion with applications to mechanical waves and light and classical optics. Three hours lecture, three hours laboratory. Prerequisite: PHYS 232. Corequisite: MATH 235.

258 Electronics Applications. Spring (4).

Instrumentation, transistor theory, integrated circuits, and fundamental analog and digital circuit design. Prerequisite: PHYS 221 or 232 or permission. Offered in alternate years: 02S.

301–302 Physics Instructional Techniques.

Fall (4), Spring (4).

Experience in classroom lecturing, experimental demonstration, construction and design of student laboratory experiments, tutoring, and individual instruction. Prerequisite: permission. Offered concurrently with PHYS 220–221.

330 Advanced Mechanics. Fall (4).

Applications of Newton's laws to particle and rigid body motion, introduction to Lagrangian and Hamiltonian mechanics, small vibrations, tensor analysis, and other selected topics. Three hours lecture. Prerequisite: PHYS 233. Corequisite: MATH 311 or 241, 331. Offered in alternate years: 02F.

332–333 Advanced Electricity and Magnetism. Fall (4), Spring (4).

Electrostatics, solutions of the Laplace and Poisson equations, properties of electric and magnetic fields, and electromagnetic radiation. Three hours lecture. Prerequisite: PHYS 233. Corequisite: MATH 311 or 241, 331. Offered in alternate years: 01F, 02S.

341 Quantum Properties of Matter I.

Fall (4).

Fundamentals of quantum theory. Includes development of quantum principles, application to simple models, and a presentation of the formal structure of quantum theory. The one-electron atom is treated in detail. Prerequisites: PHYS 233, MATH 235. Corequisite: MATH 311 or 241. Offered in alternate years: 02F

342 Quantum Properties of Matter II.

Spring (4).

Applications of quantum theory to more realistic problems. Topics include perturbation theory, quantum theory of the periodic table of the elements, atomic spectroscopy, molecular systems, infrared, Raman, and electronic spectroscopy. Prerequisite: PHYS 341. Offered in alternate years: 03S.

Physics

344 Statistical Properties of Matter. Spring (4).

Fundamental principles of classical thermodynamics and kinetic theory. Classical and quantum statistical properties of matter and radiation. Offered in alternate years: 03S.

345 Applied Nuclear Physics. Spring (4).

Study of nuclear theory, structure, and interactions, with engineering applications in areas such as nuclear reactors. Prerequisite: PHYS 232. Offered as needed.

346 Applied Optics. Spring (4).

Classical and quantum optics with applications of current interest in engineering, research, and industry, including optical communications, integrated optics, holography, interferometry, and introductory laser theory. Prerequisite: PHYS 233. Offered as needed.

349 Advanced Experimental Physics. Spring (2).

Laboratory course in solid state, molecular, atomic, optical, electron, nuclear, and particle physics. Prerequisite: PHYS 258. Offered in alternate years: 02S.

491 Seminar. Spring (2).

Classical and modern physics and selected topics from current literature. Development of technical and communications skills. Preparation of a formal senior thesis.

THE FACULTY

Susan B. Goldstein

Thomas F. Gross

Anna Marie Napoli

Fredric E. Rabinowitz

Cheryl A. Rickabaugh

Francisco Silva

THE MAJOR

Majors must complete a senior capstone and a minimum of ten courses in psychology, seven of which must be in residence.

Students are required to complete the following courses: PSYC 100, PSYC 250, and PSYC 300.

Majors must also complete a minimum of three courses from each of the following categories:

1. Intermediate courses—PSYC 320, PSYC 325, PSYC 335, PSYC 341, PSYC 343, PSYC 344, PSYC 349. These courses contain intermediate laboratory components which require students to use one or more methods of data collection and analysis.
2. Advanced Courses—PSYC 430, PSYC 435, PSYC 439, PSYC 440, PSYC 445, PSYC 447, PSYC 448, PSYC 449, PSYC 460. These courses have an empirical component with laboratories involving data collection, analysis, interpretation, and written report.
3. Students may select the tenth course from any 3 to 4 unit course in psychology.

In addition to these ten courses, students must complete, during their senior year, the two-semester sequence, PSYC 471–472 Senior Capstone.

Students planning to study abroad should contact their advisor early to coordinate this experience with the major program sequence. The department supports and encourages cross-cultural studies.

THE MINOR

The minor in psychology consists of a minimum of six courses, four of which should be in residence. As PSYC 100 and 210 are prerequisites for many psychology classes, it is recommended that these be taken first.

Although PSYC 250 and 300 are not required for the minor, they are prerequisites for several upper-division courses.

Advanced Placement in Psychology

Students receiving a score of three may enroll in courses that list PSYC 100 as a prerequisite. Students who receive a score of four or five may enroll in courses that list PSYC 100 as a prerequisite and will receive 4 credits for PSYC 100.

Departmental Honors

A departmental honors program that involves an exceptional senior project is available for qualified and motivated students. Admission to the program might come by departmental invitation or, should students initiate their own applications, by affirmative vote of the psychology faculty. Interested students should consult their advisors for information about application procedures and requirements.

Social Science Program

The University offers a single-subject program for students planning to teach social science at the secondary school level. Information on this program, approved by the California Commission on Teacher Credentialing, is available from the Department of History or the School of Education. Prospective credential candidates must coordinate advising with the School of Education.

COURSE DESCRIPTIONS (PSYC)

Students who do not meet prerequisites must obtain permission from the instructor prior to enrolling in psychology classes.

31 Psychology of Interpersonal Relationships. Interim (3).

Interactive group experience designed to improve interpersonal communication, increase self-awareness, and promote an understanding of group dynamics. Interpersonal risk-taking, self-disclosure, and intensive journal writing are the primary modes of self-exploration. Class size is limited. Prerequisite: interview with instructor.

Psychology

100 Introduction to Psychology.

Fall (4), Spring (4).

Survey of contemporary psychology with emphasis on how the psychologist understands human behavior.

185 Field Placement.

Fall (2–4) or Interim (2–4) or Spring (2–4).

Opportunity to develop a role within a community agency or organization and receive on-site supervision. Students work with a faculty sponsor to determine a placement appropriate to their academic interests and career goals and to evaluate progress on an on-going basis. May be repeated for degree credit for a maximum of 4 credits applied to the psychology major. CN only.

210 Personality Theories.

Fall (4), Spring (4).

Survey of major paradigms of personality theories emphasizing different perspectives on the structure, dynamics, functions, and development of the normal personality. Prerequisite: PSYC 100.

220 Exceptional Child. Fall (4).

Nature, determinants, adjustments, and problems of gifted, mentally deficient, and physically handicapped children as well as those with unusual aptitudes or behavior tendencies. Prerequisite: PSYC 100.

250 Statistical Methods. Fall (4), Spring (4).

Introduction to the use of descriptive and inferential statistics in the collection of data and the interpretation of research in psychology and education. Prerequisites: PSYC 100 or SOAN 100 or 102, and MATH 41 or 101.

260 Topics in Psychology.

Fall (4), Interim (3), Spring (4).

Topics of current interest in psychology that fall outside the regular curriculum. Recent offerings have included prejudice and discrimination, and human sexuality. Prerequisite: PSYC 100.

300 Research Methods. Fall (4), Spring (4).

Study of scientific methods in psychology, including descriptive, correlational, and

experimental approaches, with emphases on artifacts, biases, and ethical issues in psychological research. Prerequisites: PSYC 100 and 250.

320 Psychology of Gender. Fall (4).

Survey of biological, psychological, and socio-cultural issues relevant to the psychology of gender. Emphasis on cultural images of men, women, and children; gender differences and similarities; gender-role socialization; sexuality and reproduction; psychological adjustment; and interpersonal relations. Prerequisite: PSYC 100.

325 Industrial/Organizational Psychology.

Fall (4).

Application of principles and theories derived from the traditions of differential and experimental psychology to personnel decision-making, work, and organizational behavior. Prerequisites: PSYC 100 and 250. Offered in alternate years: 02F.

335 Developmental Psychology. Spring (4).

Survey of normal developmental patterns from infancy to old age and theories of development with emphasis on current literature. Prerequisite: PSYC 100.

341 Learning. Spring (4).

Presentation of leading psychological, behavioral, and cognitive theories of how animals and humans adapt to changes in their environment. Prerequisites: PSYC 100, 250, and one PSYC course numbered 300 or higher.

343 Educational Psychology. Spring (4).

Emphasis on psychological theories and research relevant to education and the identification of solutions to practical problems in various types of educational settings. Prerequisite: PSYC 100.

344 Abnormal Psychology. Fall (4).

Survey of current theories of abnormal behavior with emphasis on the role of the psychologist in diagnosis, research, and treatment, as well as an understanding of the ethical and societal concerns related to

psychiatric and behavioral disorders. Prerequisites: PSYC 100 and 210.

349 Social Psychology. Spring (4).

Survey of the effect of social environment and social interaction upon individuals' perceptions of themselves and others. Topics include self-perception, the dynamics of interpersonal perception, social influence (e.g., conformity and persuasion), and social relations (e.g., aggression, altruism, and interpersonal attraction). Prerequisites: PSYC 100.

430 Experimental Psychology. Spring (4).

Experimental design and methods applied to human and animal learning, sensation and perception, cognition, and social behavior. Includes a laboratory component. Prerequisites: PSYC 100, 250, and 300.

435 Cross-Cultural Psychology. Fall (4).

The methods and issues involved in cross-cultural psychology. The first half is an exploration of cross-cultural methodology and an examination of the universality of psychological theory. The second half is a focus on how knowledge about cultural differences has been applied to situations of intercultural contact. Prerequisites: PSYC 100, 250, and 300.

439 History and Systems. Fall (4).

A sampling of theoretical approaches to the history of psychology emphasizing understanding and evaluating psychological information in its historical context, and the development of an appreciation for the diversity of psychology. Prerequisites: PSYC 100, 250, and 300.

440 Counseling. Spring (4).

Philosophy, theories, and applications of counseling and psychotherapy. Emphasis on developing basic counseling skills, learning professional ethics and standards, and exploring current theoretical models of counseling and their relation to the needs and trends within society. Prerequisites: PSYC 100, 210, and 344.

445 Cognitive Development. Spring (4).

Examination of theories of cognitive development as well as changes in sensation, perception, memory, problem-solving, and metacognitive processes across the life span. Prerequisites: PSYC 100, 250, and 300. Offered in alternate years: 03S.

447 Cognitive Psychology. Spring (4).

Examination of theoretical structures and processes underlying mental activity. Attention given to phenomena associated with perception, memory, concept formation, problem-solving, and meta-cognition. Prerequisites: PSYC 100, 250, and 300. Offered in alternate years: 02S.

448 Psychological Testing. Fall (4).

Introduction to the construction and use of tests in psychology. Attention given to the meaningfulness and interpretation of test scores; the place of tests in clinical, educational, and industrial settings; and the ethics of evaluation and assessment. Prerequisites: PSYC 100, 250, and 300.

449 Physiological Psychology. Spring (4).

Study of the biological bases of human and animal behavior. Prerequisites: PSYC 100, 250, and 300. Offered in alternate years: 02S.

460 Advanced Topics in Psychology.

Fall (4), Interim (3), Spring (4).

In-depth examination of contemporary topics in the field of psychology. Recent offerings include cognitive development, intelligence, and designing clinical research. Prerequisites: PSYC 100, 250, and 300.

471–472 Senior Capstone.

Fall (2), Spring (2).

A two-semester senior seminar which addresses current controversies in psychology and professional issues such as graduate training, professional ethics, etc. Topics vary by semester. Prerequisite: senior standing.

Race and Ethnic Studies

DIRECTOR

Keith Osajima

The Faculty

Julius Bailey

Advisory Committee

J. Henry Acquaye, Chemistry

Emily E. Culpepper, Women's Studies
and Religious Studies

Rafat Fazeli, Economics

Allison Fraiberg, School of Business

Susan B. Goldstein, Psychology

Stacy Kamehiro, Art

Kathy J. Ogren, History and Johnston
Center

Ivonne Vailakis, Spanish

John Walsh, Religious Studies

Patricia L. Wasielewski, Women's Studies
and Sociology and Anthropology

Kimberly Welch, Latin American Studies

Tekle Woldemikael, Sociology and
Anthropology

THE MINOR

The minor consists of a minimum of 20 credits and is designed by students in consultation with the director. Students are required to take REST 120 as a foundation course. Programs should include a combination of regular course work, specialized projects, and when possible, an internship. To ensure an interdisciplinary focus, students must select courses from two or more departments. Each student's program and any subsequent changes are subject to approval by the director and one member of the advisory committee.

Four types of study are options within the program:

1. Courses with a primary emphasis in race and ethnic issues listed below under Concentration Courses;
2. Specialized research or projects within the context of Negotiable Courses;
3. Individualized study; and
4. Study integrating the minor with the capstone experience of the student's major.

Registration Information

Each semester during registration, then later at check-in, the Race and Ethnic Studies Program provides a current list of the REST, Concentration, and Negotiable courses for the coming term. Because new courses (particularly Johnston courses and special topics courses in various departments) are likely to be added, this list will always have the most current course offerings. The current departmental course list is posted on the Race and Ethnic Studies bulletin board in Larsen Hall, distributed to faculty advisors, and available from the director.

Concentration Courses

ART 124 African and Oceanic Art

ECON 340 Economics of Race and Gender

EDUG 310 Introduction to Second

Language Acquisition

ENGL 133 African-American Literature

ENGL 134 Mexican-American Literature

GOVT 236 Ethnicity and Ethnic Conflict

HIST 252 America and Asia

HIST 254 Vietnam

HIST 321 Civil War and Reconstruction

HIST 344 The Pacific Rim: Economic

Dynamism and Challenge for America

HIST 323 California

HIST 327 Modern African-American

History

HIST 450 Historiography and Research

Seminar: Slavery and Race Relations

JNST Selected courses each year

LAST 140 Race, Ethnicity and Gender in

Latin American History

LAST 150 History of Race in the Americas

LAST 230 Black Women Writers of the

Americas

PHIL 160 Topics in Philosophy: Patterns

of Oppression

PSYC 260 Topics in Psychology: Prejudice

and Discrimination

PSYC 260 Topics in Psychology: Culture

and Behavior

PSYC 435 Cross-cultural Psychology

REL 125 World Religions

REL 152 African-American Religion and

Spirituality

SOAN 206 Popular Culture

SOAN 255 Peoples of the American Southwest
SOAN 325 Class and Inequality
SOAN 328 Race and Ethnic Relations
SPAN 401, 402 Hispanic Cultural Studies

Negotiable Courses

Faculty members teaching the following courses may be willing to negotiate special assignments or projects with students who minor in Race and Ethnic Studies. Race and Ethnic Studies emphases within these courses are entirely up to faculty discretion, and students counting one of these courses toward their minor should inform their advisors of the agreement reached with sponsoring faculty members. Other relevant courses beyond those on this list can be negotiated if a student consults with the Race and Ethnic Studies director and the sponsoring faculty member teaching the course.

ECON 149 Introduction to Economics
ECON 250 Principles of Microeconomics
ECON 304 Economic History
ECON 353 Economics of Labor
ECON 354 Public Finance
ECON 355 Environmental and Resource Economics
ENGL 112 Short Fiction
ENGL 241 Linguistics
ENGL 332 Modern American Literature: Quest for Self-Identity
HIST 223 Women and Family in American History
PSYC 349 Social Psychology
REL 151 Women, Sexuality, and Western Religion
REL 424 Feminist and Womanist Theologies
SOAN 102 Introduction to Cultural Anthropology
SOAN 205 Social Issues
SOAN 227 Women in Society
SOAN 325 Class and Inequality
SOAN 331 Urban Sociology
SOAN 340 Capitalism and Social Change
SOAN 426 Political Economy
WMST 120 Women's Issues Across the Curriculum

Individualized and Specialized Study

Directed studies and internships can be arranged through Race and Ethnic Studies, and a number of departments including Art, Communicative Disorders, Economics, Education, History, Religion, Sociology and Anthropology, Spanish, and Women's Studies. In addition, specialized courses might be offered on a one-time or as-needed basis during Interim or through the Johnston Center.

COURSE DESCRIPTIONS (REST)

100 Intercultural Relations. Interim (3).

Introduction to values, ethics, and issues relating to the concepts of race and ethnic relations such as the historical emergence of minorities, dominant/minority-group responses, ethnic solidarity, discrimination, and racism. Contemporary trends in the dynamics of intergroup relations in Southern California, the United States, and abroad are considered.

120 Introduction to Race and Ethnic Studies. Fall (4), Spring (4).

Examination of the historical and contemporary experiences of racial and ethnic groups in the United States. Topics include dimensions of racism and discrimination in American society, the interrelated experiences of racial groups, community-building and cultural development, and movements for social change.

220 Eliminating Racism. Fall (1), Spring (1).

Introduction to peer counseling techniques as a vehicle to analyze and address the adverse effects of racism and other forms of oppression. Attention given to the ways that racism affects individuals and to developing campus and community efforts to eliminate racism. Prerequisite: permission. CN only. May be repeated for degree credit for a maximum of 3 credits. Offered as needed.

Race and Ethnic Studies

260, 360 Special Topics in Race and Ethnic Studies. Fall (2–4), Interim (2–3), Spring (2–4).

Topics of current interest in race and ethnic studies. May be repeated for degree credit for a maximum of 8 credits, given a different topic.

315/315E Teaching Diverse Student Populations in U.S. Schools. Interim (3), Spring (3).

Examination of issues of diversity and multiculturalism in public schools. Focus on how diverse backgrounds and experiences of students and teachers impact classroom relations. Theoretical perspectives on individual, cultural, and institutional bias in education are examined. Practical strategies to address issues of diversity are explored.

THE FACULTY

Julius Bailey, Race and Ethnic Studies

Kirsti Copeland

Frances Grace

Emily E. Culpepper

William B. Huntley

John Walsh

THE MAJOR

A major consists of ten courses, selected from the categories listed below:

1. REL 101 or the equivalent determined in consultation with a departmental advisor
2. Two courses in Cultures and Communities: REL 125, 130, 131, 151, 152, 325, or a topics course
3. Two courses in Texts and Contexts: REL 205, 306, 307, 411, 440, 442, ENGL 118, or a topics course
4. Two courses in Religions and Ethics: REL 120, 122, 257, 323, 424, PHIL 355, WMST 350, or a topics course
5. An internship
6. A senior thesis as a capstone experience consisting of two semesters in REL 450 (two credits each semester), or the equivalent experience of writing a thesis and presenting it to three faculty members
7. An additional course taken in study abroad, or from the list above, in consultation with an advisor in the Religious Studies Department

THE MINOR

A minor consists of six courses, with no more than two taken from each of the categories below.

1. REL 101 or the equivalent
2. One course in Cultures and Communities: REL 125, 130, 131, 151, 152, 325, or a topics course
3. One course in Texts and Contexts: REL 205, 306, 307, 411, 440, 442, ENGL 118 or a topics course
4. One course in Religions and Ethics: REL 120, 122, 257, 260, 323, 424, PHIL 355, WMST 350 or a topics course
5. Two additional courses in consultation with a departmental advisor

Honors

To be eligible for Religious Studies honors, a major must have at least a 3.45 cumulative GPA and submit an honors thesis to three faculty members as thesis committee members. The honors thesis should be carefully discussed with all three members early in the semester and submitted at least one month before the end of classes in the semester in which the project is undertaken. The honors thesis provides an opportunity for a highly motivated and accomplished major to pursue a research project that is both meaningful to him or her and contributes to a common understanding of a significant issue or topic.

Study Abroad

Students majoring or minoring in religious studies will find it especially useful to complement the courses above by a year or semester of study abroad. Many institutions in Europe, Asia, and Australia have offerings in religious studies. Among the more valuable are the courses in Old Testament, New Testament, and Islamic studies from the University of Edinburgh and the University of Aberdeen under the Arcadia program. For Buddhism, consider the School for International Training (SIT) programs in Thailand; and, for Tibetan studies, the programs offered by SIT in India and Nepal.

COURSE DESCRIPTIONS (REL)

101 Issues in Modern Religion. Fall (4).

Introduction to issues deriving from the beliefs, teachings, and practices of religion in modern Western cultures and examination of the influence of religion in modern life. May be repeated for degree credit for a maximum of 8 credits with permission of the instructor and the department chair. EV, NU only.

120 Religion and Ethics. Fall (4), Spring (4).

Exploration of Judeo-Christian ethics in relation to contemporary issues in politics, medicine, biology, and law. NU or EV only.

Religious Studies

122 Religion and Ecology: Environmental Ethics. Fall (4).

Consideration of the environmental crisis from a religious perspective, and a search to understand why ecology is a problematic concern within religion. Evaluation of theological, philosophical, and sociological factors which shape the various religious responses to ecological concerns.

125 World Religions. Fall (4), Spring (4).

Students trace the movements and themes in the major religions of the world. NU or EV only.

130 Church History: Heaven and Hell. Fall (4).

By studying the biographies of major figures or by examining specific themes, students will learn about the origins, historical development, major controversies, and contemporary trends in Christianity. Attention given to social, political, economic, global, and cultural analysis. NU or EV only. Offered as needed.

131 Religion in America. Spring (4).

Exploration of the religious life and ideas of the new nation as it develops into a world power. NU or EV only.

151 Women, Sexuality, and Western Religion. Fall (4).

Consideration of a range of women's roles in Western religions. Examination of tension between women's subordination and liberation in Christianity, Judaism, and Islam. Sources include Christian and Hebrew bibles, church fathers and mothers, new views of women's history and feminist analysis of religion, and contemporary goddess spirituality.

152 African-American Religion and Spirituality. Spring (4).

Intermediate-level lecture and discussion course, which is an examination of religious themes in African-American experience, including slavery, Black Church denominations (mainstream and Holiness), Black Nationhood and civil rights movements, Black Muslims, Black and Womanist (Black feminist) theologies, African religions in the

Americas (Santeria and Voodoo), and new spiritual visions. Offered in alternate years.

205 The Christian Scriptures. Spring (4).

Study of the books of the second testament in their historical setting, with particular attention to literary genre and meaning.

257 Theology and Science. Fall (4), Spring (4).

Review of the history of the rise of modern science and modern philosophy, and their impact on theology (Christianity in particular). Examination of ways of knowing in philosophy (including philosophy of science), religion, and science, with an emphasis on twentieth century developments. Prerequisites: one course in religious studies and one course in science, or permission. NU or EV only. Offered as needed.

260 Topics in Religion.

Fall (4) or Interim (3) or Spring (4).

Topics of current interest in religious studies. Course content varies from term to term. May be repeated for degree credit given a different topic. Offered as needed.

306 Jesus in Text and Film. Fall (4).

Study of the life and teachings of Jesus from canonical and extra-canonical literature. Prerequisite: one course in religious studies or permission. NU or EV only. Offered as needed.

307 Old Testament Literature: Hebrew Scriptures, Fall (4).

Study of the books of the first testament in their historical setting, with particular attention to literary genre and meaning. Prerequisite: one course in religious studies or permission. NU or EV only.

323 Contemplative and Mystic Theology. Fall (4).

Study of Western and Eastern mystical writings, including classics of Buddhism and Christianity as expounded by important writers in the field. NU or EV only.

325 Japanese Religion and Arts. Interim (3).

Study of Japanese religion through examination of several artistic forms including architecture, sculpture, scrolls, paintings, screens, kabuki, tea ceremony, and zazen.

411 Masterpieces of Asian Literature.

Spring (4).

Classics from Asian literature which treat religious themes, such as the Dhammapada, the Ramayana, the Tale of Genji, and the Sound of the Wave. Major focus on Indian and Japanese literature. NU or EV only.

424 Feminist and Womanist Theologies.

Spring (4).

Advanced discussion seminar focusing on new feminist approaches within Christianity, Judaism, goddess religion, and grassroots feminist spirituality. Includes Black womanist approaches in Christianity and other women of color spiritualities. Re-examines deity, humanity, nature, ethics, and society. Prerequisite: one course in religious studies or permission of instructor. Offered in alternate years.

440 The Hebrew Language. Fall (4).

Elementary Hebrew grammar and composition with emphasis on Biblical vocabulary and syntax. NU or EV only.

442 Greek of the Hellenistic Period.

Spring (4).

Elementary Greek grammar and composition with emphasis upon New Testament language. NU or EV only. Offered as needed.

450 Jameson Center Colloquia.

Fall (2), Spring (2).

A student enrolled in this course will participate in all the Monday afternoon colloquia of the Jameson Center for the Study of Religion and Ethics. A faculty associate of the Jameson Center will supervise the student's participation, including negotiation of a contract for the student's responses to the colloquia. May be repeated for degree credit for a maximum of 8 credits. CN only.

Sociology and Anthropology

THE FACULTY

Roger M. Baty
Sawa Kurotani Becker
Sharon D. Lang
Sara Schoonmaker
James V. Spickard
Patricia L. Wasielewski
Tekle M. Woldemikael

THE MAJOR

Students in the department may concentrate their studies in either sociology or anthropology. When officially declaring a major, students choose their concentration. A total of eleven courses is required in each major. No more than three of the courses may be numbered below 200.

All students must take the following core courses:

- SOAN 100 Introduction to Sociology
- SOAN 102 Introduction to Cultural Anthropology
- SOAN 200 Discovering Theory and Method
- SOAN 400 Senior Capstone

SOAN 100 and 102 typically are taken before the end of the sophomore year; SOAN 200 ideally is taken in the sophomore year; and SOAN 400 is taken in the senior year.

In addition, students in each of the concentrations take the following courses:

Sociology Concentration

- Any 300 level theory course:
SOAN 311–313
- Any 300 level methods course:
SOAN 315–319
- Five upper-division courses to be selected in consultation with the major advisor

No more than four of these courses may be taken at other schools.

Courses taken with departmental faculty through Johnston Center may be counted toward these requirements with the permission of that faculty member or the department chair.

Anthropology Concentration

- SOAN 350 Archaeological Field and Laboratory Methods or SOAN 316 Fieldwork and Ethnographic Methods or SOAN 345 World Ethnographies
- SOAN 313 Anthropological Theories
- A departmentally approved period of cross-cultural study, typically taken in the junior year
- Five upper-division courses to be selected in consultation with the major advisor. These can include courses taken as a part of the required cross-cultural study.

No more than four of these courses may be taken at other schools.

Students typically take the theory and methods courses by the Fall semester of the senior year to prepare for SOAN 400 Senior Capstone, which is taught in the Spring semester. Students choosing the anthropology concentration also must complete their cross-cultural study before taking SOAN 400.

Courses taken with departmental faculty through Johnston Center may be counted toward these requirements with the permission of that faculty member or the department chair.

THE MINOR

Seven courses, each taken for 3 credits or more, are required for a minor in sociology and anthropology: SOAN 100, 102, and 200, and four additional courses selected in consultation with the departmental faculty. No more than three of these courses may be taken at other schools.

Courses taken with departmental faculty through Johnston Center may be counted toward these requirements with the permission of that faculty member or the department chair.

Internships

Students in both the major and minor programs are encouraged to take advantage of the department's internship opportunities. Students can choose to work in numerous public and private community-service agencies, grassroots organizations, or museums. A maximum of one internship, taken for 3 credits or more, may be used to fulfill the major or minor requirements.

Cross-Cultural Study

The department is dedicated to providing students with information about cross-cultural opportunities. Enhanced knowledge about other countries and their cultures, or about subcultures within the United States, provides a more comprehensive understanding of society. Majors are strongly encouraged to participate in one of the University's off-campus study programs. The department also will work independently with students to set up opportunities for foreign and domestic travel tailored to students' particular programs of study and interests.

The Helen and Vernon Farquhar Laboratory

The department maintains the Helen and Vernon Farquhar Laboratory of Anthropology. The laboratory is used to encourage student research in cultures and history of the American Southwest and Mexico. Assistantships are available. In addition, the University is affiliated with the Archeological Survey Association of Southern California, and students may apply for museum work through this organization.

Departmental Honors

Students are required to have a 3.00 GPA in the major to pursue honors in the department. They begin to plan their projects in consultation with one or more faculty members by the end of their junior year. They must submit proposals for their projects to the department chair by the end of September of their senior year. Honors proposals are reviewed by all department faculty. If their proposals are approved, students complete a major independent research project that typically takes a good portion of the senior year. The research must be substantial and significant and is subject to approval by the department faculty. A major written report is due April 1 and is followed by a public presentation and oral examination. These must be performed at an honors level, as determined by a consensus of the department faculty.

COURSE DESCRIPTIONS (SOAN)

100 Introduction to Sociology.

Fall (4), Spring (4).

Study of the structure and process of social life; the impact of cultural, structural, and socio-historical forces on group and society; and the interdependence of society and the individual.

102 Introduction to Cultural Anthropology.

Fall (4), Spring (4).

Introduction to the anthropological perspective in viewing personal, social, and cultural events in human life. Attention given to evolutionary and comparative ways of describing, analyzing, and interpreting ways of life from a cross-cultural perspective.

160, 260, 360, 460 Topics in Sociology.

Fall (4), Interim (3), Spring (4).

Topics of current interest such as collective behavior, hunger, and homelessness; religion and social conflicts; sociology of medicine; or sociology of sport. Prerequisite: permission required for 200 level and above. The 200 level and above may be repeated for degree credit given a different topic. Offered as needed.

165, 265, 365, 465 Topics in Anthropology.

Fall (4), Interim (3), Spring (4).

Topics of current interest such as comparative value systems, cross-cultural adaptation, cultural ecology, folk art, or U.S.-Mexico border issues. Prerequisite: permission required for 200 level and above. The 200 level and above may be repeated for degree credit given a different topic. Offered as needed.

200 Discovering Theory and Method.

Fall (4) or Spring (4).

Introduction to the role of theory and method in Sociology and Anthropology. Students learn fundamental theoretical concepts and methodological skills, and how to integrate theory and method in the research process. Prerequisite: SOAN 100 or 102. NU or EV only.

Sociology and Anthropology

205 Social Issues. Fall (4) or Interim (3).

Examination of social issues currently making an impact on U.S. society. Focus on social structures and institutions that affect these concerns, as well as their individual consequences. NU or EV only. Offered as needed.

206 Popular Culture. Fall (4) or Interim (3).

Introduction to the analysis of popular culture: the ways in which people use, abuse, and subvert the cultural products of industrial society to create their own meanings and messages; evading and manipulating mass culture's attempts to dominate and homogenize. Offered as needed.

208 Business and Society. Fall (4).

Investigation of the impact of corporations in the context of technological change and global economic restructuring. Exploration of the changing organization of work and industry, as well as the effects of corporate strategies on social welfare, community, and family life. Offered as needed.

227 Women in Society. Spring (4).

Application of a sociological perspective to the study of women. Review of current information about women's positions in U.S. society with special attention to differences in class, race and ethnicity, and political ideology. Theories of power, discrimination, self-concept, and social action as applied to women's experiences.

232 Religion and Society.

Fall (4) or Spring (4).

Religion in America is fast-changing. From the mainstream to the Moonies to the Moral Majority, religion has, in modern times, taken on increased social importance. This course is an introduction to the structure of American religious life—its changes and new directions—and an examination of the social reasons for these changes. Offered in alternate years.

236 Ethnicity and Ethnic Conflict.

Fall (4) or Spring (4).

Investigation of the social and political connections between modernization and the emerging politics of ethnicity on a world-wide scale. Examination of current examples of ethnic conflict and exploration of theoretical approaches to race, ethnicity, nationality, and the modernization process. Review of ethnic and anti-ethnic political movements in the United States and worldwide. Prerequisite: GOVT 123 or SOAN 100 or permission. Cross-listed with GOVT 236. Offered in alternate years.

246 Cultural Geography. Fall (4).

Examination of human adaptability in various ecological settings from synchronic as well as diachronic perspectives. Primary theoretical orientation on systems-thinking, with emphasis on the combination of theory and practice as illustrated in programs to save the biosphere. Includes a GIS component. Prerequisite: SOAN 102. Offered as needed.

250 Archaeology and Human Behavior.

Fall (4).

Overview of past cultures of the Old and New Worlds, supplemented by training in mapping and laboratory methods. A foundation course for American Southwest studies.

255 Peoples of the American Southwest.

Spring (4).

The greater American Southwest includes communities that are mosaics of culturally different lifestyles while sharing many common problems. This course examines the variety of responses to those problems and reflects the cultural similarities and differences of the peoples who live in the area. Prerequisite: SOAN 100 or 102. Offered in alternate years.

256 Japanese Society and Culture. Fall (4).

Introduction to the main aspects of Japanese society and culture, with an aim for an in-depth understanding of Japanese social and cultural life. Focus on central themes and issues that characterize contemporary

Japanese society, including work, family, gender, cultural identity, and the impact of globalization. Prerequisite: SOAN 100 or 102. Offered as needed.

257 Latin American Societies and Cultures. Fall (4) or Spring (4).

An historical and comparative analysis of society, culture, and politics in a range of Latin American countries. Emphasis on the effects of global power relations on social and political institutions, as well as economic development. Exploration of relationships between racial and ethnic groups in Latin American societies. Prerequisite: SOAN 100 or 102 or permission. NU or EV only. Offered as needed.

258 African Society. Fall (4) or Spring (4).

Examination of the processes that have led to the present conditions in African societies. Investigation of the changing patterns of life in rural and urban Africa through case studies. Focus ranges from detailed accounts of life in particular communities to the place of Africa in the modern world. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

259 The Middle East. Fall (4) or Spring (4).

Students are encouraged to appreciate the dynamic cultural diversity of the Middle East through class discussions and a variety of films and readings, many of which come from indigenous sources. Exploration of vital and timely sociopolitical issues including Islam, gender, nationalism, and the Israeli-Palestinian and other regional conflicts. NU or EV only. Offered as needed.

260E Origins of Human Behavior. Summer (4).

Discussion of the wellsprings of human behavior starting with an investigation of sociobiology and human origins and other theories of human natures such as marxism and behaviorism. Not regularly offered. NU only.

269, 369, 469 Travel/Study in Sociology and Anthropology. Interim (3).

Travel/study tours to various world locales. Past locations have included Australia, England, Jamaica, Baja California, and southern Mexico. Focus typically on wider social processes present in the travel locale. Prerequisite: permission. May be repeated for degree credit, for a maximum of 6 credits, given a different destination. Offered as needed.

311 Classical Social Theory. Fall (4).

Analysis of the basic assumptions, concepts, and modes of thinking of Marx, Weber, Durkheim, and the other founders of social science. Prerequisite: SOAN 100 or 102, and SOAN 200. Offered in alternate years.

312 Contemporary Social Theory. Spring (4).

Examination of important Twentieth-Century developments in social theory, focusing on critical, neo-Marxist, neo-functional, symbolic interactionist, ethnomethodological, and feminist theories. Prerequisites: SOAN 100, 102, and 200. Offered in alternate years.

313 Anthropological Theories. Fall (4) or Spring (4).

Overview of theoretical orientations in cultural anthropology followed by an in-depth examination of selected theories including evolutionism, cultural ecology, symbolic anthropology, and cultural materialism. Prerequisite: SOAN 102 and 200. Offered in alternate years.

315 Research Methods in the Social Sciences. Spring (4).

Critical analysis of research methodology involving both quantitative and qualitative approaches to the collection of data. Practical experience in data collection and analysis accompanies discussion of ethical issues. Prerequisites: SOAN 100 or 102, and 200. Offered in alternate years.

316 Fieldwork and Ethnographic Methods. Interim (3) or Spring (4).

Examination of the nature of ethnography and the application of fieldwork methods for

Sociology and Anthropology

the development of an ethnography. Emphasis on practicing the method of participant-observation for data formulation. Ethical and methodological issues of fieldwork are examined. Prerequisite: SOAN 102 and SOAN 200. Offered in alternate years.

319 Quantitative Sociology. **Fall (4) or Interim (3).**

Introduction to quantitative social analysis, designed for the math-averse. Students learn the benefits and limits of numerical analysis, become familiar with the major public sources of quantitative data, and learn to use computers. Especially recommended for students intending to pursue graduate training. Prerequisite: SOAN 100 and 200. Offered as needed.

320 Self in Society. Fall (4).

Focus on the definition of the individual and the meaning of individuality in society. Concentration on the study of the “self” allows students to see how the individual is both created from, and a creator of, the social order. Language and basic processes of social interaction are explored. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

321 Deviance. Spring (4).

Study of the process of becoming deviant, including how deviance is defined, the consequences of the deviant label, and how social perceptions of deviance change over time. Exploration of the social isolation, as well as the creativity, of being deviant. Prerequisite: SOAN 330 or permission. Offered as needed.

325 Class and Inequality. Fall (4).

Theoretical and substantive analysis of the major dimensions of economic inequality in industrial societies. The theoretical contributions from Marx and Weber to contemporary theory are used as context for the study of social stratification, social mobility, and changes in these processes in the United States, Western Europe, and socialist states. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

328 Race and Ethnic Relations. Spring (4).

Examination of the determinants of racial and ethnic relations in the United States and other countries. Analysis of socio-historical development and politico-economic structures that produce patterns of oppressive relations and minority reactions. Prerequisite: SOAN 100 or 102 or permission.

330 Crime and Delinquency. Fall (4).

Exploration of definitions of crime and delinquency and various explanations of criminal behavior. Emphasis on political and economic aspects of the criminal justice system as well as the history and application of different philosophies of punishment. Alternatives to the existing system are explored. Prerequisite: SOAN 100 or 102, or GOVT 111, or permission. Offered in alternate years.

331 Urban Sociology. Spring (4).

Critical examination of the process of urbanization and the consequences for social life in the United States and globally. Examination of classical and contemporary theories of urban social change alongside current urban ethnography. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

334 Work and Family. Fall (4), Spring (4).

Exploration of the connections between work and family life, considering the effects of class, race, gender, and sexual orientation. Students study the experiences of a range of working parents—from corporate managers to line workers in multinational factories—to understand contemporary changes in family and work relationships. Prerequisite: SOAN 100 or 102. NU or EV only. Offered as needed.

339 Globalization and Its Critics. **Fall (4), Interim (3), or Spring (4).**

Globalization as an economic, political, social, and cultural process, developing in the historical context of colonialism and global power relations. Exploration of changing patterns of work, migration, and urbanization arising with the globalization of economic production; as well as the anti-globalization movement and other forms of resistance to

globalization. Prerequisite: SOAN 100, 102, or permission. Offered as needed.

340 Capitalism and Social Change. Fall (4), Spring (4).

Investigation of the underlying causes of social change, with a focus on the expansion of global capitalism. Exploration of the ways that power relationships shape macro- and micro-level changes in Latin America and other regions of the world. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

341 Social Movements. Fall (4).

Theoretical and substantive analysis of collective action and social movements in the late Twentieth Century. Exploration of how, why, and when individuals come together to cause or prevent social change. Focus on how social movements gain public space and what happens when they do, both in the United States and around the world. Prerequisite: SOAN 100 or 102, or permission. Offered as needed.

342 Gender and Sexuality. Fall (4), Spring (4).

Gender and sexuality in various cultural areas around the world, and consideration of the significance and implications of gender and sexuality in the social life of these people, while introducing current theoretical issues in the cross-cultural study of gender and sexuality. Prerequisites: SOAN 100, SOAN 102, or WMST 120, or permission. Offered as needed.

344 Anthropology of Dance. Fall (4).

Based on anthropological texts, films, and performed live experiences, students explore who, when, where, how, and why people dance and thereby increase their understanding of the connections between culture and dance. Specific topics include revolutionary politics and dance, dance as embodied knowledge, and exotic dance and the body. Prerequisites: SOAN 102 or permission. NU or EV only. Offered as needed.

345 World Ethnographies. Fall (4), Spring (4). Students gain a thorough understanding of the central methodological paradigms of anthropologists: participant observation. Students have the chance to deconstruct a number of full-length ethnographies with an eye toward comparing and contrasting the research methods and writing styles of various contemporary anthropologists. Prerequisites: SOAN 102. NU or EV only. Offered in alternate years.

350 Archaeological Field and Laboratory Methods. Spring (4).

Tied to ongoing projects with the San Bernardino County Museum, the Bureau of Land Management, and the National Park Service. Content varies, but typically includes survey and mapping work, excavation, laboratory analysis and curation of accessions, and relevant library research. Includes a Geographic Information Systems (GIS) component. Prerequisites: SOAN 102, 255, or permission. Offered as needed.

351 Mapping Solutions to Environmental Problems. Fall (4), Spring (4).

Examination of environmental issues using a mapping applications approach. Students gain familiarity with the use of Global Positioning Systems and Geographic Information Systems (GIS) technology, and research the use of these tools in mapping solutions to environmental problems. Ideal for students planning careers intersecting public policy and environmental concerns. Offered as needed. EV or NU only.

400 Senior Capstone. Spring (2).

Capstone designed to give students an opportunity to synthesize their sociological and anthropological learning. Capstone project results in a paper and presentation before department students and faculty. Prerequisite: SOAN 100, 102, 200, and senior standing. CN only.

426 Political Economy. Fall (4).

Critical examination of the interplay of political and economic structures in capitalist societies and the effects on both domestic and

Sociology and Anthropology

global issues. Case studies emphasize the process of production, exchange, and consumption, together with the ideological concerns of the state. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

427 Women in Collective Action.

Fall (4) or Spring (4).

Study of contemporary and historical examples of women affecting change in society. Examination of theories of social movements and change as applied to women's efforts politically and culturally to transform the social order. Examples drawn from the United States and other countries. Prerequisites: SOAN 227, WMST 120, or permission. Offered as needed.

441 Community Social Change.

Interim (1-3) or Spring (2-4).

Intensive study of the political and economic structure of communities and grassroots organizations for social change. Working with community members, students participate in and analyze ongoing community development projects. Prerequisites: SOAN 100 or 102, and junior or senior standing. Offered as needed.

475 Independent Research.

Fall (2-4), Interim (1-3), Spring (2-4).

Independent research, generally included as an element of the senior capstone. Students work with a department faculty member who helps design the project, supervises it, and provides advice about analyzing the material. The analysis results in a comprehensive written report. Prerequisite: SOAN 100, 102, 200, or permission. Offered as needed.

485 Sociology and Anthropology Internship.

Fall (2-12), Interim (1-3), Spring (2-12).

Work in an applied setting, which is generally included as a component of the senior capstone. This experience is broadly defined and suited to the student's interests. Students work with a faculty member to establish the internship and to determine how to analyze the setting. The analysis results in a comprehensive report. Prerequisite: SOAN 100, 102, 200, and permission. Offered as needed.

498 Sociology and Anthropology Honors Independent Research.

Fall (2-4), Interim (1-3), Spring (2-4).

Independent research as part of an approved honors project. Each student works with an honors committee chaired by a department faculty member. The committee supervises the project, helps in research design and analysis, and provides advice for the comprehensive report formally presented to the department faculty and the committee. Prerequisite: SOAN 100, 102, 200, or permission. May be repeated for degree credit up to a maximum of 8 credits. Offered as needed.

THE FACULTY

Hector Brasil-Laurenzo

Olga González

Veronica Herrera

Marcela Peirola

Ivonne C. Vailakis

THE MAJOR

A major in Spanish consists of 44 credits beyond SPAN 201–202.

Spanish majors must choose an emphasis in Latin American or Spanish literature, culture, and civilization. Students who start at the fourth-year level or beyond are considered to have completed the equivalent of 8 of these 40 credits. These apply only to the major, not toward the total credits required for graduation. The foregoing also applies to the minor. At least 30 credits must be in prescribed courses other than individualized study, and at least 28 of these credits must be earned at the University of Redlands.

Language courses must be taken in the correct sequence. Through departmental placement, a student may enter the sequence at a place beyond SPAN 101, but no student can subsequently receive credit for a course that is numbered lower than the highest course previously completed by that student.

The prerequisite for courses numbered above SPAN 225 is SPAN 302 or its equivalent.

Requirements

1. SPAN 301–302
 2. 8 credits from SPAN 401–402
 3. 8 credits from SPAN 426–427 or 436–437
 4. 4 credits from SPAN 425 or 435
 5. SPAN 458 and 459
 6. One upper-division course numbered beyond SPAN 225
 7. One additional 400 level Spanish course
- Students who plan to major in Spanish should discuss their programs of study with faculty advisors as early as possible.

THE MINOR

A minor in Spanish consists of 24 credits beyond SPAN 202. Requirements: SPAN

301–302, plus four other courses numbered SPAN 225 or above.

Advanced Placement

Spanish Language: Students receiving a score of three on the Advanced Placement Test receive 4 credits for SPAN 102; those who score four or five receive 8 credits for SPAN 201 and 202.

Spanish Literature: Students with scores of four or five receive 8 credits toward the major.

Study Abroad

Interim Semester in Guadalajara. In some years a group of students spend the month of January in Guadalajara, Mexico. Students live with Mexican families and experience the culture first-hand. The Interim session in Guadalajara may be counted toward the minor and repeated for degree credit.

Interim Semester in Spain. In some years a group of students take a cultural excursion through some of the most beautiful and historic places in Spain. This program begins with an extended stay in Madrid, followed by a coach tour of Barcelona and the major cities of Andalucía. The program includes lectures on art, history, architecture, music, theatre, language, and customs.

Semester and Full-Year Programs Abroad. A semester or full year of study at the University of Madrid through IES, the University of Salamanca through IES, Syracuse University in Madrid, Central College in Granada, Sweet Briar College in Sevilla, and Beaver College in Guadalajara, Mexico, is available for highly qualified students.

Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by an affirmative vote of the Spanish faculty. Interested students should consult with the Spanish faculty by their junior year for information about the application procedure and requirements.

Spanish

COURSE DESCRIPTIONS (SPAN)

101–102 First-Year Spanish.

Fall (4), Spring (4).

Pronunciation, conversation, essentials of grammar and composition, reading of elementary texts. Practice and drills on four basic skills: reading, writing, speaking, and hearing. Periodic lectures on Hispanic culture. Four hours lecture, one hour laboratory.

160 Introductory Topics in Spanish.

Interim (3).

Selected introductory topics in Spanish chosen to reflect student interest and instructor availability. Prerequisite: SPAN 101 or higher, or permission. Offered as needed. NU only.

165 Special Topics in Spanish Culture.

Interim (3).

A cultural excursion featuring all the major cities of Spain. Tour begins in Madrid and includes excursions to Salamanca, Segovia, Avila, El Escorial, and Toledo; it continues to Barcelona, Valencia, Granada, Málaga, Sevilla, and Córdoba. Lectures on art, history, architecture, music, theater, language, and customs. Spanish language not required. CN only.

201–202 Second-Year Spanish.

Fall (4), Spring (4).

Review of grammar and composition. Conversation. Reading of selected materials to give an introduction to Spanish literature and culture. Emphasis on communicative aspects of the language. Four hours lecture, one hour laboratory. Very little English spoken. Prerequisite: SPAN 101–102 or two years of high school Spanish recommended.

225 Redlands in Guadalajara. Interim (3).

Designed for students interested in social, political, cultural, and economic history of Mexico. Living with a Mexican family is an essential part of the experience, which includes tours of historic sites in the area. Students arrange their own transportation to Guadalajara, but faculty assistance is

available. Prerequisite: one year of Spanish language. CN only.

301–302 Third-Year Spanish.

Fall (4), Spring (4).

Complete grammar review preparing students for advanced courses. Includes intensive training in composition and conversation. Four hours lecture. Laboratory optional. Taught completely in Spanish. Prerequisite: a minimum of two years of college-level Spanish or permission.

360 Intermediate Topics in Spanish.

Interim (3).

Selected intermediate topics in Spanish chosen to reflect student interest and instructor availability. Prerequisite: SPAN 201 or permission. Offered as needed. NU only.

401–402 Hispanic Cultural Studies:

Writing through Culture/Hispanic Cultural Studies: Writing through Literature.

Fall (4), Spring (4).

Two-semester sequenced exploration of a variety of topics in Hispanic cultural studies, literature, and questions of language. Investigation of the cultural bonds between Spain and Latin America through literature, film, and linguistic expression. Forum for writing, reading, and discussing cross-cultural issues from a critical perspective. Emphasis on writing and composition. Systematical review of grammar to strengthen writing. The first semester's focus is on Hispanic culture, and the second semester serves as an introduction to Hispanic literature. Develops students' ability to write through Hispanic cultural and literary studies.

410 Introduction to Spanish Linguistics.

Spring (4).

Synchronic investigation of the principles of articulatory phonetics, morphology, syntax, and semantics of Spanish. Includes a review of grammar and a discussion of how linguistic forms of Spanish and English compare and contrast. Taught in Spanish. Prerequisite: SPAN 302 or equivalent. Offered in alternate years: 02F.

425 Spanish-American Civilization and Culture. Fall (4) or Spring (4).

Geography, history, art, literature, and society of Spanish-American lands. Class discussion and oral and written reports required. Offered in alternate years: 02S.

426–427 Survey of Spanish-American Literature, I–II. Fall (4), Spring (4).

Development of Spanish-American literature from the pre-Columbian to the present day. Emphasis on relating literary works to historical events and cultural values. Offered in alternate years: 01F, 02S.

435 Spanish Civilization and Culture. Fall (4) or Spring (4).

Survey of the geography, history, art, literature, and society of Spain. History of Spanish language. Class discussion. Oral and written reports required. Offered in alternate years: 02F, 03S.

436–437 Survey of Spanish Literature, I–II. Fall (4), Spring (4).

Spanish literature from its beginnings to the present day. Emphasis on relating literary works to historical events and cultural values. Offered in alternate years: 00F, 01S.

440 Spanish-American Narrative. Fall (4) or Spring (4).

Contemporary novelists and essay writers including Sábato, Rulfo, Cortázar, García Márquez, Vargas Llosa, and Paz. Addresses principal political and social Latin-American problems. Offered as needed.

441 Hispanic Women Novelists. Fall (4) or Spring (4).

Study of Hispanic novels written by women during the last decades to reflect on the problems faced by women in present-day Spain and Latin America. The chosen works exemplify different aspects of women's liberation, contrasting the situation of Hispanic women of the past and in the present. Offered as needed.

450 Hispanic Poetry: Genres. Fall (4) or Spring (4).

Examination of poetry through its varied expressions in Hispanic literature. Successful offerings focus on the historical development of the poetry of Latin America or Spain. Exploration of selected topics in literary themes in the genres. May be repeated for degree credit given different topics. Offered as needed.

452 Hispanic Theatre. Fall (4) or Spring (4).

A study of dramatic and theatrical Hispanic works, combining both canonical and non-canonical texts. Includes drama theory, videos of dramas, live plays, and the process of "mise en scène" or staging. Prerequisites: SPAN 401–402. Offered as needed.

454 Spanish Golden Age Literature. Fall (4), Interim (3), Spring (4).

Focus on the Golden Age masterpieces while providing a fundamental insight to the most valuable works according to the genre and topics. Students will read, discuss, and analyze the works using the most recent critics. Prerequisite: Spanish majors, Spanish minors, native speakers, or permission. Offered as needed. EV and NU only.

455 The Generation of '98. Fall (4).

Representative writers including Ganivet, Unamuno, Azorín, Baroja, Valle Inclán, Maeztu, and Machado. Primarily prose. Political and social problems of Spain as reflected in literary works. Offered as needed.

456 Panorama of the Contemporary Spanish Novel. Spring (4).

Major contemporary novelists, including Camilo José Cela, Carmen Laforet, Delibes, Gironella, Goytisolo, and Martín Santos. The main aspects of the Spanish Civil War and its influences in contemporary Spain are addressed in these novels. Offered as needed.

Spanish

458 Senior Seminar: Reading Component.

Fall (4).

Study, detailed reading, and analysis of texts from a particular author, genre, work, or theme in Peninsular or Latin-American literature. As the first phase of the senior seminar, this course allows students to complete required textual readings in preparation for SPAN 459. Prerequisite: senior standing or permission. NU only.

459 Senior Seminar. Spring (4).

Detailed and critical study of a special period, author, genre, or theme in Spanish or Spanish-American literature. Topics to be announced. Prerequisite: SPAN 458 and senior standing.

FACULTY

Nephelie Andonyadis

Chris Beach

Victoria Lewis

TECHNICAL DIRECTOR

Daniel Cork

THE MAJOR

The Bachelor of Arts in Theatre emphasizes the collaborative process and nurtures the theatre artist in body, intellect, and spirit. Students are encouraged to pursue diverse theatre goals, cultivate individual expression, and understand theatre as a tool for social and cultural discourse.

The theatre degree requires a minimum of 44 approved theatre credits. Each theatre major must complete the following foundation classes (32 credits):

- THA 105 Production Credit
- THA 110 Introduction to Theatre
- THA 130 Introduction to Theatre Technology
- THA 140 Acting Fundamentals
- THA 220 Introduction to Theatre Design
- THA 251 Theatre History: Ancient–Early Modern
- THA 252 Theatre History: Melodrama–20th Century
- THA 300 Theatrical Manuscript Analysis

In addition to foundation classes, theatre majors must declare an emphasis in the junior year in either Performance, Production, or Dramaturgy. Requires advisor approval and a minimum of 12 credits for each area of emphasis. Area of emphasis classes include but are not limited to:

- THA 155 Performance Project
- THA 200 Voice and Movement for Performers
- THA 240 Acting Techniques
- THA 260 Theatre Topics
- THA 310 Directing for the Stage
- THA 320 Theatre Design Techniques
- THA 340 Advanced Acting
- THA 350 Dramaturgy

Courses considered for cross-listing toward degree credit:

Dance, Drawing, Graphics/Computer, Drama, English Literature/Shakespeare, Playwriting, Art History, Voice

THE MINOR

The minor is designed to engage students in the many disciplines of theatre arts and to provide the opportunity to develop creative expression within the context of a well-rounded liberal arts education.

Requirements consist of a total of 28 credits.

1. Students are required to complete the following courses for a total of 22 credits: THA 105, 110, 130, 140, 251 or 252, and 240.
2. Students choose two of the following courses for a minimum of 6 credits: THA 155, or DNCE 122, 123, or 130.

Department Facilities

The Glenn Wallichs Theatre is a 340-seat, low-fly, proscenium house with fully equipped scenic and costume shops, and computerized lighting and design systems. The Black Box theatre is a 60-seat laboratory theatre equipped with lighting and sound systems. Productions also appear at the Alumni Greek Theatre, a 3,500-seat outdoor amphitheatre.

Department Activities

Each year a minimum of four mainstage shows are produced at Glenn Wallichs Theatre. These productions are directed and designed by faculty and/or professional guest artists. In addition to these productions, the Glenn Wallichs Theatre hosts annual dance concerts, jazz concerts, and special events. Students also have the opportunity to work with each season's visiting artists.

The student performance series, Afternoon Miracles, runs throughout the year in the Black Box theatre. Afternoon Miracles include student-written plays, jazz improvisation, dance, performance art, and more.

Internships

In addition to participating in theatre productions and courses, many students choose to take advantage of internships with

Theatre Arts

professional theatres available through the department. Recent internships have occurred with the American New Theatre, Houston Shakespeare Festival, Hope Theatre Michigan, PCPA, and the Mark Taper Forum.

COURSE DESCRIPTIONS (THA)

100 Theatre Practicum. Fall (1), Spring (1).

Supervised practical application of pre-production and production techniques for Opera and Music Theatre productions. Requires participation in faculty-supervised productions. May be repeated for degree credit for a maximum of 4 credits.

105 Production Credit.

Fall (1–3), Interim (1–3), Spring (1–3).

Practical application of production and performance techniques for the stage. Options include acting, design, construction, stage management, assistant directing. Requires participation in faculty-supervised mainstage productions. May be repeated for degree credit. CN only.

110 Introduction to Theatre. Fall (4).

Designed to introduce students to theatre as a performing art with a unique set of traditions, conventions, vocabulary, and creative possibilities through time and across cultures. Exploration of theatre as a social art responsive to communities in crisis and in celebration.

130 Introduction to Theatre Technology.

Fall (4).

Students learn production techniques of stagecraft, run crew, and production management. Elements of technical design—ground plan, light, sound, and costume—are explored as tools for interpreting and supporting the text.

140 Acting Fundamentals. Fall (4).

Intensive training of the student's unique expressive abilities. Focus on training the actor's instrument: the body, voice, and creative imagination. Through structured

ensemble and solo work, students develop the basic tools of performance: concentration, relaxation, intention, physicalization, and moment-to-moment play. May be repeated for degree credit for a maximum of 8 credits.

155 Performance Project.

Fall (3), Spring (3).

Workshop-level play production. Designed to provide the student with performance and production experience at a level between classroom work and mainstage work. Prerequisites: THA 130 and 140. Offered in alternate years: 03S.

200 Voice and Movement for Performers.

Fall (4).

Study of the philosophical and psychological extension of the mechanics of voice, speech, and movement. The goal of the class is to liberate, expand, and integrate the student's vocal and physical expressive capacities. Through structured vocal and physical exercises, students deepen their technical and intuitive understanding of the voice, body, mind relationship. May be repeated for degree credit with permission from the department chair.

220 Introduction to Theatre Design.

Fall (4).

Overview of the function and responsibilities of scenic, lighting, costume, and sound designers. Primary information about the tools and basic techniques that are used to bring the designer's concept to the stage are explored, as well as methods of creative problem solving and conceptual thinking specific to the theatrical design practice.

240 Acting Techniques. Spring (4).

Techniques for building a character. Specific focus on the actor's approach to the text through work on auditions, monologues, and scenes. Students learn the necessary skills to analyze a scene, physicalize character intention, and play the character's essential action. Prerequisite: THA 140 or permission by instructor. May be repeated for degree credit with permission of instructor.

251 Theatre History: Ancient–Early Modern. Fall (4).

Emphasis on the emergence of theatre out of myth and ritual, and significant intercultural influences affecting its early evolution as an art form. Readings include theatre history and plays, with a focus on historical and social context. Approaches include performance, analysis, and research.

252 Theatre History: Melodrama–Twentieth Century. Spring (4).

Theatre is studied within historical and social contexts, examining its function as a social barometer and catalyst. Modern theatrical forms, texts, and theatre artists are examined from Western and non-Western traditions. Readings include theatre history and plays from different parts of the world. Approaches include performance, analysis, and research.

260 Theatre Topics.

Fall (4), Interim (3), Spring (4).

In-depth study of selected topics from the various theatre disciplines. Topics may include Dance, Scene Painting, Video Production, Specific Play Styles, Specific Playwrights, Specific Periods of Theatre History, Performance Styles, Specific Design Styles, Stage Management, Theatre Criticism. May be repeated for degree credit for a maximum of 16 credits. Offered as needed.

300 Theatrical Manuscript Analysis. Spring (4).

Dramaturgical examination of a variety of play styles and critical paradigms. Approaches include performance, analysis, and research. Interpretive possibilities are explored through the concepts of given circumstances, dramatic action, character, story structure, and idea; essentials for releasing words on the page to action on the stage. Prerequisite: permission. Offered in alternate years: 03S.

310 Directing for the Stage. Fall (4).

A combination lecture/discussion/workshop focused on the fundamentals of stage direction. Scenes are presented in class and evaluated on student director's written analysis

and execution of the scene's dramatic action, character attitudes, idea/intention, ground-plan, environmental factors, dialogue, mood, tempo, and style. Prerequisite: permission. EV and NU only.

320 Theatre Design Techniques. Spring (4).

In-depth and practical application of scenic, lighting, costume, and sound design. The director/designer relationship is emphasized in tandem with techniques for interpreting text from concept to completion. Prerequisite: THA 110, 130, 220. May be repeated for degree credit, for a maximum of 8 credits, with department chair approval. Offered in alternate years: 02S.

340 Advanced Acting. Spring (4).

Focus on various approaches to character and style analysis. Through in-depth study, the differences and similarities of diverse acting styles are examined. Sources of study include mask work, approaches to text, video and live performances, and historical research. Prerequisite: THA 140 and 240. May be repeated for degree credit, for a maximum of 8 credits, with department chair approval. Offered as needed.

350 Dramaturgy. Fall (4).

The role of the dramaturg investigated from its roots in Eighteenth-Century Germany to its late Twentieth-Century arrival in the American professional theatre. Topics include the function of the dramaturg in classical play production, adaptation, community-specific performance, and new play development. May be repeated for degree credit, for a maximum of 8 credits, with department chair approval. Offered as needed.

Women's Studies

DIRECTOR

Emily Culpepper, Women's Studies and Religious Studies

ADVISORY COMMITTEE

Sawa Becker, Sociology and Anthropology

Rafat Fazeli, Economics

Fran Grace, Religious Studies

Kathie Jenni, Philosophy

Penny McElroy, Art

Kathy Ogren, History

Cheryl Rickabaugh, Psychology

Judith A. Tschann, English

Ivonne C. Vailakis, Spanish

Patricia L. Wasielewski, Women's Studies and Sociology and Anthropology

THE MINOR

The minor consists of 20 credits. Students are required to take WMST 120 as a core, interdisciplinary course. Students may shape the minor to enhance their major program and can do so in consultation with the director or other members of the Faculty Advisory Committee.

Registration Information

Each semester at registration, then later at check-in, the Women's Studies Program provides a current list of WMST, Concentration, and Negotiable courses for the coming term. Because the Women's Studies Program is growing and new courses (including Johnston courses and special topics courses in various departments) are likely to be added, this list always will have the most current course offerings. Current WMST course listings are available in Larsen Hall 235 and from the director, and are distributed to every faculty advisor. They are also posted on the Women's Studies bulletin board next to Larsen 220.

Directed Study and Internships

Students can design a course of Directed Study, WMST 170, 270, 370, and 470, with the director or with other WMST faculty

members in consultation with the director, whose signature is required on the Individualized Study form. Internships—both Exploratory (WMST 180, 280) and Specialized (WMST 380, 480)—offer the opportunity for learning more about particular employment and community service settings. Most internships are student-initiated and negotiated with the director.

Internships are available each Fall and Spring semester:

WMST 180.01 Rape Crisis Hotline (4).

Training at the San Bernardino County Sexual Assault Services.

WMST 180.02 Battered Women's Shelter (2–4). Training to become a volunteer at Option House Shelter for battered women and their children.

WMST 180.03 Women's Center (2–4).

Activities on staff of the campus Women's Center. Specific focus negotiated with student facilitators of the Women's Center and WMST faculty advisor to the center.

WMST 180.04–.09 Student initiated.

The Courses

WMST 120 Women's Issues Across the Curriculum

WMST 165, 265, 365 Special Topics in Women's Studies

WMST 240 Contemporary Feminist Theory

WMST 320 Mediating Cultures: Latina Literature

WMST 350 Feminist Ethics

Concentration Courses

These courses are described by their own departments. Check the appropriate departmental listings for full descriptions and prerequisites, if any. They are regularly applicable to Women's Studies and may be counted automatically toward the minor. These courses concentrate entirely or significantly on women's or gender issues.

ECON 340 Economics of Race and Gender

ECON 353 Economics of Labor

ENGL 217 Images of Women in Literature

GOVT 217 Women and Politics in Latin

America

GOVT 317 Feminist Political Theory

HIST 223 Women and the Family in American History
 HIST 252 America and Asia
 LAST 230 Black Women Writers of the Americas
 PHIL 310 Philosophy and Feminism
 PSYC 320 Psychology of Gender
 REL 131 Religions of America
 REL 151 Women, Sexuality, and Western Religion
 REL 152 African-American Religion and Spirituality
 REL 424 Feminist and Womanist Theologies
 SOAN 227 Women in Society
 SOAN 427 Women in Collective Action

Negotiable Courses

Many additional courses and individualized studies from other departments also may be counted as Women's Studies courses. Such a course would include significant attention to women's or gender issues and offer the opportunity for focusing a research paper or project on such issues.

In a negotiable course, students should clarify with the instructor (at the beginning of the semester) their plans to have their work credited toward the minor. Students also should discuss their intentions to focus research papers or projects on women's studies issues. Negotiable courses must be approved by the director of Women's Studies for credit toward the minor.

The following list of negotiable courses is intended to be suggestive. In addition to the courses on this list, students might identify other courses in various departments that are also appropriate to negotiate for Women's Studies credit.

BUS 310 Principles of Management and Organization Behavior
 ECON 307 History of Economic Thought
 ECON 355 Environmental and Resource Economics
 ENGL 110 Poetry
 ENGL 112 Short Fiction
 ENGL 122 Literature in England
 ENGL 133 African-American Literature
 ENGL 332 Modern American Literature: Quest for Self-Identity
 FREN 458 France Today (taught in French)

FREN 459 The Francophone World: French-Speaking Africa (taught in French)
 HIST 121 American Civilization I
 HIST 122 American Civilization II
 PHIL 120 Ethics and Social Philosophy
 PHIL 240 Existentialism and Phenomenology
 PHIL 320 Ethics and Law
 PHIL 330 Ethics and the Environment
 PE 210 Social Sciences in Physical Education and Sport
 PSYC 31 Psychology of Interpersonal Relationships
 PSYC 210 Personality Theories
 PSYC 335 Developmental Psychology
 PSYC 349 Social Psychology
 PSYC 435 Cross-cultural Psychology
 REL 205 The Christian Scriptures
 SOAN 232 Religion and Society
 SOAN 328 Race and Ethnic Relations

COURSE DESCRIPTIONS (WMST)

120 Women's Issues Across the Curriculum. Fall (4).

Introductory survey of issues important to women, including women's positions in family and society, attitudes about women, women's health and sexuality, and economic and other forces affecting women's lives. Titles vary each fall and have included the following: Power and Women's Bodies; Women, Work, and Sexual Politics; Sex, Sexuality and Sexism; and Gender, Passion, and Politics. Faculty from various departments join the class over the course of the semester to present perspectives from their fields. Team-taught.

165, 265, 365 Special Topics in Women's Studies.

Fall (2-4), Interim (2-3), Spring (2-4).

Topics of current interest in women's studies. May be repeated for a maximum of 8 degree credits given a different topic. Offered every Spring and other semesters as needed.

Women's Studies

240 Contemporary Feminist Theory.

Spring (4).

Survey of recent theoretical approaches in feminism exploring causes of women's oppression and strategies for liberation. Includes theory by liberals, socialist feminists, radical feminists, and by women of color. Examination of issues of sex and gender together with racial, cultural, and economic factors. Themes and titles vary. Offered in alternate years: 02S.

320 Mediating Cultures: Latina Literature.

Fall (4).

Exploration of the notion of utopia and borderlands in literature by Latina writers. Students read a variety of contemporary authors with attention to the theoretical and literary forms in which they found expression. Offered in alternate years: 03F.

350 Feminist Ethics. Spring (4).

Examination of women as moral agents and the question of whether women approach ethics in a different voice. Exploration of specific applied areas such as abortion, reproductive technologies, and surrogate motherhood; rape, battering, and pornography; housework and child care; and aging. Themes vary. Offered in alternate years: 03S.

Integrated Programs of Study

PRELAW

Program Advisors

Claudia Ingram, English

Arthur G. Svenson, Government

Major Emphasis

Students should plan a major in a specific discipline in consultation with their advisors. Typically the major would be from one of the following departments: economics, government, history, English, philosophy, or sociology and anthropology.

Recommended Central Courses

Prelaw students should select **a minimum of eight** courses from the following list:

ACCT 210 Principles of Financial Accounting and Reporting
ACCT 220 Principles of Managerial Accounting
ECON 250 Principles of Microeconomics
ECON 251 Principles of Macroeconomics
ECON 350 Intermediate Microeconomics
ENGL 110 Introduction to Poetry
ENGL 130 Introduction to American Literature
ENGL 161 Studies in Literature: Law and Literature
ENGL 201 Analysis of Literature
ENGL 309 Persuasive Writing
GOVT 111 American National Government and Politics
GOVT 301 California Politics
GOVT 306 Constitutional Law: National and State Powers
GOVT 307 Constitutional Law: Liberty and Authority
GOVT 310 Classical Political Thought
GOVT 485 Specialized Internship in Law
HIST 121 American Civilization I
HIST 122 American Civilization II
PHIL 120 Ethics and Social Philosophy
PHIL 130 Reasoning and Logic
PHIL 320 Ethics and Law
SPCH 110 Fundamentals of Speech

Recommended Elective Courses

Students are advised to take at least five courses in this area, taking care not to duplicate courses in the Liberal Arts Foundation or those from the major. (Specific courses are determined by students in consultation with their advisors.)

BUS 310 Principles of Management and Organization Behavior
ECON 352 Industrial Organization and Public Policy
ECON 354 Public Finance
ECON 355 Environmental and Resource Economics
ENGL 121 Introduction to British Literature
ENGL 133 African-American Literature
ENGL 134 Mexican-American Literature
ENGL 210 Poetry
ENGL 222 Shakespeare
GOVT 123 Introduction to World Politics
GOVT 304 Congress and the Bureaucracy
GOVT 308 American Presidency
GOVT 314 Modern Political Thought
GOVT 318 American Political Thought and Practice
GOVT 320 Governments and Politics of Europe
GOVT 344 International Law and Organization
HIST 111 European Civilization: Early Modern
HIST 112 European Civilization: The Nineteenth and Twentieth Centuries
HIST 211 Political Extremism
PSYC 100 Introduction to Psychology
SOAN 100 Introduction to Sociology
SOAN 102 Introduction to Cultural Anthropology
SOAN 205 Social Issues
SOAN 330 Crime and Delinquency
SOAN 426 Political Economy
SPCH 130 Interpersonal Communication
SPCH 200 Forensics

Integrated Programs of Study

PREMED

Health Professions Advisors

Elaine S. Brubacher, Biology

Caryl Forristall, Biology

The Curriculum

The minimum requirements for admission to most medical schools in the United States include 8 to 16 semester credits of biology, 16 to 20 of chemistry, 4 to 8 of mathematics, 6 to 8 of physics, and 8 to 10 credits from English and the humanities.

Central Courses

Students generally take the following courses:
BIOL 131–133 Principles of Biology
CHEM 131–132 General Chemistry
CHEM 231–232 Organic Chemistry
ENGL 6 to 8 credits, including composition
MATH 121, 122 Calculus I, II
PHYS 220–221 Fundamentals of Physics
PSYC 100 Introduction to Psychology

Recommended Courses

A student's application to medical school is strengthened if several of the following courses are taken:

BIOL 235 Genetics or BIOL 240 Molecular Genetics
BIOL 334 Comparative Physiology or BIOL 344 Human Physiology
BIOL 337 Vertebrate Anatomy
BIOL 338 Cell Biology
BIOL 348 Developmental Biology
CHEM 320 Biochemistry
CHEM 330 Equilibrium and Analysis

Many of these required and recommended courses are either full-year sequences, prerequisites for other courses, not offered every semester or year, or must be completed before taking the MCAT (usually taken in the spring of the junior year). Students should plan a tentative schedule for their entire course of study early.

The health professions advisors provide students with support and information concerning course selection, the MCAT, application procedures, and letters of recommendation. Students should consult with the

health professions advisors to develop programs tailored to their particular needs and interests.

For other health-related fields, admissions requirements and application procedures are similar to those for medical school. Students interested in careers in dentistry, veterinary medicine, physical therapy, physician assistance, and the like should consult with the health professions advisors for more details and information.

PROUDIAN INTERDISCIPLINARY HONORS PROGRAM

Program Director

Daniel Kiefer, English

Requirements

The Proudian Program is designed for up to twelve talented students in each graduating class who wish to explore interdisciplinary learning. The program offers students three special seminars on interdisciplinary topics. Two of these occur in the sophomore year (Interim and Spring), and one in the senior year (Fall). These courses frame two individualized junior-year options: study abroad or, in special cases, an internship in a profession or business. A senior thesis is required of each scholar. The program assumes the value—indeed the necessity—of interdisciplinary inquiry in the Twenty-first Century.

There are special privileges that come with election to the program. Scholars have exclusive use of the Proudian Room (Hall of Letters 200) and its equipment. They have faculty borrowing privileges at the library. Scholars may also propose alternate ways of meeting the Liberal Arts Foundation requirements for graduation. These proposals must be approved by a faculty member who teaches in the relevant Foundation category, and by the director. These changes also require, of course, successful completion of the full program, including the senior thesis.

Admission to the program is competitive and based on highly selective criteria (GPA, SAT scores, writing samples, and especially a

series of individual interviews). Selection takes place during the first semester of the sophomore year. More specific information concerning application may be obtained from the director of the program.

COURSE DESCRIPTIONS (IDS)

The prerequisite for all courses is admission to the program.

360 Sophomore Seminar I. Interim (3).

Introduces interdisciplinary theory and method, as well as seminar learning skills.

361 Sophomore Seminar II. Spring (4).

Interdisciplinary seminar; topics are announced in the *Schedule of Classes*. Completion of a major paper/project is required. Culminates in an academic "symposium" in which student papers are presented to a University-wide audience.

380 Junior Year Exploratory Internship.

Fall (2–3), Spring (2–3).

465 Senior Seminar. Fall (4).

Advanced interdisciplinary topics are addressed, perhaps arising out of students' junior year experiences, and selected by faculty and students in concert. This seminar includes a section on the development of the senior honors thesis.

495 Senior Thesis. Fall (1–4),

Interim (1–3), Spring (1–4).

director for a detailed listing of courses. Close consultation with the program director and appropriate SSP faculty will enable the student to successfully complete this curriculum. Completing the SSP entitles a candidate to pursue a credentialing program without taking the comprehensive PRAXIS standardized examination.

COURSE DESCRIPTION (SCSI)

460 Social Science Capstone.

Fall (3–4), Interim (3–4), Spring (3–4).

A combination of Social Science methodology and individual creation of student portfolios bringing together a summary of their work since beginning the program. Prerequisite: completion of the program.

SOCIAL SCIENCE PROGRAM

Program Director

James Sandos, History

The Social Science Program (SSP) is a State of California approved comprehensive curriculum covering the social science subjects taught in California Secondary Schools. It consists of 88 total credits divided into 60 credits of Core Courses and another 28 credits of Breadth Courses. In addition the candidate must complete a major. Interested students should meet with the program

Additional Course Offerings

UNIVERSITY ACTIVITY (UACT)

The University offers credit for such activities as work with the student newspaper or with productions in Glenn Wallichs Theatre. Students should check with the appropriate project sponsor for enrollment information. UACT: 0–1 credits. CN grading only. Written evaluation.

ENGINEERING (ENGR)

117 Fundamentals of Aeronautics.

Interim (3).

An FAA-certified “ground school” with a focus on aerodynamics, the flight environment, aircraft systems and performance, meteorology, weather data, navigation, navigation systems, physiology, and flight planning. Prepares students for the FAA Private Pilot Written Examination. CN only.

ENGLISH AS A SECOND LANGUAGE (ESL)

The University provides an advanced class in English as a second language for matriculated Arts and Sciences students who need more proficiency in English as a basis for their other coursework. Entering students placed in the ESL class must successfully complete the course or its equivalent as a prerequisite to junior standing.

55 Advanced English as a Second Language. Fall (4), Spring (4).

An English language class designed for international students who require additional proficiency before enrolling in ENGL 102. Concentration on composition, reading, grammar, and the documented essay. Three hours class and a designated hour writing laboratory each week.

SPEECH (SPCH)

Faculty: H. Ben Dillow
William Southworth

The College of Arts and Sciences offers service courses in public speaking and sponsors a nationally competitive, intercollegiate debate team with a heritage of success in national competition. Two levels of participation in forensics are available to all

students. For more experienced debaters who wish to engage in traditional policy debate, Redlands program offers the opportunity for national competition. For the student with less experience or a more constrained time commitment, local competition, two-person debate, or individual events are available. Talent scholarships are offered each year to outstanding students in policy debate.

Speech courses have been designed for students pursuing careers in education (Professional Speech) or business (Business Speech) and for students who seek to develop their skills in public speaking (Fundamentals of Speech). Most courses are offered without prerequisite and can be found on the list of recommended courses outside the major in many departments.

110 Fundamentals of Speech. Fall (4).

Principles of public speaking and interpretation with classroom evaluation of speeches. Designed to enhance the student’s skills in persuasive or informative speaking situations.

115 Business Speech. Spring (4).

Theory relevant to a variety of business speech situations, including speeches to inform, entertain, and persuade. Instruction in the following business speech situations: interviews, sales, technical reports, and conference speaking.

120 Professional Speech. Interim (3).

Performance course designed to accommodate the needs of multiple subject and education majors. Primary attention given to the unique demands of classroom and professional speech situations. Reports, lectures, discussion leading, story-telling, and demonstrations are covered. Offered as needed.

150 Speaking of Wellness. Interim (3).

Basic course in public speaking providing opportunities for students to engage in the study of public address while focusing on themes coming from the study of holistic health. Students engage in dyadic, small group and platform speaking while dealing with issues of stress management, physical fitness and nutrition. Offered as needed.

200 Forensics. Fall (1), Spring (1).

For students interested in participating in intercollegiate debate. Prerequisite: permission. May be repeated for a maximum of 8 degree credits.

260 Topics in Speech. Interim (3).

Seminar includes a rhetorical analysis of contemporary social issues and movements. Prerequisite: permission. May be repeated for degree credit given a different topic.

STUDENT SERVICES (SSRV)

150 Real World 101: Life after College. Interim (3).

Designed to prepare students for life after college. This is accomplished through self-assessment, exploration of educational and occupational choices, and the development of real-world survival skills. Format includes lectures, hands-on exercises, and experiential learning within a professional environment. Not open to ANWC students through the experiential essay process. Prerequisite: juniors and seniors only.

154 Learning Skills. Fall (2), Spring (2).

Designed to assist students in obtaining the skills necessary to succeed at the University. Topics include campus resources, time management, academic and career planning, reading a textbook, and note-taking.

251 Peer-Tutor Training: Theory and Practice. (1-3).

Introduction to theories and practices of peer tutoring in the writing lab. Weekly seminars in pedagogy and theory establish that critical writers gain authority as they engage in active dialogue with other voices. Journal assignments ask student tutors to become conscious of their own writing practices to assist other writers. Prerequisite: by recommendation only.

Graduation Requirements

UNDERGRADUATE PROGRAMS

CATALOG REQUIREMENT

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

QUANTITY AND QUALITY OF WORK

To graduate, students must complete all of the requirements of their degree programs and earn at least 132 units of academic credit.

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

Activity Credit

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

RESIDENCE

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

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

FIRST-YEAR SEMINAR

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

INTERIM

Entering first-year students are required to participate in three Interim sessions: one in community service and no more than two in academic courses. Transfer students must attend all but one of the Interim sessions offered during their degree program and complete the Community Service requirement.

COMMUNITY SERVICE ACTIVITY (CSAC)

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

in, and reflection on, efforts to help address such challenges.

Students may undertake their required community service activity during any one of their Interims at Redlands, and may do so while in residence at Redlands, at approved locations outside of Redlands (e.g., in their hometown), or through one of the faculty-taught service courses offered during January that emphasizes active learning through service. (Faculty-taught service-learning courses require permission to enroll.)

Students completing the CSAC requirement should be alert to the program announcements published by the Office of Community Service Learning each Fall semester. CSAC information sessions are offered five to ten times during the Fall semester. All CSAC preparatory information is discussed at these sessions, along with information regarding faculty-taught service-learning courses.

Students having difficulty completing the CSAC requirement during Interim, or who find a needy organization and meaningful placement outside of January, may complete CSAC outside of January with permission from the Director of Community Service Learning. Students fulfilling CSAC during summer should be aware that preparatory work must be completed during the Spring semester prior to the summer of a CSAC placement. Registration for those completing service over the summer takes place the following Fall. (Overload fees may apply in some instances.)

APPLICATION FOR GRADUATION

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

COMPREHENSIVE EXAMS

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

THE LIBERAL ARTS FOUNDATION

The Liberal Arts Foundation endows students with the fundamental skills essential to effective learning and scholarship. It also challenges them to examine their own values and the values of society. By integrating the Foundation with an area of concentration and carefully chosen elective courses, students obtain an education that offers both breadth of learning and depth of understanding.

Every student working for a bachelor of arts or bachelor of science degree is required to successfully complete, in each of the categories listed below, at least one approved course of at least 3 credits. In some categories, pairings of two 2-credit courses have been approved. If a course is approved for more than one Liberal Arts Foundation category, it will satisfy each of those requirements simultaneously.

The designation "ID" indicates a category that may be satisfied by the completion of an interdisciplinary thematic course, taught by one or more faculty members, which has been approved for that category by the College of Arts and Sciences Curriculum Committee.

Courses taken to fulfill the Liberal Arts Foundation must be taken for a numeric grade or evaluation, except in those instances where a course is offered only on a Credit/No Credit (CN) basis.

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

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

Computing Across the Curriculum (CA)

Computers have become an integral component of our everyday lives, requiring us to understand and utilize this medium effectively to become better learners in all disciplines. Understanding the workings of computers and how their influence results in changes in many disciplines along with the impact of computing on society is vital to our participation in today's world. In order to

Graduation Requirements

gain this understanding, students must complete at least one course that examines the practical, theoretical, and/or societal aspects of computing.

Creative Process (CP)

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

Cross-cultural Studies (CC)

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

Dominance and Difference (DD)

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

Foreign Language (FL)

A language expresses in speech and writing the thought and emotion of the individuals within a certain culture; it opens up that cultural tradition and transmits it to others. Modern language courses use a variety of

methods to develop the skills needed to communicate in a foreign language. By studying the foundations of grammar, students learn about the structure of language. By examining the differences and similarities among various cultures, they increase their own cultural awareness. Fulfillment of this requirement is attained by completing one course at the fourth college-level semester or higher for the B.A., or one course at the second college-level semester or higher for the B.S. By application to the chair of Modern Languages, students whose first language is not English may be exempted from this requirement if they demonstrate competence in reading, writing, and speaking in their first language.

Human Behavior (HB)

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

Humanities

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

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

Humanities History (HH).

These courses address the ideas, documents, and events that have shaped the Western tradition. They emphasize, in broad historical contexts, the interpretation and analysis of primary sources, whether verbal, musical, or artistic. The understanding of these cultural artifacts deepens our insight into the nature of Western civilization and into

the lives and thinking of the people who contributed to its development. Art history, history, music history, theatre history, or appropriate ID courses fulfill the history category.

Humanities Literature (HL).

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

Humanities Philosophy (HP).

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

Mathematics and Science (MS).

Achievements in mathematics, biology, chemistry, and physics have shaped modern culture in profound ways. Courses in natural science give students understanding of the range and limitations of scientific knowledge. They emphasize the central role of observation and experimentation according to the scientific

method. The study of mathematics leads students to discover the beauty and power of mathematical conception. This requirement provides students with the ability to reason mathematically and to perform scientific investigations.

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

Students must complete **three** courses:

1. At least one course in the natural sciences that includes a laboratory experience.
2. At least one course in mathematics.
3. A third course selected from the following options:
 - a. Another course in the natural sciences, with or without a laboratory experience;
 - b. Another mathematics course;
 - c. A computer science course numbered 110 or higher.

State and Economy (SE)

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

Writing Across the Curriculum (WA, WB)

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

Graduation Requirements

audience, constructing an argument with relevant details into a coherent whole, and revising fearlessly.

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

1. Students who score 500 or above on the SAT verbal or 20 or above on the ACT English Test satisfy the WA requirement by completing any 3- or 4-credit course labeled WA in the current *Schedule of Classes*.
2. Students who score below 500 on the SAT verbal or below 20 on the ACT English Test must complete ENGL 100, Expository Writing and then complete ENGL 102. Students may challenge their placement by taking a writing examination during new student week. Students will be placed in appropriate WA classes based on their examination.

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

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

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

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

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

MAJOR REQUIREMENTS

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

Declaration of a Major Field

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

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

Multiple Majors and Minors

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

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

Graduation Requirements

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

Major Requirement Options

Students at Redlands are given the choice of pursuing a traditional course of study leading to either one or a combination of the degrees bachelor of arts, bachelor of science, or bachelor of music, or of electing to design their own course of study leading to the B.A. degree through the Johnston Center for Intergrative Studies. For detailed information about the Johnston Center option, consult the appropriate section of this *Catalog*.

Bachelor of Arts

Students must select a major field of study from the following approved areas:

Art (Studio or Art History)
Asian Studies
Biology
Business Administration
(requires a second major)
Communicative Disorders
Economics
English (Writing or Literature)
Environmental Studies
French
German
Government
History
International Relations
Latin American Studies
Liberal Studies
Music
Musical Theatre
Philosophy
Physics
Psychology
Religious Studies
Sociology and Anthropology

Spanish
Theatre Arts

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

Bachelor of Science

Students may select a major field from the following areas:

Accounting
Biochemistry and Molecular Biology
Biology
Business Administration
Chemistry
Computer Science
Economics
Environmental Management
Environmental Science
Mathematics
Physics

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

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

Not all programs leading to the B.S. degree offer both the related field and the minor routes for satisfying the degree. Students

Graduation Requirements

should check the requirements of their particular department. No course for the major may be taken for Credit/No Credit (CN) except in instances where the course is offered only on that basis.

Bachelor of Music

Students may select a major field from the following areas:

Composition

Music Education

Musical Studies

Performance (Applied Music)

The requirements for the Bachelor of Music degree are listed under School of Music in this *Catalog*. No course for the major may be taken for Credit/No (CN) credit except in instances where a course is offered only on that basis.

Interdisciplinary Major

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

Requirements for a Second Bachelor's Degree

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

MINOR REQUIREMENTS

Declaration of a Minor Field

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

discuss their proposed course of study with the chair or director of the program.

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

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

Interdisciplinary Minor

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

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

GRADUATE PROGRAMS

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

Credit Obsolescence

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

Thesis

For students admitted to candidacy programs that require a thesis or project, an advisory committee is appointed as soon as possible

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

Thesis Guidelines

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

Oral Examinations

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

Comprehensive Examinations

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

Minimum Credit and Curriculum Requirements

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

College of Arts and Sciences Tuition and Fees 2001–2002

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2001-2002 academic year (Fall and Spring semesters and Interim session). Fees and course offerings for summer programs are covered in separate publications. (For all matters not covered specifically in other publications, this *Catalog* will apply.) **Expenses are subject to change.** When such changes are made, notice will be given as far in advance as possible.

Fees for the 2002-2003 academic year will be published during summer 2002.

DEFINITIONS

Undergraduate

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

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

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

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

Graduate

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

Full Year is defined as Fall/Interim/Spring, or Fall/Spring.

Half Year is defined as Fall only, Fall/Interim, Interim/Spring, or Spring only.

Graduate Assistantships

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

TUITION, FEES AND EXPENSES

(Numbers in columns indicate dollar amounts.)

Undergraduate Tuition

Full Year 21,180

Half Year 10,590

Interim only, per credit 662

Special Status Undergraduate

Part-time tuition, per credit 662

Individualized Study, per credit 662

Undergraduate Auditing, per credit

Degree candidates 662

Non-degree students 167

High school students 89

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

Liberal Studies Evening Program

Per credit 422

Student Services Fee, per course 17

All students pay a minimum of \$140 prepayment at the time of registration; prepayment is applied to the student's account. Tuition and fees are billed course by course with payment due 45 days from the invoice date.

Graduate Tuition

Music and Communicative Disorders

Per credit 460

M.S. in GIS

Per credit 540

Graduate Individualized Study

Per credit 460

Graduate Auditing, per credit

Degree candidates 460

Non-degree students 167

Cross-registration with the Schools of Business and Education

Full-time, upper-division Arts and Sciences students may cross-register for School of Business or School of Education courses with the permission of their academic advisors. Students may register for one School of Business or School of Education course per term provided it does not duplicate an Arts and Sciences offering. No more than 12 credits taken at the School of Business and the School

College of Arts and Sciences Tuition and Fees 2001–2002

of Education can be applied toward a baccalaureate degree. School of Education or School of Business registration cards must be signed by the student's advisor and the registrar. Credits taken at either the School of Business or the School of Education are considered part of the regular academic load and are subject to the Arts and Sciences excess credit fee. Part-time, degree-seeking students follow the same procedures and policies as stated above for full-time students. Part-time non-degree students are charged the School of Business or School of Education credit fee.

Residence Hall Fees

Room	Full Year	Half Year
Double room	\$ 4,370	\$ 2,185
Single room, double size	6,780	3,390
Single room, single size	5,540	2,770
Triple room	3,588	1,794
Apartment, single	6,054	3,027
Apartment, double	5,036	2,518

Village Apartment Rent

Studio	365
One bedroom	436
Two bedroom	497

Board	Fall	Spring	Total
Plan A	\$ 1,705	\$ 1,705	\$ 3,410
Plan B	1,735	1,735	3,470
Plan C	1,782	1,782	3,564
Plan D*	905	905	1,810
Plan E	1,855	1,855	3,710

No meal plan** (Dining Facility Fee)	339	339	678
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*Available only to residents of University-owned alternative housing (the Village, the Grove Apartments, Honor Houses), or to students who live off campus.

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

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

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

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

Non-returning Student Contract

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

Other Special Costs

Accident and Sickness Insurance

(optional for Domestic Students), per year 350

Supplemental Major Medical Insurance

(optional for Domestic Students), per year 88

Accident and Sickness Insurance with Supplemental Insurance

(mandatory for International Students), per year 438

Admissions Deposit 200

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

Application Fee (not refundable)

Used to cover the cost of processing admissions applications.
Computerized 30
Non-computerized 40

Associated Students Fee

Collected by the University to support ASUR and its sponsorship of various activities.
Regular student, per year 113
Full-time graduate, per semester 56
Special Status
undergraduate, per year 38
Part-time graduate,
per semester 40

College of Arts and Sciences Tuition and Fees 2001–2002

Visiting student for Interim. 42
 International Off-Campus
 Programs, per semester 34
*(The Salzburg semester is charged at the regular
 student rate.)*

Duplicate Diploma Fee 50

**Examination for Credit
 in Lieu of Classwork**, per unit 250
*Available only to full-time students who have not
 previously audited or attended the course.*

Excess Credits Fee, per credit 662
*For academic credits taken in excess of the limit (41
 per year or 19 per semester). All credits, including
 those for performance (applied) and ensemble music
 courses, are considered academic credits. Only physi-
 cal education activities are excluded from considera-
 tion as academic credits. Excess credits apply only to
 undergraduate students.*

Field Trips. actual cost per student

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

**Late Change of Program
 Processing Fee**
*If granted permission by the Academic Review Board
 to change program after normal add or drop dead-
 line.*
 During the semester 35
 After close of semester 85

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

Matriculation Fee
 (not refundable) 140
*Encompasses costs incurred by the University for
 maintenance of students' permanent records.*

Placement File Fee
 Fee includes the establishment of the place-
 ment file plus 10 files to be sent in the acad-

emic year of establishment (September 1
 through August 31).
 Students. 18
 Alumni 30

*For fees relating to maintenance or modification of
 files, contact Student Services Center.*

Reader's Fee. 330
*Assessed to students who make up "incomplete" work
 after the deadline and after leaving the institution.
 Approval to complete such work must be secured from
 the Registrar's office.*

Replacement ID Fee. 10

**Room and Board Contract
 Cancellation** 84

Technology Fee 300

Thesis Fee—Graduate Program. 50

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

MUSIC FEES

Unless stated otherwise, these are charged in
 addition to tuition and apply to all students.
 Music fees are not refundable after the
 second week of classes.

Group Lessons, per credit 115
 Private Lessons*, per credit 165
 Class Lessons, per class
 Full-time students no extra cost
 Part-time and non-degree students . . . 115

**Music majors are eligible for a waiver of this fee if
 they meet specific criteria. All students who register
 for a major conducted ensemble are eligible for a
 reduced fee. See "Waiver or Reduction of Private
 Lesson Fees" below. Major conducted ensembles are:
 MUSI 111 University Choir, 114 Madrigal, 132
 Chamber Orchestra, and 138 Wind Ensemble.*

Waiver or Reduction of Private Lesson Fees

Students required by their program curricu-
 lum to register for private lessons will have
 private lesson fees waived for the minimum
 number of credits required in their respective

College of Arts and Sciences Tuition and Fees 2001–2002

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

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

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

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

Methods of Payment

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

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

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

For information regarding student and parent loan programs, please refer

to the appropriate category in the Financial Aid section of this *Catalog*.

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

Policy on Refunds

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

Refunds are calculated from the date of **official** withdrawal or approved leave of absence. Students who withdraw unofficially or at the request of the University are not entitled to refunds for the current semester. A withdrawal or leave is considered official when written notice has been provided to the Student Services Center and to the registrar, stating the intention of the student to discontinue the course(s) in which he or she is registered, and the withdrawal has been approved by both. Part-time students (other than special status students) must also withdraw from classes in writing to the Office of Admissions.

Students Receiving Federal Title IV Financial Aid

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

Allocation of Federal Portion of Refunds

If a refund is available under federally mandated refund policy guidelines, students will not receive refunds until all funds representing financial aid awards have been

College of Arts and Sciences Financial Aid

GENERAL INFORMATION

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

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

This information reflects the policies, tuition, and fees for the 2001-2002 academic year. These will change for the 2002-2003 academic year. New information will be available during summer 2002.

Financial Aid Vocabulary

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

CAL GRANT A	State of California Grant
CAL GRANT B	State of California Grant
COA	Cost of Attendance
EFC	Expected Family Contribution
FAFSA	Free Application for Federal Student Aid
FFELP	Federal Family Education Loans Program
FGSL	Federal Guaranteed Stafford Loan
PLUS	Parent Loan for Undergraduate Students
GPA	Grade Point Average
IRS	Internal Revenue Service
SEOG	Supplemental Educational Opportunity Grant
SAR	Student Aid Report
AMS	Academic Management Services TuitionPay

Eligibility

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

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

Outside Funding Sources

Army ROTC, Air Force ROTC

These programs provide college-trained officers for the U.S. Army, the National Guard, the U.S. Air Force, the Air National Guard, and the U.S. Army Reserve. ROTC scholarships pay for college tuition, books, lab fees, and other purely academic costs. Scholarship cadets also receive a tax-free living allowance up to \$1,000 for each academic year the scholarship is in effect. Applicants must be citizens of the United States when they accept the award, at least 17 years of age, and under 25 years of age on June 30 of the year they become eligible for appointment as officers. The SAT or ACT must be taken no later than November of the year the candidate applies for the scholarship. For further information, contact the Department of Military Science at (909) 624-7965 for Army ROTC, and (213) 740-2670 for Air Force ROTC.

Veterans Assistance

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

College of Arts and Sciences Financial Aid

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

Veterans and widows and children of deceased veterans who wish to inquire about their eligibility for benefits should contact the regional office of the Veterans Administration by calling 1-800-827-1000.

UNDERGRADUATE INFORMATION

Sources of Financial Aid

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

Need-Based Grants

University of Redlands Grants

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

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

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

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

Cal Grant A and Cal Grant B

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

A **Cal Grant B** is available to California high school graduates who have not taken any college courses prior to entering the University of Redlands. This grant is awarded to students from disadvantaged economic backgrounds. Awards range from \$1,410 as a first-year student up to \$10,446 as a sophomore, junior, or senior. Additional information and applications concerning the Cal Grant Program are available at all high school and community college guidance offices and at college and university financial aid offices.

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

Federal Pell Grant

This federal grant ranges from \$400 up to \$3,750 for a full-time undergraduate student. The award is determined by the amount of the calculated family contribution in relation to the cost of attending the University of Redlands. Eligibility may extend to the period required to complete the first baccalaureate degree.

Federal Supplemental Educational Opportunity Grant (SEOG)

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

Loans

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

Federal Perkins Student Loan

This federal loan carries an interest rate of 5 percent and is repayable starting nine months after graduation, upon termination of an academic program, or after enrolling for

College of Arts and Sciences Financial Aid

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

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

Federal Subsidized Stafford Student Loan

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

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

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

Unsubsidized Federal Stafford Student Loan

All students are eligible for this loan if determined to be ineligible for the Federal Subsidized Stafford. Repayment is the same as the Federal Subsidized Stafford, but there is no in-school federal interest subsidy

on these loans. Students have the option to defer interest while in school, leaving the interest capitalized.

Federal Parent Loans for Undergraduate Students Program (PLUS)

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

Work

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

Academic and Talent Awards Not Based on Need

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

University of Redlands Award of Merit

Up to full tuition for selected National Merit finalists. Submission date: Apply to the University by Phase I (December 15), indicate on the application your interest in the award, report by April 1 to National Merit

College of Arts and Sciences Financial Aid

Scholarship Association, indicating Redlands as first choice and forwarding photocopy of finalist certificate. Basis of award: A student must have applied and have been accepted to the U of R, must be a National Merit finalist, and must report Redlands as first choice. Renewal criterion: good academic standing (3.0 or higher).

Achievement Award

Up to \$10,000. Submission date: Apply to the University by Phase 1 (December 15) and indicate on the application your interest in the award. Include a resume of activities, positions, and honors achieved. Basis of award: Awarded to students who have superior academic records and/or have demonstrated an unusual degree of leadership and accomplishment in school or community service. Renewal criterion: 3.00 GPA or higher.

Presidential Scholarships

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

Talent Awards

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

National Merit Scholarships

The University of Redlands sponsors four-year National Merit Scholarships. Recipients are selected on the basis of their ability.

Renewal Policy on Merit Awards

To be eligible to renew University of Redlands Awards of Merit, National Merit Scholarships, Achievement Awards, or Presidential Scholarships, students must:

1. Make satisfactory progress towards their degree. Normally this would mean completing 33 credits by the end of their first year; 67 credits by the end of the second year; and 100 credits by the end of the third year.
2. Achieve a cumulative GPA of at least 3.00 by the end of the sophomore year and each year thereafter. Johnston Center students who have few or no courses taken for a numerical grade must be similarly evaluated by the Johnston Center director.

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

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

Method of Payment of Financial Aid Awards

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

Cost of Attendance

The following table outlines the cost of attendance for the 2001-2002 academic year:

On-Campus Student Budget

Tuition	\$21,180
Room (double occupancy)	4,370
Board	3,470
ASUR fee	226
Books and supplies*	800
Total	\$30,046

**Estimate of possible cost to student.*

College of Arts and Sciences Financial Aid

Analysis Systems

Parental Contribution

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

Student Contribution

The University of Redlands requires the following minimum student contributions:

Dependent Students

Freshman	\$ 1,000
Sophomore	1,000
Junior	1,000
Senior	1,000

Independent Students

Freshman	\$ 1,200
Sophomore	1,200
Junior	1,200
Senior	1,200

How a Financial Aid Award Is Determined

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

Financial Aid Policies and Practices

Dependent or Independent

Students (and their families) have the primary responsibility to meet the cost of

their college education to the extent determined possible by the analysis system. Financial aid is available only to cover the difference between each student's resources and the required expenses of attendance.

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

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

Duration of Financial Aid Eligibility

The total number of semesters for which financial aid can be awarded and received is determined by subtracting from eight the number of semesters of any college-level work accepted by the University of Redlands. Students may determine the number of semesters of financial aid eligibility from the following scale:

1st-semester, first-year student	eight semesters
2nd-semester, first-year student	seven semesters
1st-semester sophomore	six semesters
2nd-semester sophomore	five semesters
1st-semester junior	four semesters
2nd-semester junior	three semesters
1st-semester senior	two semesters
2nd-semester senior	one semester

Who Sets the Rules, Regulations, and Procedures

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

College of Arts and Sciences Financial Aid

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

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

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

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

Satisfactory Academic Progress

The University of Redlands defines satisfactory academic progress on the basis of the number of credits and approved degree requirements satisfactorily completed, as well as the student's cumulative grade point average (GPA). To receive financial aid at the University of Redlands and maintain satisfactory academic progress, undergraduate students must meet the following minimum standards based on a 12-month calendar year.

Minimum Requirements for Full-time Status

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

Special Notes

Although the 24-academic-credit-per-year requirement for full-time students is the minimum acceptable standard to be eligible for financial aid, a student must complete an average of 33 credits per academic year to graduate within a four-year period. A student may have met the minimum satisfactory academic progress requirement throughout the four years and be unable to graduate because (s)he will not have met the 132-credit degree requirement. If this happens, the student will not be eligible for State of California or University of Redlands non-Title IV aid for the ninth and tenth semesters, which might be required to complete University of Redlands degree requirements.

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

STUDENT RIGHTS AND RESPONSIBILITIES

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

What students have the right to know:

- The deadlines for submitting application for each of the available programs.
- How your financial need was determined.
- How much of your financial need has been met.
- What resources were considered in the calculation of your need.
- What financial aid programs are available and their exact requirements.
- The number of students who graduate from your major.
- How financial aid program eligibility is determined, how decisions on eligibility

College of Arts and Sciences Financial Aid

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

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

Responsibilities of students:

- You should read carefully all information regarding the University of Redlands programs.
- You must complete all forms accurately and submit them on time to the correct agency or office.
- You should be careful and accurate in completing your application for student financial aid. Errors can result in long delays in your receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- You must be aware of and comply with the deadlines for application and reapplication for aid.
- You need to maintain good academic standing and make satisfactory progress.
- You are required to report to the Office of Financial Aid if you drop below full-time status.
- You must provide all additional documentation, verification, corrections, and/or new information requested by either the Office of Financial Aid or any agency to which you applied.
- You have to update information such as name change, address change, withdrawal, or graduation as they occur. Notify the Office of Financial Aid or any agency that has awarded you funds.
- You must accept responsibility for reading, understanding, and keeping copies of all forms that you are asked to sign.
- You must comply with all policies and regulations when you accept financial aid from any source.
- You should keep track of the total amount of your loans as you go through school so that you have accurate knowledge of the total amount you owe when it is time to begin repayment.
- If you have received a Federal Perkins Student Loan or a Federal Stafford Loan from the Office of Financial Aid, you must participate in an exit interview as required by federal law before graduating, transferring, or withdrawing from the University of Redlands.
- You must perform the work that is agreed upon in accepting an employment award. Keep a record of the amount of each check you receive from your work-study employer. You cannot exceed the maximum earnings for employment indicated on your Notice of Financial Aid.
- You must report your earnings to the University. You are required to monitor your earnings and not to exceed the maximum amount you are allowed to earn from work-study jobs on campus. Overworking will create a reduction of other forms of financial aid in your package.
- If you receive additional funds from any source before or after you receive financial aid from the University, you must report the source and value of the award to the Office of Financial Aid. Additional funds frequently require an adjustment in the University's award to avoid an "overaward" as defined by federal and state regulations.

Revisions of Financial Aid Awards

All financial aid awards are final when granted. However, the Financial Aid office will re-evaluate and consider a revision of the financial aid award if there is a change of

College of Arts and Sciences Financial Aid

family circumstances during the award year. Any revision will be subject to the availability of funds.

Drug Related Convictions

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

For drug possession convictions, eligibility is suspended:

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

For drug sale convictions, eligibility is suspended:

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

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

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

Uniform Crime Reporting

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

Emergency Student Loan Funds

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

Refund Policy

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

withdrawal or leave of absence is considered official when notice to the dean of Student Life and the registrar—stating the intention of the student to discontinue the course of studies in which s/he is registered—has been approved by both. The refund calculation schedule is outlined in the Tuition and Fees section of this *Catalog*.

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

APPLICATION PROCEDURE

How to Apply for Financial Aid—New Students

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

Returning Student Deadlines

Free Application for Federal Student Aid (FAFSA)

March 2 prior to the next academic year, which can be mailed via paper format, or online at www.fafsa.ed.gov

Cal Grant A and B Application Supplement (California residents applying for Cal Grant A and B)

March 2 prior to the academic year of anticipated entrance

Students can obtain information regarding the following by referring to the appropriate sections in this *Catalog*:

- Refund policy
- Available degree programs
- Course listings by department

College of Arts and Sciences Financial Aid

- Instructional facilities
- Faculty and instructional personnel
- Special facilities/services available to handicapped students
- Names of associations, agencies, and governmental bodies that accredit, approve, or license the University and its programs.

Appeal Process

A student may appeal the University of Redlands financial aid decisions by contacting the director of Financial Aid.

Information and Assistance

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

GRADUATE INFORMATION

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

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

Graduate Assistantships

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

Loan Programs

These are available to graduate students in all College of Arts and Sciences programs. Requests for the appropriate application

forms should be sent to the Office of Financial Aid at the University of Redlands.

Federal Subsidized Stafford Student Loan

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

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

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

Unsubsidized Federal Stafford Student Loan

This long-term loan is available from banks, savings and loan associations, and credit unions. The same terms and conditions apply as to Subsidized Federal Stafford Loans, except the borrower is responsible for the interest that accrues during deferment periods (including time in school) and during the six-month grace period. The student's options in handling the interest of the loan are: (1) Pay the interest and the principle; (2) Pay the interest quarterly and defer the principle; (3) Defer the interest and principle until the student goes into repayment (interest will accrue and be capitalized to the loan when the student enters repayment).

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

Satisfactory Academic Progress

The University of Redlands defines satisfactory academic progress on the basis of the

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

Minimum Requirements for Full-time Status

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

Special Notes

Although the 18-credit-per-academic-year requirement for full-time students is a minimum acceptable standard to be eligible for financial aid, a student must complete an average of 26 credits per academic year to graduate within the two-year period.

Awards and Honors

DEAN'S LIST

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

GRADUATION WITH HONORS

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

Departmental or Programmatic Honors

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

Cum laude

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

Magna cum laude

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

Summa cum laude

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

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

INTERDISCIPLINARY HONORS

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

PHI BETA KAPPA

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

SPECIAL AWARDS

Barbara Jean Duncan Hardy Award

Made in memory of an outstanding student, this award recognizes a senior woman for noteworthy service to the University and the student body.

Marcus Forcinelli Award

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

Richard Lane Memorial Award

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

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

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

Velma Hooper McCall Award

Presented in memory of Velma Hooper, Class of 1930, to a female in the junior class who

Awards and Honors

demonstrates exemplary academic achievement, is an active and involved member of the campus community, and is held in high regard by fellow students and faculty.

Outstanding Senior Award

An annual award honoring the senior who has made extraordinary contributions to her or his class and the life of the University. The recipient is selected by a vote of faculty, administrators, and the Senior Class Steering Committee; nominations are solicited University-wide.

Raymond H. Whitmus Memorial Award

Awarded to an outgoing Yeoman student who best exemplifies the spirit of the late Raymond Whitmus, who served as vice president for student affairs and Yeoman advisor from 1973 to 1976.

Ray Wilson Award

An award given annually by the Pi Chi fraternity in memory of Ray Wilson, Class of 1933, to a senior who has exemplified the best spirit of sportsmanship.

Women's Achievement Award

This award recognizes a member of the University community for superior contributions toward the education and guidance of University of Redlands women.

ART

Art Awards

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

BUSINESS ADMINISTRATION AND ACCOUNTING

Eadie and Payne CPAs' Prize

Awarded to graduating seniors in accounting and business administration to recognize outstanding scholarship and service to the University.

The Wall Street Journal Award

Given to the outstanding senior in academics and service.

Hunsaker Scholarship

Awarded to high-achieving seniors to work on honors research projects with the Hunsaker Professor.

COMMUNICATIONS

E. R. Nichols Award

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

COMMUNICATIVE DISORDERS

Outstanding Senior Award

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

Phil Kiddoo Scholarship

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

Crawford Award

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

John Hitchcock Award

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

William R. Parker Scholarship

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

EDUCATION

Alpha Delta Kappa, Outstanding Student Teaching Award

Alpha Delta Kappa is an honorary educational organization which promotes educational and charitable projects, sponsors scholarships, and works toward promoting excellence in the teaching profession.

ENGLISH: WRITING AND LITERATURE

The Creative Writing Awards

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

Eugene Kanjo Prize for Excellence in Literary Studies

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

GOVERNMENT

Colwell Prize

An endowment established by J. M. Colwell for a prize to the student who writes the best essay each year on American ideals.

Frederick John Wiley Memorial Writing Award

An award given annually for the best paper on foreign policy.

Robert L. Morlan Awards

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

HISTORY

Henry G. Dittmar Award

Presented to an outstanding senior history major.

INTERCOLLEGIATE ATHLETICS

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

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

MUSIC

Thelma Beardsley Memorial Award

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

Graduate Student Service Award

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

Helen Johnston Memorial Performance Award

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

Phi Mu Alpha Sinfonia Award

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

Pi Kappa Lambda

Undergraduate music majors of exceptional accomplishment in both scholarship and performance are eligible during their junior year for election to membership in Pi Kappa Lambda, the national music honorary society. Graduate students of high academic and music excellence are eligible for election by the faculty to this prestigious honor society.

Awards and Honors

Presser Foundation Scholar

The music faculty selects an outstanding junior music major, based on musical promise and academic achievement, to receive a certificate and stipend.

School of Music Performance Award

Awarded to the most outstanding graduating senior and graduate student performers in the School of Music.

School of Music Service Award

Awarded by the music faculty to a senior music major for notable service to the school.

Sigma Alpha Iota College Honor Award

Given for exemplary scholarship, musicianship, and fraternity service to the Sigma Eta chapter.

Sigma Alpha Iota Composer's Award

Presented to the outstanding undergraduate and graduate student composers.

Sigma Alpha Iota Honors Certificate

Awarded to the music major from the University's chapter with the highest cumulative grade-point average.

PHI BETA KAPPA

Albert Crum Essay Award

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

STAUFFER CENTER FOR SCIENCE AND MATHEMATICS

Robert D. Engel Award

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

Biology

Edmund C. Jaeger Award

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

Computer Science

Computer Science Award

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

Mathematics

Judson Sanderson Award

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

Paul Krantz Award

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

Elementary Education Award

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

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returned to the respective financial aid programs as required by federal regulations. The federal portion of the refund will be allocated in the following order:

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

Repayment Policy

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

Other Fees

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

Temporary Absence

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

School of Business Admissions

BEGINNING THE PROGRAM

The School of Business regularly schedules informational meetings for individuals throughout Southern California and will schedule meetings for organizations upon request.

At these meetings, a University representative presents information on programs offered, admission requirements, curriculum, degree completion requirements, cost, and financial aid. Individual pre-admission counseling is encouraged.

UNDERGRADUATE ADMISSION REQUIREMENTS

The School of Business offers undergraduate programs in business and management, and information systems.

1. All applicants must complete a formal application.
2. Official transcripts from every college or university attended (in any country) since high school must be submitted. Only transcripts sent to the Office of Student Records from the registrar of each institution attended will be accepted as official. No portion of a college record may be omitted from consideration of eligibility for transfer.
3. Forty (40) semester credits of accepted transfer credit. Neither portfolio credit nor courses taken in the University of Redlands School of Business core program can be applied to the 40-credit minimum.
4. A minimum grade point average of 2.00 (C) on a 4.0 scale in all college courses acceptable to the University of Redlands.
5. Five (5) years of full-time work experience since high school graduation, which may be cumulative and may include time spent at home as a family care-giver.
6. International students whose primary language is not English must present a TOEFL score of 500 (or 173 for the computer-based test) or higher.

Final Determination of acceptability and distribution of general education and professional work toward admission to an undergraduate program is made by the registrar.

Registration

Students may begin the first course while application materials are being processed; however, a student must complete an application for admission prior to registering for the program. Students may not continue the program beyond eight weeks without written notification of admission.

GRADUATE ADMISSION REQUIREMENTS

The School of Business offers master's degrees in interactive telecommunications and business and management. Admissions policies and procedures are program-specific.

Admission Requirements for Graduate Programs in Management and Business

Evaluation of applicants to the M.B.A., M.A. in Management, and M.S. in Interactive Telecommunications programs is based on the following criteria:

1. Bachelor's or higher-level degree from an accredited college or university and submission of official transcripts of all previous college coursework.
2. At least 20 credits of general education coursework at the undergraduate level.
3. An undergraduate grade point average of 3.00 out of a possible 4.0 during the junior and senior years. Applicants with a grade point average of less than 3.00 on a 4.0 scale must show promise based on other criteria.
4. Five (5) years of full-time work experience at supervisory, middle management, or professional staff level.
5. Recommendations from two individuals qualified to evaluate applicant's capacity for graduate study.
6. A typewritten essay reflecting both a strong motivation and a recent successful professional or educational experience.
7. A TOEFL score of 550 (or 213 for the computer-based test) or higher for international students whose primary language is not English.

Admissions decisions are based on a comprehensive consideration of each application. Elective choices, major, and difficulty of undergraduate work are also considered.

APPEAL PROCEDURE TO THE ADMISSIONS REVIEW COMMITTEE FOR BUSINESS AND MANAGEMENT STUDENTS

The School of Business recognizes that college work previously undertaken by adults in their earlier years may not reflect current abilities. To allow for a measure of flexibility, the School of Business has formed the Admissions Review Committee to consider petitions from students who do not meet admissions requirements but believe they have compelling reasons for being granted an exception.

Petitions are to be addressed to the admissions officer, Office of Student Records.

After reviewing each petition, the Academic Review Committee will make one of three recommendations:

1. The student will be admitted without qualification;
2. The student will be admitted on provisional status for the first semester;*
3. The student will be denied admission.

The decision of the admissions review committee is final.

** This status requires that the student earn a 3.00 or better in each course of the first semester. After this requirement is met, the student is transferred automatically to regular admission status*

School of Business Programs of Study

INTRODUCTION

The School of Business is dedicated to providing high-quality educational programs designed for working adults who wish to pursue undergraduate and graduate study in business administration, management, or information systems. The School of Business's mission is fourfold:

1. To maintain an educational environment that responds to the needs of mature students and to contemporary trends in higher education.
2. To provide curricula that enable students to unite the imaginative skills of liberal education with the practical elements central to their occupations.
3. To present adult learners with the opportunity to study humanistic concerns and values that contribute to a satisfying personal and social life.
4. To provide flexible access to higher education by meeting the working adult's particular needs with regard to scheduling and location.

Program Locations

In addition to the University of Redlands campus, the School of Business operates regional centers in Burbank, Ontario, Temecula, Torrance, Riverside, Santa Ana, and San Diego. Classes also are held at other locations throughout Southern California.

THE DEAN

Patricia W. Meyers

THE FACULTY*

Sangeeta Arora

Rasool Azari

Sunny Baker

Lee S. Bertrand

Mary E. Boyce

Kimberly Cass

Hamid Falatoon

Anne-Marie Feenberg

Allison Fraiberg

Gerald M. Groshek

Robert C. Howlett

Mahmoud Kaboudan

Qingfeng Liu

Donald W. McCormick

Wali Mondal

David E. Petrie

James B. Pick

Thomas C. Rohrer

W. Hubbard Segur

James C. Spee

**Adjunct faculty are listed at the back of this Catalog*

UNDERGRADUATE PROGRAMS

Curricula for baccalaureate degree programs are subject to change. Students should consult the annual supplementary publication available from the School of Business Office of Admissions to obtain the most recent information.

The Bachelor of Science in Business and Management

The Bachelor of Science in Business and Management (BSBAM) offers students upper-division coursework designed to develop management skills and increase proficiency in the functional areas of business organization. Students extend their understanding of quantitative analysis and human relationships within organizations. The application of classroom theory to workplace responsibilities, especially through the capstone research project, brings concepts to life while enhancing the student's professional performance and leadership capabilities. A key feature of the Business and Management curriculum is the integration of knowledge and skills into management and business competencies.

Surveys of managers in top organizations emphasize the need for speaking and writing skills, teamwork skills, numeracy, analytical abilities, interpersonal skills, global perspectives, ethics, and the ability to understand and react to changing environments. These competencies are all addressed within the B.S. in Business and Management curriculum.

School of Business Programs of Study

Program Requirements

The major program consists of eighteen required courses totaling 56 semester credits listed here in the order in which they are usually taken. Course descriptions are found in the section of this *Catalog* titled School of Business Course Descriptions.

- MGMT 330 Managing and Leading Organizations (4)
- ENGW 301 Advanced Writing and Critical Analysis (3)
- MGMT 491 Management Ethics in a Global Environment (3)
- BUAD 335 Macroeconomics (3)
- MGMT 356 Human Resources Management (3)
- BUAD 430 Business Information Systems (3)
- MTHW 305 Mathematical Applications for Business and Economics (3)
- BUAD 336 Microeconomics (3)
- BUAD 332 Business Statistics (3)
- BUAD 364 Accounting I—Financial (3)
- BUAD 365 Accounting II—Managerial (3)
- BUAD 461 Financial Management (3)
- BUAD 342 International Business (3)
- MGMT 487A Project I: Research Methods (3)
- BUAD 470 Managing Quality and Operations (3)
- BUAD 340 Principles of Marketing (3)
- BUAD 455 Business Law (3)
- MGMT 487B Project II: The Practicum (4)

The Project Practicum

Career professionals need highly refined skills in organization, research methods, and development. These skills are taught by using an applied approach in workshop sessions and by immediate application in fieldwork. An important component of this work is a career-oriented and degree-related project. The project culminates in a formal presentation.

Areas of Emphasis within the Bachelor of Science in Business and Management Program

Students pursuing the Business and Management degree may add an area of concentrated study to their academic program by completing additional coursework. An emphasis consists of a minimum of 10 credits. Students choosing to do their project practicum in the area of emphasis may apply these credits to their emphasis. If the project practicum is not in the area of emphasis, then students must complete a total of 10 credits of electives related to that emphasis. The emphasis courses, offered through Extended Studies, may be used toward the declared emphasis or may be taken as electives.

The following emphases are offered:

- Health Care Management
- Leadership and Teams
- International Business
- Marketing

Please contact the Office of Extended Studies at (909) 335-4036 for the current *Office of Extended Studies Schedule of Classes*.

The Assessment of Experiential Learning for Students in the Business and Management Program

Students who enroll in this program should strongly consider enrolling in LSHU 310 Interpreting Experience. In this course, students learn the differences between describing and interpreting experience and why those differences matter in the contexts of college, the workplace, and general learning. Through discussion and the critical examination of literature, students examine the effects of role, context, and language upon interpretation. Students gain an appreciation of the role of perspective in interpreting experience. A major focus of this course is the development of an Experiential Learning Portfolio in which students examine and interpret personal and professional experiences and identify college-level learning outcomes. After completion of the course, the essays in the portfolio are evaluated by faculty in the School of Business Prior Learning Assessment Center. Other avenues of

experiential learning also may be considered for credit. These credits may be used to meet General Education requirements and other graduation requirements. See the section titled Credit for Experiential Learning in this section of the Catalog. Please contact the Office of Extended Studies at (909) 335-4036 for the current *Office of Extended Studies Schedule of Classes*.

The Bachelor of Science in Information Systems

The Bachelor of Science in Information Systems is intended to develop a well-rounded and standard set of information systems and business skills. The coursework emphasizes object-oriented programming, systems development, databases, telecommunications, decision-making systems, geographic information systems, and the management of information systems.

Computing System Requirement

Entering students are required to own a computer that can run the software packages in the program, or have access to such a system in the workplace (with permission to use the system for School of Business homework assignments). Specific information on system configurations suitable to this requirement may be obtained from School of Business Admissions office or the Jones Computer Center at the University's main campus.

Program Requirements

The Bachelor of Science in Information Systems consists of seventeen required courses totaling 56 semester credits, listed here in the sequence in which they are usually taken. Course descriptions are found in the section of this *Catalog* titled School of Business Course Descriptions.

- MGMT 330 Managing and Leading Organizations (4)
- ISYS 312 Productivity with Information Technology (3)
- ISYS 347 Introduction to Programming in Visual Basic (3)
- MGTW 310 Philosophical Foundations of Management (5)

- ISYS 348 Advanced Programming in Visual Basic (3)
- MTHW 303 Mathematical Applications for Information Systems (3)
- BUAD 337 Political and Business Economics (3)
- ISYS 327 Telecommunications, Information, and New Media (5)
- ISYS 318 Database Concepts (4)
- BUAD 469 Financial Planning and Control (2)
- ISYS 425 Management and Decision Systems (3)
- ISYS 365 Geographic Information Systems: Managing Environmental Problems (3)
- ISYS 404 Systems Analysis and Design (4)
- ISYS 488 Applied Software Development Project I (2)
- BUAD 340 Principles of Marketing (3)
- ISYS 489 Applied Software Development Project II (3)
- ISYS 415 Computer Ethics (3)

Applied Software Development Project for the B.S. in Information Systems

Students pursuing the B.S. in Information Systems must complete an applied development project, in accordance with professional information systems practices and principles.

EXPERIENTIAL LEARNING CREDIT

School of Business undergraduate students earning degrees have the opportunity to receive certified credit toward graduation through the evaluation of experiential learning acquired outside an institution of higher education. Credit is certified only after a student's record is weighed against the standards established by the faculty of the University.

Students develop Experiential Learning Portfolios that are evaluated by faculty at the School of Business Prior Learning Assessment Center. Through the portfolio process, college credit may be certified for certain documented military courses and certified courses that carry credit recommendations resulting from evaluation by the American Council of Education (ACE), if such

School of Business Programs of Study

recommendations are equivalent to courses offered at the University of Redlands. College credit may also be certified for significant experiential learning, demonstrated in writing, that equates to selected University courses.

A maximum of 30 credits may be certified through faculty assessment of experiential learning. Faculty policy requires that faculty-assessed experiential learning credit be posted to student transcripts only upon completion of degree requirements, and at the time of degree certification.

GRADUATE PROGRAMS

Curricula for graduate programs are subject to change. Students should consult the annual supplementary publication available from the School of Business Admissions office to obtain the most recent information.

The Master of Business Administration

The Master of Business Administration (M.B.A.) has been developed in light of extensive experience with the needs of students and the California business community. In addition to providing a foundation in the core functions of business, the development of leadership among M.B.A. candidates is enhanced through a firm grounding in the University of Redlands rich tradition of liberal arts. Research shows that successful leaders need attributes drawn from liberal education, especially the ability to communicate effectively. The M.B.A. program also provides an academic balance through a rigorous combination of conceptual knowledge, critical thinking, and practical application in the fundamental disciplines of business and management.

Class sessions include seminars, lectures, simulations, case analyses, and small-group activities. Student interaction inside and outside of the classroom is key to a successful experience.

Required Courses—M.B.A.

The major program consists of thirteen required courses totaling 41 semester credits, listed here in the order they are usually

taken. Course descriptions are found in the section of this *Catalog* entitled School of Business Course Descriptions.

- MGMT 631 Management and Organizational Behavior (3)
- MGMT 691 Information Technology (3)
- MGMT 670 Human Resources Management (3)
- BUAD 686 Legal and Ethical Issues for Business and Management (3)
- BUAD 649 Research and Statistics (4)
- BUAD 641 Economics (3)
- BUAD 651 International Economic Environment (3)
- BUAD 659 Managerial Accounting (3)
- BUAD 660 Managerial Finance (3)
- MGMT 680 Marketing Management (3)
- MGMT 650 Management Science and Decision Analysis (3)
- BUAD 655 Capstone Seminar: Global Politics, Economics, and Business (3)
- BUAD 698 Project Practicum Seminar (4) or BUAD 699 Thesis (4)

Students complete a practicum or thesis as a final requirement. The practicum is an applied research project, whereas the thesis is designed for students wishing to engage in academic research.

The Master of Business Administration Emphases

Students may add an optional emphasis to their M.B.A. degree. Two areas of specialization are available: Information Systems or Globalization. Students must declare their emphasis at least six (6) months prior to the completion of their major program.

Information Systems Emphasis

The Information Systems emphasis requires the completion of four 3-credit courses:

- ISYS 603 Database Management and Design
- ISYS 604 Systems Analysis and Design for Management
- ISYS 605 Telecommunications and Electronic Commerce
- ISYS 610 Information Systems Topics and Current Issues for Management

Globalization Emphasis

The Globalization emphases requires the completion of four 3-credit courses:

- INTB 691 Global Political Economy
- INTB 692 Global Business Strategies
- INTB 693 Global Finance
- INTB 694 Global Marketing

The Master of Arts in Management

Managers and future managers need critical knowledge and skills to launch and sustain successful careers. Not only do they need to understand strategic thinking and human resources management, but they must develop excellent personal, people management, and analytical skills. The Master of Arts in Management is designed to provide students with these critical competencies, which apply not only in the workplace but also in students' personal and community lives.

The M.A. in Management emphasizes the qualitative skills of management. The M.A. in Management is especially valuable for professionals who have been promoted from a technical position and need to learn how to manage as well as for experienced managers who wish to deepen their knowledge of the human side of management.

Students examine and develop their managerial and leadership skills through coursework and a self-directed learning plan. They use nationally recognized assessment tools to evaluate their knowledge and skills at the beginning of the program. In addition, students select a "target organization" (usually their workplace) in which to apply their new knowledge and receive feedback from University of Redlands faculty.

The curriculum design of the M.A. in Management program is based upon extensive research on the capabilities and knowledge needed for management success.

The approach used in the M.A. in Management program to develop students' skills is a rigorous one. Students must demonstrate their ability to comprehend, apply, and analyze management situations. Based on their analyses, they must create possible solutions and evaluate the appropriateness of their recommendations.

As the conclusion of the program, students reassess their strengths and weaknesses and compare these assessments to their initial measurements. They reflect on their evolution as managers and submit new plans for continued growth and development. The course analyses are integrated for a composite presentation of the students' learning and acquired skills.

Program Requirements

The major program consists of twelve required courses totaling 33 semester credits. Course descriptions are found in the section of this *Catalog* entitled School of Business Course Descriptions.

Required Courses— M.A. in Management

- MGMT 601 Managerial Assessment and Development (1)
- MGMT 621 Contemporary Ethical Issues in Management (3)
- MGMT 622 Leadership and Motivation (3)
- MGMT 623 Team-based Organizations: Creating and Leading High-Performance Groups (3)
- MGMT 624 Communication and Conflict in Organizations (3)
- MGMT 632 Management of Self (3)
- MGMT 661 Decision Making: Managing Risks, Serving the Customer, Examining the Numbers (3)
- MGMT 674 Human Resources Management (3)
- MGMT 686 Organizational Frames (3)
- MGMT 689 Managing Change and Organizational Learning (3)
- MGMT 690 Strategy (3)
- MGMT 699 The Reflective Manager (2)

THE MASTER OF SCIENCE IN INTERACTIVE TELECOMMUNICATIONS

The Master of Science in Interactive Telecommunications is a two-year graduate degree program with an emphasis on leading edge telecommunications and Internet applications; management, strategies, and policies for those applications; and electronic business. The more traditional aspects of the degree

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include telecommunications principles, infrastructure, servers and server content, regulation, policy, resource management, and strategy. Newer areas encompass electronic commerce, web programming, user interface design, knowledge management, and emerging technologies. The degree includes a capstone project, in which the student develops, creates, and tests a small e-business application.

The program has a five year work experience requirement. This common experience base in the working world supports and enables reflection, critical thinking, and discussion-based teaching that has proven effective in adult learning programs.

M.S. in Interactive Telecommunications courses, listed here in the order in which they are usually taken, are offered in six- and eight-week formats year round, with periodic breaks. The courses are designed for one four-hour weeknight workshop per week.

Program Requirements

- TCOM 614 Introduction to Telecommunications (3)
- ISYS 317 Introduction to Programming Techniques (3)
- MGMT 691 Information Technology (3)
- TCOM 621 Programming Languages for Telecommunications (3)
- TCOM 611 Telecommunications Policy (3)
- TCOM 622 User Interface Design (3)
- TCOM 660 Knowledge Management and Telecommunications Strategy (3)
- TCOM 633 Telecommunications Infrastructure (3)
- TCOM 640 Electronic Commerce (3)
- TCOM 651 Development of Information Servers (3)
- TCOM 654 Management of Telecommunications Resources (3)
- TCOM 633 Emerging Technologies (3)
- TCOM 664 Telecommunications Project Practicum (3)

Graduate Certificate Programs

For the current *Office of Extended Studies Schedule of Classes* or for more information on Graduate Certificate Programs, please

contact the Office of Extended Studies at (909) 335-4036.

Environmental Management

The Environmental Management Certificate Program uses Geographical Information Systems (GIS) as an instructional tool to teach students new ways of doing business as a specialist within a organization, and in collaboration with other land-use professionals. Students complete three 2-credit courses for this certificate:

- ISYS 600 Geographical Information Systems: Managing Environmental Problems
- MGMT 600 Organizational Learning and Systems Thinking
- EVSW 600 Environmental Decision-Making

Finance

Students may pursue a certificate in Finance by successfully completing the following four 3-credit courses:

- FINC 661 Financial Markets and Institutions
- FINC 662 Investment Theory and Analysis
- FINC 663 Advanced Financial Management

M.B.A. Certificate Programs

Once students have completed their M.B.A., they are eligible to pursue the following certificate programs.

Information Systems

Students receive a Graduate Certificate in Information Systems by successfully completing all M.B.A. requirements and the following courses:

- ISYS 603 Database Management and Design
- ISYS 604 Systems Analysis and Design for Management
- ISYS 605 Telecommunications and Electronic Commerce
- ISYS 610 Information Systems Topics and Current Issues for Management

School of Business Programs of Study

Globalization

Students receive a Graduate Certificate in Globalization by successfully completing all M.B.A. requirements and the following courses:

- INTB 691 Global Political Economy
- INTB 692 Global Business Strategies
- INTB 693 Global Finance
- INTB 694 Global Marketing

EXTENDED STUDIES

The University of Redlands School of Business Extended Studies program is designed to assist prospective, matriculated, and post-core undergraduate students accomplish their academic goals. This is done by providing a program of elective courses in general education and management and business that enhances and compliments the core programs while providing academic credit toward degree completion programs.

Extended Studies courses enhance the undergraduate degree programs by providing academic depth and breadth in areas of interest such as an emphasis in Leadership and Teams, Marketing, International Business, and Health Care Management. LSHU 310 Interpreting Experience provides the B.S. in Business and Management student with an opportunity to prepare an Experiential Learning Portfolio for assessment, as B.S. in Information Systems students do in their major program.

Extended Studies weekend and evening courses are conveniently scheduled at Regional Center locations throughout Southern California and on the main campus. Further program information and the Extended Studies Schedule of Classes can be obtained by calling (909) 335-4036 or by visiting the University Web site at www.redlands.edu.

NUMBERING SYSTEM

0–99	Freshman level (not counted toward degree credit)
100–199	Freshman level (included in degree grade point ratio)
200–299	Sophomore level
300–399	Junior level
400–499	Senior level
500–599	Continuing education courses not otherwise offered at undergraduate or graduate levels
600–699	Graduate level
700–799	Post-graduate credential courses not otherwise offered as graduate courses

Course Frequency

Major program courses are offered in sequence at times indicated in the Schedule of Instruction (SOI). An SOI is published for the duration of each cluster at the beginning of the program. The SOI is subject to change with written notification

Definition of Academic Credit

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

Explanation of Course Markings

Courses that continue over a series of semesters in learning groups, such as the practicum or thesis, are described together. Course numbers

- separated by a comma can be scheduled in any sequence;
- separated by a hyphen must be taken in sequence as the first is a prerequisite for the one following; and
- separated by a slash indicate that undergraduate and graduate courses are offered together. Undergraduates register for the courses numbered 001–499, while graduates register for the 500– or 600–level courses.

School of Business Course Descriptions

ART (ARTW)

101 Society and the Visual Arts. (3).

Examination of the most significant developments in the history of Western art, their historical and social contexts, and their interrelations. Students also study the formal characteristics of the visual arts and develop aesthetic appreciation. Corequisite: ARTW 181.

110 Art through Museums. (3).

On-site introduction to the language of art, the study of materials, and the techniques of artists.

181 Field Studies in the Visual Arts. (2).

Students receive classroom guidance to explore the visual arts on their own. Students reflect upon and write about various art forms available in their community and workplace. Corequisite: ARTW 101.

212 Film as an Art Form. (3).

Introduction to film analysis, criticism, and history. Key elements of film are treated and used to analyze films. A range of critical systems and evaluative criteria are studied and employed. Films viewed in class are organized chronologically to represent the major phases of film history.

304 Topics in Art History. (3).

Specialized study of a topic in art history. Organized around any aspect of the study of art history (e.g., theme, period or artistic movement) while framing the subject matter in its social and historical context.

320 The Built Environment of the American Southwest: Reflections of the Good Life (3).

Examination of the architecture and other artifacts of the American Southwest. Historical, social, and physical determinants of the built environment studied.

BUSINESS ADMINISTRATION (BUAD)

130 Effective Communication in a Work Environment. (3).

Practical approach to understanding the nature of effective communication in a business context with emphasis on the oral and visual techniques for the delivery of messages. Provides students with the communication skills to accomplish specific objectives.

301 Small Business Management. (3).

Considerations for those involved in small business. Location, legal problems, staffing, financing, marketing, and other topics are analyzed.

332 Business Statistics. (3).

Application of statistics to business: frequency distributions, tables, charts, probability distributions, sampling, and estimation. Also statistical inference, confidence intervals, hypothesis testing, chi-square, analysis of variance, correlation, regression, and decision theory. Prerequisite: MTHW 303 or 305.

335 Macroeconomics. (3).

Study of the national and global economy, the impact of economic aggregates and government action. Emphasis on macroeconomic concepts including national income accounting, employment, inflation, monetary and fiscal policy, business cycles, international trade and finance, and social change from economic growth in an increasingly industrialized world. Not open to students who have successfully completed BUAD 337.

336 Microeconomics. (3).

Study of decision-making by individual firms and consumers in regard to the allocation of scarce resources. Emphasis on basics of supply and demand, price-output determination, industrial organization and profit maximization, labor market analysis, and economics of developing countries.

School of Business Course Descriptions

337 Political and Business Economics. (3).

Principles of economics in the societal setting. Effects of economic forces on the individual, communities, business enterprises, and international trade. Study of aggregate economic behavior. Prerequisite: MTHW 303 or 305.

339 International Business and Economics. (3).

Examination of global markets, trade agreements, international monetary and fiscal policies, and major financial institutions. Students study various trade theories and the underlying impact of geopolitical and sociocultural influences on global trade. Prerequisites: BUAD 337 and MTHW 303 or 305.

340 Principles of Marketing. (3).

Introduction to the concept of marketing and marketing principles. Focus on creating value for customers. Develops an understanding of the four elements of the marketing mix (product, price, promotion, and place/distribution) with application to product, service, profit, and not-for-profit enterprises in local, national, and international environments.

342 International Business. (3).

Examination of developments within international markets and their effect on the activities of business enterprises. Students study the importance of decreasing international linkages on the role and conduct of domestic and international business functions. This course may be substituted by either of the study abroad programs in Cambridge (INTB 476) or Asia (INTB 477). Not open to students who have successfully completed BUAD 339.

345 Consumer Behavior. (2).

Models of consumer behavior and research in consumer behavior for marketing decisions about segmentation, advertising, and product management. Issues of public policy concerning consumption behavior are also explored. Major areas of study include attitudes and behavior, social influences, information processing, and personality and lifestyle.

346 Advertising and Promotional Strategy. (2).

Introduction to the field of marketing communication. While advertising is covered in detail, other areas of marketing communication such as sales promotion, public relations, and personal selling are also explored. Major topic areas include the communication process, advertising and promotional objectives, creative strategy, media planning, and direct marketing. Not open to students who have received credit for BUAD 392.

347 Marketing Research. (2).

An introduction to the field of marketing research. The marketing research process, and the relationship of marketing research to marketing decisions are discussed. Major topics include exploratory research, sampling, factor analysis, cluster analysis, conjoint analysis, regression, analysis of variance, and the application of those techniques to aid marketing decision-making.

348 Electronic Commerce and Internet Marketing. (2).

Discussion of electronic commerce including its components, structure, and technology as well as the application of marketing concepts to e-commerce. Prerequisite: BUAD 340.

364 Accounting I—Financial. (3).

Introduction to the theory of the financial record keeping system of the business enterprise in our modern economy. Emphasis placed on the accounting principles and application including double-entry, book-keeping, income determination, merchandise accounting, accounting cycles, and financial statements. Not open to students who have successfully completed BUAD 368.

365 Accounting II—Managerial. (3).

Analytical tools necessary for day-to-day financial management of the business enterprise. Emphasis on terms and concepts utilizing mathematical models to reinforce accounting theory.

School of Business Course Descriptions

368 Survey of Accounting for Managers. (3).

Survey of accounting terms and concepts, sometimes called the “language of business.” Introduction to accounting principles and the financial and managerial accounting database provides a foundation for financial analysis and managerial decision-making. A prerequisite for courses in finance and managerial accounting. Prerequisite: MTHW 303 or 305.

393 Principles of Personal and Family Finance. (2–3).

Emphasis on principles of finance and financial planning underlying personal and family finance. Topics include budgeting, installment buying, savings, investments, borrowing, pensions, wills, estates, insurance, home ownership, banking, taxes, and buying on credit.

396A Special Studies: Accounting. (1–3).

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

396B Special Studies: Business Law. (1–3).

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

396C Special Studies: Statistics. (1–3).

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

396D Special Studies: Marketing. (1–3).

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

396E Special Studies: Economics. (3).

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

396F Special Studies: Finance. (3).

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of planned activities, results expected and how they are to be reported and evaluated.

430 Business Information Systems. (3).

Business information systems for management decision-making. Use of computers in business systems.

436 Political and Legal Issues in Health Care Administration. (2).

Political and legal issues in administration of health care organizations and services. Review of political and legal issues in the framework of health care as an industry in transition. Prerequisites: BUAD 455, MGMT 491.

437 Health Care Economics. (2).

Microeconomic analysis and application of medical care. An economic perspective of health care including examination of managed care, third-party powers, the role of government and competitive market. Health care systems and policy are reviewed. Prerequisite: BUAD 337.

455 Business Law. (3).

Topics in business law including contracts, liability, and torts related to business and government regulation. Intensive study and analysis of the Uniform Commercial Code.

461 Financial Management. (3).

Principles of financial planning, control, and analysis of the firm. Role of the financial manager within the firm. Prerequisites: BUAD 368 and MTHW 303 or 305.

School of Business Course Descriptions

469 Financial Planning and Control (3).

Introduction to accounting principles and the financial and managerial information database which provides a foundation for financial analysis and managerial decision-making. Shows how database accounting systems record, classify, and aggregate economic events. Prerequisite: ISYS 318.

470 Managing Quality and Operations. (3).

Study of management issues and quantitative techniques used to analyze problems for organizations involved in providing services and manufacturing products. Topics include total quality management, operation strategy, inventory control, capacity planning, process design, and scheduling.

480 Integrated Seminar: Customer Service. (1).

Builds competency in providing outstanding customer service in organizations and increasing business by retaining desired customers using operational and statistical principles. Integrates concepts from marketing, business law, statistics, and production/operations management to create a unified approach to customer service, recognizing the rights and responsibilities inherent in consumer protection. Prerequisites: two of the following courses: BUAD 332, 340, 455, and/or 470. CN only.

641 Economics. (3).

Application of economic theory and principles to problem analysis and business decision-making, including international economic issues.

649 Research and Statistics. (4).

Emphasis on the application of statistics as a research and decision-making tool; designed to introduce elementary business statistics and proceed with more advanced topics on statistics such as small sample inference, regression and correlation, index number, time series analysis, and non-parametric. Application and understanding of statistical computer programs appropriate to business environment.

651 International Economic Environment. (3).

Development of the theoretical and practical concepts of international economic relations to provide a framework for understanding the process of globalization in the world economy. Topics include the rationale for and limits to international trade; regional economic integration; balance of payments; foreign exchange rate determination and markets; international financial organizations; developing and transition economies. Prerequisite: BUAD 641. May not be taken by students who have successfully completed BUAD 650. May be substituted by the Cambridge INSTEP program.

655 Capstone Seminar: Global Politics, Economics, and Business. (3).

Capstone seminar integrating prior coursework within the context of the international political and economic environment. Emphasis on the application of the core business functions in an international context and the implications of global issues for business decision makers.

659 Managerial Accounting. (3).

Presents analytical tools necessary for day-to-day financial management of the business enterprise. Emphasis on terms and concepts utilizing mathematical models to reinforce accounting theory.

660 Managerial Finance. (3).

Overview of financial management tools used in analyzing and developing strategies for making business decisions. Topics include analysis of financial statements, forms of organization, financial and risk analysis, capital structure, working capital management, capital investment decisions, mergers and acquisitions, and business failures.

686 Legal and Ethical Issues for Business and Management. (3).

Students learn to deal effectively with legal and ethical issues in the business environment, domestic as well as global. When managing organizations, managers confront a number of legal and ethical dilemmas. Assists learners in identifying legal and ethical

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dilemmas before they become legal and ethical problems.

692 Managing Conflict in Organizations. (2). Focus on processes and dynamics of conflict. Draws from literature in the social and behavioral sciences and from the recent research on organization, community, labor, and international conflict.

698 Project Practicum Seminar. (4). Background and knowledge for conducting a systematic business research by focusing on topics within the areas of administrative and behavioral sciences. The written project encompasses a practical problem discussing the project idea, development of hypothesis, literature review, methods of analysis, results, conclusions, and a final presentation.

699 Thesis. (4). Selecting, planning, designing, and completing an organizational management consultant study, and writing an academic thesis. Independent research, which constitutes the integrative capstone experience of the program, is required. CN only.

ENGLISH (ENGW)

003 Writing Clinic. (0). Writing problems in punctuation, usage, paragraph structure, diction, spelling, grammar, and syntax are diagnosed for special corrective assignments and drills.

095 Basic Writing for College. (0). Introduction to basic strategies in writing to express and communicate ideas. Emphasis on issues in writing for academic contexts. Students produce writing that considers audience, content, form, and style. Special attention paid to the process of writing (invention, drafting, and revising).

101 English Composition. (3). College-level composition course designed to enable students to improve their revision skills. Students complete writing projects on specific problems addressed to pre-determined audiences.

200 Approaches to Literary Studies. (3-4). Introduction to the analysis of literature, including the examination of the main literary genres: fiction, poetry, and drama, and their historical contexts. Various critical approaches to literature.

201 Intermediate Writing and Critical Analysis. (3). Methods, strategies, and contexts for developing clear and effective analytical writing. Special attention paid to taking a position, argument development, use of evidence, organization, and style.

205 Literature for Children and Adolescents. (2-3). Examination of the wide variety of genres and divergent ways of using literature. A thorough examination of examples of ageless literature for school-aged children.

210 American Character through Literature. (3). Exploration of important aspects of the American character and encouragement of appreciation and understanding of literature. Developing oral and written communication skills is central to the course.

301 Advanced Writing and Critical Analysis. (3). Introduction to strategies for successful and convincing writing. Students analyze texts and produce writing that is clear, organized, and sophisticated. Crucial issues in the process of effective writing are covered: collaboration, argumentation, and revision. Prerequisite to all other courses in the Bachelor of Science in Business and Management (BSBAM) program, and must be passed with a grade of 1.7 or higher.

302 Persuasive Writing. (2-3). Designed to help students write persuasive essays from a range of practical contexts. Focus on analyzing issues, identifying arguments, and evaluating and proposing solutions.

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303 The Persuasive Pen: A Workshop in Writing and Reasoning with Power. (3).

Designed to help students become more effective problem-solvers through better reasoning and writing, this course develops special tools and skills pertaining to analysis of issues, identification and articulation of arguments, and evaluation of solutions.

325 Regional Writers: Literary Approaches to the American Southwest. (3).

Examination of ways in which literature articulates the human relationships to the natural worlds of the American Southwest.

340 Mystery Novels. (3).

Introduction to detective fiction from Edgar Allen Poe to the present, with emphasis on literary analysis and an awareness of historical and social context.

373 Literature by Women. (2-3).

Examination of novels, short stories, and poetry by representative female authors of the last 150 years. Goals are to familiarize students with the contributions of women to our literary heritage and to test the theory that female writers perceive and delineate reality differently than males.

375 Advanced Writing: Environmental Debates. (3).

Instruction in advanced writing emphasizing critical thinking skills—specifically, controversy and analysis, argument, and counter-argument. Students consider current controversial environmental issues and learn how to construct arguments, make concessions, and counterargue. Prerequisite: one course in college-level English composition or successful completion of a placement examination.

ENVIRONMENTAL STUDIES (EVSW)

350 Introduction to Environmental Design. (3).

First of a two-course sequence. Introduction to a multidisciplinary whole-systems approach to solving environmental problems, while

providing students with the knowledge to become environmental designers.

440 Environmental Economics. (3).

Survey of the critical economic issues involved in our relationship with nature: the reduction of pollution, the conservation of resources, and the preservation of threatened species and habitats. Role of market forces and public policy for resource allocation in urban, suburban, and regional growth are studied.

450 Advanced Environmental Design. (3).

Continuation of the project-based strategy for a multidisciplinary whole-systems approach to solving environmental problems. Emphasis on spatial thinking and the use of Geographic Information Systems software for defining, formatting, and analyzing environmental problems. Applies problem-solving strategies and tools to a project selected by the student in consultation with the instructor. Prerequisite: EVSW 350.

460 Topics in Environmental Science. (3).

Greater understanding of the science that underlies such environmental problems as ozone depletion and the loss of genetic diversity through exploration of the nature and scope of science relative to environmental issues. The methods of science, the limitations of scientific knowledge, and the role of science in society today are discussed.

470 Managing Global Environmental Systems. (3).

Management of global environmental systems and the role of science. Topics include approaches to global warming, ozone depletion, acid precipitation, removal of tropical rain forests, water pollution, and desertification. Management technologies used to deal with these problems are studied.

600 Environmental Decision-Making. (2).

Systems approach to environmental decision-making, including Geographic Information Systems (GIS) as a component in the process. Decision support models are developed through collaborative, interdisciplinary teams.

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FINANCE (FINC)

661 Financial Markets and Institutions. (3).

Analysis of the role of money and capital markets, and financial institutions in capital allocation of the economy. Depository, as well as non-depository financial institutions such as mutual funds, pension funds, insurance firms, and finance companies will be discussed with special attention to the evolution and regulation of such institutions. Prerequisite: BUAD 660, or completed bachelor's degree in any field with either an undergraduate or graduate level core/foundation course in finance.

662 Investment Theory and Analysis. (3).

Presentation of a theoretical framework for investments and portfolio analysis. Focus on development of investment objectives and evaluation of risk-return trade-off leading up to optimal portfolio selection and management. Basic coverage of investing, including, but not limited to, the most appropriate investment vehicles based on individual risk tolerance(s). Prerequisite: BUAD 660, or completed bachelor's degree in any field with either an undergraduate or graduate level core/foundation course in finance.

663 Advanced Financial Management. (3).

Builds upon the the framework set forth in the core MBA finance course by in depth exploration of some of the more advanced topics in corporate finance. Topics include financial statement analysis, mergers and acquisitions, bankruptcy and reorganizations, dividend policy, capital structure, and bankruptcy. Prerequisite: BUAD 660, or completed bachelor's degree in any field with either an undergraduate or graduate level core/foundation course in finance.

GEOGRAPHY (GGRW)

310 World Cultural Geography. (3).

Investigation of human adaptability in regional ecological settings. Examines themes including culture region, cultural diffusion, and space. Also includes Global

Positioning Systems (GPS) and Geographic Information Systems (GIS) components.

HEALTH SCIENCE (HLSC)

116 The Stress of Living. (3).

Considers individual lifestyles and stress styles and teaches stress management techniques, including relaxation response, imagery, and self-hypnosis. Appropriate stress management intervention for the individual, group, and organization. Includes experiential and didactic learning experiences.

396 Special Studies in Health Science. (1–3).

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how each are to be reported and evaluated.

HUMAN RESOURCES MANAGEMENT (HRM)

656A The World of Work. (2).

The world of work through the lens of sociology using a case-study approach. Issues central to human resources management include the effect on employees of occupational choices, work groups, family life, and social trends and developments. Also considered are the commonalities of worklife experiences among employees.

656B Human Resources Development. (2).

Human resources development programs that seek to strengthen employee and organizational performance through orientation, training, development, motivation, coaching, counseling, career development, management development, and organizational development activities.

656C Managing Performance. (2).

Examination of the instruments, processes, and consequences of employee performance appraisal programs in organizations—including reward systems, counseling programs, disciplinary policies, and grievance procedures.

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HISTORY (HSTW)

100 United States History. (3).

Breadth and scope of United States history, from the first peoples in North America to the present. Close attention paid to issues of ethnicity, class and gender; these themes from American history are related to issues affecting the lives of contemporary students.

INTERNATIONAL BUSINESS (INTB)

410 International Trade. (2).

Examination of the conceptual foundations that explain international trade and the limits of the flow of goods and services across countries. Important in the discussion is the development of international and regional trade agreements. Prerequisite: BUAD 335 or 336.

412 International Finance. (2).

Examination of international monetary relations, the functioning of foreign exchange markets, and the behavior of multinational corporations in the international financial system. The manner in which payments imbalances are corrected and the role of international financial institutions are also explored. Prerequisite: BUAD 335 or 336.

414 International Marketing. (2).

Study of marketing principles and strategy as used in the global environment.

416 International Strategic Management. (2).

Covers the role of strategic analysis and planning; formulating plans, organizational goals, and objectives in the context of a global environment and technology.

418 International Human Resources Management. (2).

Examination of the application of the human resource management function in an international context. Attention given to the staffing, development, and compensation practices that are compatible with a firm's international strategy, structure, and operational environment.

476 Cambridge Study:

Trends in Global Business. (3).

Combination of study and travel aimed at exploring the evolution of business functions in the context of political, social, and economic considerations at the global level. Application of the European Union to illustrate the rationale and challenges posed by global business. Offered in conjunction with the Institute of Political and Economic Studies, Cambridge. May substitute for BUAD 342.

477 International Business:

Perspectives from Asia. (3).

Combining preparatory instruction at the University of Redlands with two weeks of overseas seminars and travel, this course explores the global business environment from an Asian perspective. Offered in conjunction with partner universities in Tokyo and Hong Kong. May substitute for BUAD 342.

676 Cambridge Study:

Challenge of Global Business. (3).

Examination of the relation between political and economic structures and business activity at the regional and global levels. Focus on the development of regional institutions in the European Union in response to and motivator of the increasing global nature of business. Offered in conjunction with the Institute of Political and Economic Studies, Cambridge. May substitute for BUAD 651.

677 International Marketplace:

Perspectives from Asia. (3).

Combining preparatory instruction at the University of Redlands with two weeks of overseas seminars and travel, this course evaluates the characteristics of Asian business activities and their impact on the international marketplace. Offered in conjunction with partner universities in Tokyo and Hong Kong. May substitute for BUAD 651 or 655.

691 Global Political Economy. (3).

Focus on identifying and analyzing national differences in state-economy relations and their effect on business and resource allocation decisions. The transition of economic systems, the manner in which states attempt

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to manage interdependencies through the use of international organizations, and the challenges posed by MNCs are also covered.

692 Global Business Strategies. (3).

Examination of how national and international competition, government interaction, product and technological development, and intra-firm coordination affect the formation and implementation of business objectives, strategy, and structure.

693 Global Finance. (3).

Study and application of finance in the global arena. Focus of critical attention on how financial strategies, risk, tools, investments, theories, and institutions work in a global context.

694 Global Marketing. (3).

Exploration of and application of marketing concepts to the demands and conditions of the global marketplace. Critical evaluation of the marketing challenges presented by the increased exposure of individuals, businesses, and governments to international market forces.

INTERDISCIPLINARY STUDIES— SOCIAL SCIENCES (ISSS)

302 The Personal and Social Impact of Marital Dissolution. (2–3).

Issues include the environment of the formerly married (divorced, separated, widowed); problems encountered before, during, and after the process of dissolution; single parenthood; common causes of marital difficulties and approaches to their resolution; adjustments of the individual from married to single life; and social forces affecting the lives of the formerly married.

304 Death and Bereavement. (2–3).

Economic, legal, psychological, and historical aspects of the process of the dying person and the survivors; similarities and differences of reactions to death and dying; causes and consequences of suicide; fear of and curiosity about death; and social attitudes concerning

death and dying. Not open to students who have received credit for SOAN 69.

305 Occupations and Professions. (3).

Complexity of the American labor force both historically and in the contemporary situation. Central issues include the difference between a job and a profession, occupational socialization, unions, effects of work settings, gender issues, and the history of occupational change.

307 Gender and Work. (3).

Examination of social-psychological, political, and historical realities affecting men and women in the workplace. Incorporates personal experience as students examine issues such as power, tokenism, support, networking, socialization, and change. Special attention to the interplay of gender and other social factors such as race, sexual orientation, and physical and mental disabilities.

310 Women: Historical, Legal, and Contemporary Issues. (3).

Reading, discussion, and analysis of feminist issues with consideration of the roots of modern perceptions of women, and emphasis on an evaluation of the diverse social, political, and legal choices available to the contemporary woman. Analysis at upper-division level.

311 America in the Sixties. (2–3).

Examination of the historical, sociological, economic, and cultural issues and trends that characterized an important period in U.S. history.

330 Systems Thinking. (3).

Systems as a way of seeing. Clues for understanding relatedness and connection in organizational settings. Historical overview of the development of paradigms and thought systems: ancient, classic, dynamic, communications, field, and evolutionary.

351 Business: Historical and Sociological Trends. (3).

Interdisciplinary course studying historical and sociological trends influencing the business

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culture of 20th-century America. Topics include industrialism, the Great Depression, the New Deal, World Wars I and II, urbanization, high technology, change in the American family, the military-industrial complex, and future directions in American business.

INFORMATION SYSTEMS (ISYS)

100 Computers in Business and Society. (2).

Examines computing problems in business and society. Presents the fundamentals of computing technology, software and programming, telecommunications, managing information, and the problems of ethics, privacy, and security. Includes a study of aspects of computing in the student's firm, as well as short articles and case studies.

219 Fundamentals of Structured Programming with C. (3).

Introduction to the C language. Covers programming analysis, algorithm design, data structure, input/output, control structure, functions and procedures, arrays, pointers, and stacks. Prerequisite to all other courses in the Bachelor of Science in Information Systems program.

312 Productivity with Information Technology. (3).

Includes "wiring up," learning how to use the Internet, and IT tools as an integrative project. Includes word processing, spreadsheets, database, and presentation applications.

317 Introduction to Programming Techniques. (3).

Introduction to object-oriented programming with a focus on solving business problems. Emphasis on the conceptual foundations of object-oriented programming including use of the graphical user interface, event-driven programming, objects, properties, methods, and structured program design. Includes programming development exercises in a laboratory setting. Prerequisite: ISYS 219

318 Database Concepts. (4).

Overview of database concepts including database management systems, database design, data modeling, physical design, relational and other models, the Codasyl model, and distributed databases. Lab exercises are included. Prerequisite: ISYS 347.

327 Telecommunications, Information, and New Media. (5).

Considers the Internet, World Wide Web, HTML programming, intranets, local area networks, wide area networks, communications hardware and configuration, distributed applications, security and management, and telecommunications policy and regulations. Prerequisites: MTHW 303 and ISYS 347.

347 Introduction to Programming in Visual Basic. (3).

Introduction to programming with an emphasis on MS Windows environment programming using the Visual Basic (VB) language. Focus on the conceptual problem solving approach using modern methods such as visual and object-oriented. As a programming tool, it will make use of the fundamental capabilities of VB, including use of the graphical program design, event-driven programming, properties, methods invocation, structural and modular program design, and object-oriented approach to programming.

348 Advanced Programming in Visual Basic. (3).

Advanced concepts of object-oriented programming (OOP) using the Visual Basic (VB) programming language. Focus on advanced topics to include the development and utilization of ActiveX Controls, ActiveX Documents, Component Creation, Class Modules, ActiveX Data Objects (ADO) and the Data Environment, Multilayer Database Applications, Windows API, and Internet Development. Other portions will cover Optimizing applications, Creating Help Files, and Distributing Applications and Components. Prerequisite: ISYS 347 or equivalent course in Visual Basic.

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365 Geographical Information Systems: Managing Environmental Problems. (3).

Students, managers, and business professionals are introduced to the use and practical importance of Geographic Information Systems (GIS). Covers the design and functioning of GIS, applications to business and environmental problems, and management of GIS. Includes hands-on experience. Prerequisite: ISYS 312.

404 Systems Analysis and Design. (4).

Includes both the concepts and methodologies of the systems analyst in the development of business information systems. Topics include the systems development life cycles, structured methodologies, object-oriented methodologies, project management, and CASE tool. Interpersonal communications emphasized.

415 Computer Ethics. (3).

Consideration of the theories and issues of ethical behavior as they relate to the demands of an information society. Topics include ethical theory, computers and privacy, legal aspects, ethical issues in business, and computers and power. Concepts of computer ethics are applied to specific ethical dilemmas and problems.

425 Management and Decision Systems. (3).

Capstone course focusing on management's need and uses for decision and expert systems, management support system tools, and implementing management support systems. Provides hands-on experience and includes contemporary topics in decision support systems, executive information systems, and expert systems.

488–489 Applied Software Development Project I–II. (2,3).

Field project under the supervision of a faculty member in which students design, construct and implement a software application. Students perform work in an organization in conjunction with a site contact at the organization. Prerequisite for ISYS 488: ISYS 404. Prerequisite for ISYS 489: ISYS 488.

600 Geographical Information Systems: Managing Environmental Problems. (2).

Introduction for managers and business professionals to the use and practical importance of Geographic Information Systems (GIS). Design and functioning of GIS, applications to environmental problems, and management of GIS. Includes hands-on experience.

603 Database Management and Design. (3).

Introduction for students to the essential principles and pitfalls of both the design and management of data and databases. Study of readings and active participation are used to explore the opportunities and implications of databases in today's organizations.

604 Systems Analysis and Design for Management. (3).

Introduction to systems analysis and design from a management perspective. Includes topics of systems development methodologies, planning, developing and implementing systems, documenting systems, designing secure systems, managing systems development projects, and future directions. Includes discussion of real-world examples of systems development and the important managerial issues involved.

605 Telecommunications and Electronic Commerce. (3).

Covers telecommunications technologies and internet technologies and services, and then turns to electronic commerce including its components, structure, and technology as well as products and services, market structures, payment methods, and security considerations. Focus on the fit between technology and strategy.

610 Information Systems Topics and Current Issues for Management. (3).

Overview of important management issues in strategic information technology through theory and real-world case studies. Emphasis on student analyses and discussions of current topics in strategic information systems, the impact of information technology

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on businesses, and technology tools in today's business environments.

LIBERAL STUDIES—HUMANITIES (LSHU)

110 Search for the Self:

Models of Human Nature. (3).

Examination of seven classical theories of human nature (associated with Plato, Christianity, Marx, Freud, Sartre, Skinner, Lorenz) as these relate to the student's ideas about his or her identity. Emphasis on integrating individual values and theoretical perspectives in thinking about human identity. Not open to students who have received credit for MGTW 310.

310 Interpreting Experience. (3).

Students interpret their experience and that of others to develop written, oral, and critical thinking skills. Integral to the process is creation of a portfolio of experiential learning that can be evaluated for additional college-level credit. Attention paid to interpretation of experience through biography, autobiography, and literature. Not open to students who have received credit for, or will take, MGTW 310 or LSIS 310.

334 Life Themes and Reconciliations A. (3).

Examination of oppositional themes and the literature that embodies them. Students reflect upon the good/evil and utopia/dystopia conflicts and apply some of the theories they have learned to conflicts in their businesses/lives. Not open to students who have received credit for LSHU 331, 332, or 333.

335 Life Themes and Reconciliations B. (3).

Examination of oppositional themes and the literature that embodies them. Students reflect upon youth/age and woman/man conflicts and apply some of the theories they have learned to conflicts in their business lives. Not open to students who have received credit for LSHU 331, 332, or 333.

LIBERAL STUDIES— INTERDISCIPLINARY STUDIES (LSIS)

310 American Visions: 1650–1990s. (6).

Consideration of the internal tensions and contradictions of political, spiritual, and economic visions shaping American culture and individual and communal life since 1650, including what makes each valuable. Incorporates a portfolio section refining critical thinking and communication skills. Reveals and clarifies personal values. Generation of a portfolio of experiential learning. Not open to students who have received credit for MGTW 310 or LSHU 310.

LIBERAL STUDIES— NATURAL SCIENCES (LSNS)

100 Environmental Science. (3).

Students explore the scope, limits, and methods of science and particularly environmental science through readings, discussion, debate, analysis, and laboratory and field study. Consideration of local environmental concerns and their global context. Corequisite: LSNS 181.

111 Ethics and the Environment. (3).

Examination of the ways in which people make ethical decisions. Analysis of everyday environmental issues in order to make informed ethical decisions.

150 Current Issues in Science and Technology. (3).

Examination of some of the most important technological developments of this century and their impact upon human lives. Examination of the complex relationship between humans, the environment, and technology.

181 Field Study in Environmental Science. (2).

Students are provided the opportunity to gather data, complete analysis, and report findings in a laboratory and field study experience that complements their study in LSNS 100. These experiences take students out of the classroom. Corequisite: LSNS 100.

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201 Natural Sciences Through Living Laboratories. (3).

Exploration of the principles and methodology of astronomy, marine biology, natural history, and ecology to understand the natural environment. Students will utilize campus-based facilities and field sites throughout Southern California as laboratories.

LIBERAL STUDIES— SOCIAL SCIENCES (LSSS)

311 Historical Aspects of Social and Organizational Theory. (3).

Study of the historical sources of modern management theories, as well as the sources for modern theories of organizations. Provides students with tools for the analysis and critique of management practice and organizational structure by familiarizing them with classical theories on the nature, origin, and control of complex human organizations.

320 Organization Studies in Multicultural Issues. (3).

Multicultural issues are surveyed through the lenses of intercultural communication, cross-cultural psychology, and organizational behavior. Cultural relativity is presented. Diversity of ethnicity, culture, gender, age, sexual orientation, and disability within the work force is examined. Work of relevant theorists is applied. Prerequisite: prior coursework in the behavioral or social sciences. Not open to students who have received credit for LSSS 120.

323 Multicultural Issues Seminar: Community. (2).

Exploration and communication in writing/reading and speaking/listening an understanding and appreciation for multicultural diversity. Attention given to the larger concern of developing a community while appreciating difference and seeing it as an advantage. Prerequisite: LSSS 320.

324 Multicultural Issues Seminar: Ethnicity. (2).

Exploration and communication in writing/reading and speaking/listening an under-

standing and appreciation for multicultural diversity. Attention given to culture and ethnicity. Focus on the organizational aspect of diversity as it connects to ethnicity, and as it is valued as an advantage to the workplace. Prerequisite: LSSS 320.

325 Multicultural Issues Seminar: Gender. (2).

Exploration and communication in writing/reading and speaking/listening an understanding and appreciation for multicultural diversity. Attention given to gender issues in the workplace. Focus on diversity resulting from issues of gender as they strengthen the organization and create change in the workplace. Prerequisite: LSSS 320.

MANAGEMENT (MGMT)

302 The Emerging Paradigm. (2).

Exploratory or experimental investigation of the emerging (sometimes called “new age” or “holistic”) paradigm and its application to work, learning, and other aspects of our everyday lives. Can humans trust what they think they know? What is the transformational workplace?

304 Leadership of Management Teams. (2).

Issues of leadership as exercised in management teams explored through a combination of class work, readings, and a high adventure ropes course or a similar wilderness experience. The high adventure segment includes team challenges as well as individual challenges.

305 Space Shuttle Simulation: Teamwork under Pressure. (2).

In a simulated space mission at the Challenger Learning Center, participants form teams to conduct experiments crucial to a successful moon landing, and operate mission control. They learn to function as a team, work under pressure, make team decisions, and celebrate their success as a team.

306 Modern Organizations. (3).

Interdisciplinary social science course focusing on the historical, sociological, political,

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structural, and psychological aspects of complex organizations. Classical and neoclassical organization theories, “modern” structural organization theory, systems and contingency theories of organizations, and the organizational culture school.

320 Leadership in Organizations. (2).

Focus on leadership in organizational settings. Leadership functions across hierarchical levels and the application of leadership styles and principles in different organizational contexts are addressed.

330 Managing and Leading Organizations. (4).

Synthesis of principles of management and organizational behavior. Focus on the management process of planning, organizing, leading, and controlling organizational behavior. Organizational behavior topics include teams, individual behavior, managing change, motivation, communication, and leadership. Cross-functional topics of diversity, ethics, quality, and leadership are woven throughout. Not open to students who have received credit for MGMT 325 or 345.

331 Organizational Change: Strategies. (3).

Processes of change with primary focus on strategies to achieve change. Topics include problem formation and resolution, contemporary approaches to systems assessment and change intervention, future trends, and ethical problems facing change agents.

332 Conflict Management. (2).

Focus on understanding the process and dynamics of conflict and on new approaches to resolve conflict. Draws from literature from all the social sciences and from experience in organization, community, labor, and international conflict. Negotiation roles, processes, and strategies are reviewed and practiced.

333 Organizational Communications. (1–3).

Exploration of the role and dynamics of communication in organizations. Individuals within groups communicate to strengthen or maintain relationships. Examination of the

communication process: elements of communication, individual differences and styles, patterns of miscommunication, non-verbal communication, communication styles, perception, interactional models, and the impact of technology.

334 Management Simulation. (1–3).

Advanced applications approach to the study of management. Survey and application of the main aspects of management: communicating, motivating, planning, organizing, leading, controlling, change, and conflict.

335 Diagnosing Organizational Effectiveness. (1–3).

Examination of organizations through research, review, experiential methods, and analysis to understand how and why organizations function.

347 Supervision. (3).

Study of the worker with emphasis on motivating, communicating, counseling, training, managing time, and evaluating performance. Emphasis on small groups and individuals rather than the organization and its environment.

350 Managing Quality: The Quality System. (3).

Introduction to state-of-the-art Total Quality Leadership (TQL) and Total Quality Management (TQM), by reviewing literature. Theories of leading TQM advocates are discussed and analyzed for the implementation and development of quality systems in public and private sectors. The ISO-9000 quality system standards and the benefit and cost of implementation of the system are discussed.

356 Human Resources Management. (3).

Study of the theory and practice of the human resource/personnel function in organizations, including labor relations. Current issues in human resources management are addressed.

357 Labor Relations. (3).

Overview of the history, law, and practice in America of collective bargaining, including the

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reasons workers unionize, contract negotiations, impasse resolution, contract administration, grievance arbitration, and labor-management cooperation.

384 Evaluating Personnel, Positions, and Performance. (2).

Task-analysis approach to the development and evaluation of personnel, positions, and employee performance in a variety of organizational settings.

385 Safety for Managers. (2).

Industrial safety management and administration including history and economic factors such as worker's compensation, disability, and direct and indirect costs. Both federal and state occupational safety and health administration practices are emphasized along with management responsibility and trends. Student use of a case study regarding safety and hygiene in the industrial environment.

386 Humor and Creative Management. (3).

Consideration of cognitive styles, and exploration of theories of humor, while providing exercises connecting creative intelligence and humor. Students develop framework for examining organizational humor and cognition and their relationships to innovation and creativity. Students also construct models and plans for intervention to enhance humor and creative intelligence in organizations.

393 Training: Needs Analysis, Design and Presentation. (2).

Examination of the role of training and how it differs from education; a study of needs analyses, types of training, and methods of measuring effectiveness. Not open to students who have received credit for EDUC 350.

395 Public Sector Management. (3).

Basic theories and practices in public management. Interaction of theory and practice in the daily management of a public agency.

396A Special Studies: Business Ethics. (3).

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

396B Special Studies: Information Management. (3).

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

396C Special Studies: Management. (3).

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

397 The Japanese Style: Lessons for Managers. (2).

Designed to provide students with a basis for global perspectives in business through examination of the Japanese style of management.

438 Health Care Management and Administration. (2).

Addresses the management and administration of health care organizations such as hospitals, group medical practices, clinics, health maintenance organizations and other institutional and community settings involved in the delivery of health services. Emphasizes the administrator's role in facilitating and managing the delivery of quality health care. Prerequisite: MGMT 330 and MGMT 356.

483 Strategic Management. (3).

Integrative approach to understanding the nature and context of strategic management. Focus on assessing and diagnosing an organization's internal and external environments; analyzing its strengths, weaknesses, opportunities, and threats; and then formulating, implementing, and evaluating strategy at the corporate and business levels.

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487A Project I: Research Methods. (3).

Introduction to experimental and correlational methods of research in business. Includes design of questionnaires, surveys, and other research procedures. Prerequisite: one course in descriptive and inferential statistics. Not open to students who have received credit for BUAD 351.

487B Project II: The Practicum. (4).

Introduction to applied research. The project is designed to focus on certain topics within the area of administrative and behavioral sciences. The individual project encompasses organization, design, survey, proposed or actual implementation, and formal presentation to the student's organization and the University of Redlands. Not open to students who have received credit for MGMT 484, 488 or 489. NU only.

491 Management Ethics in a Global Environment. (3).

Devoted to the study of ethics and the social responsibility of organizations. Topics include competition, employment, environmental protection, consumer protection, and community relations. Global issues, including cultural differences in ethical practices, are also addressed. Not open to students who have successfully completed MGMT 490.

600 Organizational Learning and System Thinking. (2).

Presentation of a systems approach to problem identification, problem-solving, and organizational learning. Practices of system thinking—identifying archetypes and mental models, inquiring, advocating, conducting dialogues, and reflecting—are developed.

601 Managerial Assessment and Development. (1).

First course in the Master of Arts in Management program. Students complete an assessment of critical managerial competencies including: (1) personal skills; (2) people management skills, (3) analytic skills, and (4) management knowledge. Students develop a self-directed learning plan to

address competencies in the four areas and competencies related to the student's career.

605 Space Shuttle Simulation: Teamwork under Pressure. (2).

In a simulated space mission at a Challenger Learning Center, participants form teams to conduct experiments crucial to a successful moon landing and operate mission control. They learn to function as a team, work under pressure, make team decisions, and celebrate their success as a team.

610 Management Theory. (2).

Focus on organizational issues of structure and process, goal-setting, decision-making, power, and authority.

611 Decision Making: Economics. (2).

Analytical techniques of microeconomics applied to management. Macroeconomic impact on commerce and trade.

615 Managerial Accounting and Finance. (2).

Financial tools used in analyzing and developing strategies for making business decisions.

620 Contemporary Issues of Management. (3).

History of management—especially in business, commerce, and trade—is analyzed to provide a perspective on contemporary and anticipated issues. Ethical and moral questions related to these issues are explored in case studies.

621 Contemporary Ethical Issues in Management. (3).

Analysis of the history of management to provide a perspective on contemporary and anticipated issues of corporate social responsibility. Ethical and moral questions related to these issues are explored. Examination of ways in which businesses are an open system interacting with local, national, and global communities. Not open to students who have received credit for MGMT 620.

School of Business Course Descriptions

622 Leadership and Motivation. (3).

Examination of effective leadership, leadership traits, and motivation and reward of employees in a diverse environment. Topics include merging leadership concepts such as transformational and visionary leadership, stewardship, and leadership integrity.

623 Team-based Organizations: Creating and Leading High Performance in Groups. (3).

Examination of the benefits of organizational teams and methods for using the skills, experiences, insights, and ideas of team members to enhance organizational performance. Topics include where and how teams work best, and how to enhance team effectiveness.

624 Communication and Conflict in Organizations. (3).

Topics include active listening, assertive communication, the dynamics of conflict, interventions used to manage conflict, costs and benefits of conflict, and styles of conflict management. Focus in improving student communication and conflict management skills, as well as their ability to analyze interpersonal communication and conflict. Not open to students who have received credit for BUAD 692.

630 Organizational Behavior. (2).

Topics include motivation, leadership, communication, and influence. Focus on understanding, predicting, and influencing individual and group behavior.

631 Management and Organizational Behavior. (3).

Management functions and processes. Planning, organizing, leading, and controlling presented within the framework of extant organizational theories, systems approaches, contingency theory and socio-technical systems analysis to demonstrate how the management of people, resources, and technology leads to organization effectiveness in the context of increasing globalization.

632 Management of Self. (3).

Students will study theories of managerial competence, emotional intelligence (self-

awareness, self-regulation, and self-motivation) and career values. They will then assess themselves in terms of these and their own values. From this study and reflection, they will synthesize a personal vision of their future careers and life.

650 Management Science and Decision Analysis. (3).

Demonstration of various quantitative methods developed over the years. Provides students with an understanding of the role management science plays in the decision-making process. Topics include linear and integer programming, project management, forecasting, decision theory, inventory control, Markov processes, queuing theory, and simulation.

656A TQL/TQM: Statistical Process Control I. (2).

Introduction to statistical methods emphasizing quality control processes applicable to business and management. Includes basic descriptive statistical techniques used as tools for Total Quality Leadership (TQL). Explores application of statistical methodology required to implement total quality principles. Equips managers to implement and develop quality systems in the public and private sectors. Not open to students who have received credit for MGMT 696A Statistical Process Control I.

656B TQL/TQM: Statistical Process Control II. (2).

Students research and report on state-of-the-art Total Quality Leadership (TQL) and Total Quality Management (TQM) from literature review. Inferential statistical techniques are used as a tool for developing information needed to implement total quality principles in the workplace. Equips managers to implement and develop quality systems in the public and private sectors. Prerequisite: MGMT 656A. Not open to students who have received credit for MGMT 696A Statistical Process Control II.

School of Business Course Descriptions

656C TQL/TQM: Implementation. (2).

Application and implementation of strategies and techniques for continuous improvement of processes and systems in public and private organizations are studied through group projects, case studies, and presentations. Project teams gain experience in how to perform responsibilities effectively through commitment of management and employee involvement in planning and decision-making. Prerequisite: MGMT 656A, MGMT 656B.

661 Decision Making: Managing Risks, Serving the Customer, Examining the Numbers. (3).

Investigation of decision making in the context of three frameworks: how complying with the law, serving the customer, and understanding basic finance influence performance. Exploration of decision making in the context of these frameworks.

670 Human Resources Management. (3).

Study and critical analysis, using case studies, of both theory and practice of the human resource/personnel function in modern complex organizations.

674 Human Resources Management. (3).

Study and critical analysis of theory and practice of the human resource/personnel function in modern, complex, organizations. Includes topics such as personnel policies, workforce diversity, HR practices, employee discipline, health and safety, and collective bargaining. Address of goals of equity, efficiency, and effectiveness in a diverse environment. Not open to students who have received credit for MGMT 670.

680 Marketing Management. (3).

Exploration of basic aspects of marketing with emphasis on the customer and the marketing mix. Development of analytical and critical thinking skills through case study. Design and assessment of a basic marketing plan.

681 Public Relations and Marketing. (2).

Emphasis on the importance of public relations in the maintenance of integrity and

credibility of the corporate mission and image. Application of marketing theory in the work environment with special attention to the middle manager's corporate responsibility to the marketing function.

682 Marketing Principles and Applications. (2).

Review of basic aspects of marketing and the customer and the marketing mix (product, price, promotion, and place/distribution). Emphasis on the practical application of principles through case analysis and review of current literature. Not open to students who have received credit for MGMT 680 or MGMT 681.

685 The Legal Environment of Management. (2).

Analysis of the legal dimensions of management decisions within the context of both the historical and contemporary development of government regulations. Lectures and case discussions emphasize current issues.

686 Organizational Frames. (3).

Examination of organizations from multiple perspectives. Investigation of four organizational frames: (1) structural, (2) political, (3) symbolic, and (4) systems. Exploration, comparison, and integration of the four frames to bring new perspectives to difficult problems and build high-performing, responsive organizations.

687 Ethics in Organizations. (2).

Examination of major ethical theories and the principles of moral reasoning as these bear on the clarification and solution of ethical problems in business, non-profit, and governmental organizations.

689 Managing Change and Organizational Learning. (3).

Examination of components of organizational change and the design of learning organizations that are capable of continuous improvement. Students build the capability for creating and assessing knowledge.

School of Business Course Descriptions

690 Strategy. (3).

Strategy sets a critical direction and guides the allocation of resources to achieve long-term organizational objectives. Examination of the formulation of strategy based on internal strengths and weaknesses as well as external opportunities and threats in the context of changing technology and environment. Not open to students who have completed MGMT 693.

691 Information Technology. (3).

Survey of information system principles, including the role of information systems in business, computing technology, software, telecommunications, systems analysis and design, managing information systems resources, international and global aspects of information systems, and the strategic role of information systems. Includes two non-credit workshops held on Saturdays to help students develop computer skills.

693 Strategic Formulation. (2).

Exploration of the role and purpose of strategic planning in organizations, plan formulation and establishing organizational goals and objectives in the context of changing technology and environment. Techniques of policy formulation that integrate the financial, marketing, production, and personnel functions with the firm's overall strategic plan.

694 Strategy Implementation: Managing Change in Organizations. (2).

Investigation of the technical competencies and behavioral skills required for recommending and managing change.

696A–696B–696C Special Topics: Corporate Elective I, II, III. (2, 2, 2).

Special study designed to meet the organizational need of a particular work environment.

698A–698B Management Practicum Seminar I, II. (2, 2).

Selecting, planning, designing, and completing an organizational business or management study using independent research. The practicum constitutes the integrative

capstone experience of the master's program. 698A is CN only.

699 The Reflective Manager. (2).

Last course in the Master of Arts in Management program. Students complete a post-assessment of critical managerial competencies including: (1) personal skills, (2) people management skills, (3) analytic skills, and (4) management knowledge. Students evaluate the level of integration from coursework and self-directed study. Examination of how well the competencies were learned. Prerequisite: taken after the tenth course in the program.

MANAGEMENT (MGTW)

310 Philosophical Foundations of Management. (5).

Liberal arts analysis of selected theories of human nature that underlie management theories. Students explore their own understanding of humanity, personal application of learning theory, and portfolio development. Not open to students who have received credit for LSIS 310 or LSHU 310.

MATHEMATICS (MTHW)

003 Mathematics Clinic. (0).

Intensive assistance in the acquisition of basic mathematics, algebra, and intermediate algebra skills.

095 Basic Mathematics. (0).

Provides students with necessary basic skills to undertake the sequence MTHW 100, 105, and 106. These include skills in addition, subtraction, multiplication, and division of integers, fractions and decimals, percent ratio and proportion, and signed numbers. Covers expressions, linear and quadratic equations, and inequalities. Emphasis on active student problem-solving using calculators or software. Graphing calculator may be required. CN only.

100 Mathematics Inquiry. (3).

Introduction to the major conception of functions in mathematics and the important

School of Business Course Descriptions

branches of mathematical equations and progressions. Designed for students to gain the skills necessary to fulfill competency requirements and solve problems in education and business as well as in their personal lives.

102 Environmental Mathematics. (3).

Students use ideas, concepts, and material from the natural sciences and business to do mathematical modeling and to demonstrate the applicability of mathematics to solving real-world problems. Utilizes college-level mathematics including functions, graph theory, optimization, equations, inequalities with n variables, model constructions, and data collections.

103 Historical and Applied Mathematics. (3).

Analysis of problems from political science, ecology, institutional planning, etc., using techniques and research methods from geometry, probability theory, statistics, and linear and matrix algebra. Commentary on the social and cultural issues prompting the development of mathematical models and the people inventing them.

105 Business Mathematics I. (3).

Topics include equations and graphing of straight lines and linear inequalities, matrix algebra and linear programming by both graphing and simplex techniques.

106 Business Mathematics II. (3).

Introduction to probability and problems of a combinatorial nature, including permutations and combinations. Addresses set theory to permit students to investigate a wide range of combinatorial and probability problems that apply to business, economics, and the social sciences as well as their careers and personal lives. Prerequisite: MTHW 105.

140 Business Mathematics. (3).

Selected topics in mathematics not otherwise covered in the curriculum. Topics include equations and inequalities, functions and their graphs, systems of equations and inequalities, matrices and their applications, sequences and series, and probability.

303 Mathematical Applications for Information Systems. (3).

Formation of the theoretical foundation for much of today's advanced science in information systems: communications, digital signal processing, neural networks, control and systems development, programming and computer technology, decision-making systems and information theory. Combinatorics, sets, functions and graph theory, analysis of proofs, and logic stand at the center of the course. Applications accompany the study.

305 Mathematical Applications for Business and Economics. (3).

Introduction to the basic principles and general concepts of mathematics with applications to business, economics, finance, business statistics, and social science. Focus on major college level mathematical concepts: functions and their graphs, equations and inequalities, linear programming, sets, trees and diagrams, combinatorics and probability.

MUSIC (MUSW)

210 Romance in Music. (3).

Examination of the themes of love and romance in the development of Western music. Students listen to, discuss, and perform many forms of vocal and instrumental music and attend live performances as arranged on Saturday nights. Students are expected to pay for tickets.

215 Musical Storytelling. (3).

A look at storytelling through musical narration since the beginning of history and the development of all the different forms of musical plays from liturgical drama to opera to Broadway. Students listen to, watch, and discuss video presentations as well as live performances and are expected to purchase tickets when necessary.

381 Travel Study in Music. (2-3).

Residence in Salzburg, Austria, for the Summer Music Festival.

School of Business Course Descriptions

POLITICAL SCIENCE (PSCW)

150 Comparative Political Behavior. (3).

Introduction to comparative understanding of diverse political systems and political cultures. Provides a framework for analysis of political cultures in various European, Asian, Latin American, African, and Middle Eastern countries and an overview of problems facing these countries and regions.

301 American Constitution: Theory and Practice. (3).

Critical analysis of selected original texts and commentary from the generation of our constitutional framers, enlivened by an exploration of landmark decisions of the U.S. Supreme Court.

350 Environmental Politics and Regulation. (3).

Historical review of the economic, legal, and social foundations of the law of administrative agencies and environmental law and policy. Explores the development of relations between government and business and more recent commentary by noted economists, social theorists, and politicians.

PSYCHOLOGY (PSYW)

100 Introduction to Psychology. (4).

Survey of the research and theory investigating the nature of human behavior, interpersonal dynamics, and psychological experience. Students study the biological, social, and environmental factors that influence women and men.

375 Child Growth and Development. (3).

Students study the growth and development of children from the prenatal period through adolescence, including the individual needs of children in the modern world. Not open to students who have received credit for EDUG 331 or EDUC 331.

SOCIOLOGY (SOC)

100 Introduction to Sociology. (4).

Examination of the relationship between the individual and society; the study of social relationships and social institutions; the impact of cultural, structural, and social-historical forces on individuals, groups, and society. Exploration of current social issues with a goal of making informed ethical decisions.

240 Sociology of Television. (2).

Examination of television as a sociological phenomenon, exploring its influence on attitude formation, buying behavior, and voting patterns. Television's portrayal of gender, racial, class, and economic distinctions is considered, as well as social, economic, and political implications of television itself as a multi-billion-dollar industry.

309 The American Family. (3).

Broad interdisciplinary overview of the variety of situations that we call "the American family." Designed to allow students to pursue particular interests in this area.

312 A Social History of California: Tangled Roots. (2-3).

Examination of social life in the context of place—Southern California. Exploration of the ecosystem of ethnicity. An understanding of demographic and immigration patterns shaping multicultural communities. Examination of the historical-cultural-sociological framework. Theories of cultural clash and change. How climate, geography, and ecology have created a distinct California culture

320 Race Relations in Industrial Society. (3).

Analysis of race relations to reflect conditions and processes in the United States. Analysis of changes over the last several decades effected by political movements that challenged and radically transformed notions of racial identity, the nature of social life, and the role of the state.

School of Business Course Descriptions

330 Socialization and Childhood. (2).

Theories of human socialization from both a sociological and psychological perspective. Historical and cross-cultural views on childhood. Deals with children developing within such modern institutions as the school, media, peer groups, kiddy culture, and adolescence. Various strategies for parenting are also included. An introductory course in sociology or psychology is recommended but not required.

340 Film and Society. (3).

Critical and historical examination of how cinema portrays various aspects of self, society, and culture. Students learn about the California film industry and the ways that popular films raise societal issues by reflecting American society and culture—especially political, sexual, psychological, and ideological attitudes and values.

352 Invisible Minorities. (2–3).

References to minorities generally include such visible groups as blacks and the physically handicapped. Invisible minorities (those whose minority status is not readily apparent) examined.

TELECOMMUNICATIONS (TCOM)

611 Telecommunications Policy. (3).

Overview of regulations, emphasizing post-deregulation of telephone and broadcast industries. Topics include the regulation of emerging services and technology, freedom of speech, ownership and distribution of new information forms, and limitations and uses of technology, policy at the local, state, national, and international levels. Prerequisites: TCOM 614.

614 Introduction to Telecommunications. (3).

Overview of the fields of computing, information technology, and telecommunications. Includes the economic, social, cultural, and personal consequences of the increasing use of technologies.

621 Programming Languages for Telecommunications. (3).

Examination of the student's programming skills for interactive media. It includes programming the computer to control graphics, text, audio, and video images. Examines three types of programming languages—scripting languages, Web sites, and the production of applications on servers. Prerequisites: TCOM 614.

622 User Interface Design. (3).

Examination of information and communication technologies from the user's perspective. Investigates a spectrum of interface design issues which include visual design, images, layout, readability, the use of color, structural design, the organization and linking of information, and the use of navigation and spatial cues. Emphasis on multimedia in the arts, education, and business. Prerequisites: TCOM 614, TCOM 621.

633 Telecommunications Infrastructure. (3).

Investigation of base- and broad-band transmission systems as a means to investigate diverse computer and telecommunications equipment within an organization. Discusses specific techniques to manage intra- and inter-organizational telecommunications systems. Considers the integration of such systems in terms of class, bandwidth, standards, availability, interfaces, traffic patterns, network installation, performance criteria, and hardware. Prerequisites: TCOM 614.

640 Electronic Commerce. (3).

Discussion of electronic commerce including its components, structure, and technology as well as products and services, market structures, payment methods, and security considerations. Prerequisites: TCOM 621, 622

651 Development of Information Servers. (3).

Investigation of the production, management, and facilitation of hardware, software, applications, and content used to provide and obtain information over communication networks. Examination of identifying optimal resources and arranging those resources as an information system fit for use over

School of Business Course Descriptions

communications networks. Prerequisites: TCOM 614, 633.

654 Management of Telecommunications Resources. (3).

Problems, trends, and responsibilities of management in the telecommunications industry. Includes analysis of the design, implementation, operations, and management of communications networks, facilities, hardware and software, the management of technology change, management of personnel, and the possible types of organizational structures dealing with various user needs. Prerequisite: TCOM 640.

660 Knowledge Management and Telecommunications Strategy. (3).

Discusses principles of knowledge acquisition, classification, dissemination, and management, particularly as they apply to telecommunications systems. Examines the strategic benefits of implementing telecommunications in organizations. Prerequisite: TCOM 614.

663 Emerging Technologies. (3).

Investigation of the effects of future technological innovations. Studies a number of new and promising technologies in transmission, switching, mass storage, processing, and other areas, such as system integration strategies, software reusability, and object oriented design methodologies. Covers applications and effects of new communication and information technologies. Prerequisite: TCOM 614.

664 Telecommunications Project Practicum. (3).

Having achieved proficiency through the successful completion of other courses in the program, with the tools and concepts of interactive media and interfaces, students undertake individual projects that require them to apply their skills. Students will perform needs analysis, create specifications, and design, implement, and evaluate interactive projects. Prerequisites: TCOM 621, 622, 640, 654.

School of Business Graduation Requirements

UNDERGRADUATE

Catalog Requirement

Students must complete the graduation requirements as stated in the catalog for the year of admission. If a student is readmitted, the requirements prevailing at the time of readmission must be met. A student is not free to select graduation requirements from more than one catalog.

Quantity and Quality of Work

To graduate, students must complete all of the requirements of their degree programs and earn at least 120 units of academic credit.

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

Graduation Requirements

Students must fulfill five basic requirements before receiving a baccalaureate degree:

1. Completion of 120 semester credits of study, of which at least 32 credits must be earned or certified at the University of Redlands.
2. Completion of the major program to which the student was admitted. The specific requirements are outlined in this *Catalog*.
3. Satisfaction of General Education requirements consisting of a minimum of 42 semester credits, as listed under general education requirements.
4. A minimum cumulative GPA of 2.00 earned for all college-level work taken at the University of Redlands.
5. Students in degree-completion programs must complete all requirements within four years from the date of the first class meeting. Students who do not complete their degrees within the four-year completion limit may apply for a single three-year extension, which begins on the date of the student's originally scheduled deadline. The extension

application should be submitted to the student's academic advisor for consideration. If the extension is approved, the student is required to pay a fee. Please refer to the School of Business Tuition and Fees section of this *Catalog* for more details. Should a student fail to complete their degree within the extension period, he or she must apply for readmission to the University and complete the degree requirements in place at the time of re-enrollment.

General Education Requirements

While the School of Business major programs focus primarily on advanced work in business-related courses, the School believes that well-educated students also need experience in arts and humanities, behavioral and social sciences, mathematics and science, and writing and communication. General education requirements, therefore, constitute a significant portion of the degree and are intended to acquaint students with the variety of theoretical concepts and the diversity of methodologies employed in the pursuit of knowledge.

The degree comprises 120 credits divided roughly into three areas: general education, the major, and electives. Each student must earn 42 semester credits of general education, distributed among four categories: Arts and Humanities (AH), Mathematics/Science (MS), Behavioral/Social Science (SS), and Writing and Composition (WC). Among the four categories, each has its own required number of credits, as noted below. Six of these credits are the student's individual choice and may be taken from any of the categories. A minimum of 9 of these credits must be earned in upper-division courses. No individual course can fulfill more than one category requirement.

Students, with the assistance of their academic advisors, are responsible for monitoring their progress toward fulfillment of the General Education requirements. The students bear the ultimate responsibility for monitoring academic progress and ensuring fulfillment of all degree requirements.

Art and Humanities (AH). A minimum of 12 semester credits is required.

School of Business Graduation Requirements

Behavioral/Social Science (SS). A minimum of 9 semester credits is required.

Mathematics/Science (MS). A minimum of 9 semester credits is required. Students are required to take at least one college-level mathematics course. At least one natural science course (biology, chemistry, physics, geology, physical geography, astronomy, oceanography) is required. Students may take one course in computer science.

Writing/Communications (WC). A minimum of 6 semester credits is required. Students must take at least one course in English composition.

General Education requirements may be fulfilled by:

- transfer of appropriate and acceptable credit from other colleges or universities; or
- successful completion of the appropriate Extended Studies courses; or
- successful petitioning of the appropriate courses through the School of Business Prior Learning Assessment Center, DANTES, or certificated learning, either that certified by the American Council on Education or the University of Redlands; or
- successful completion of CLEP.

The following courses in undergraduate schedules of instruction qualify as General Education courses and partially fulfill General Education graduation requirements.

B.S. in Business and Management Art and Humanities (AH)

ENGW 301 Advanced Writing and Critical Analysis (3)

Social Science (SS)

BUAD 335 Introduction to Macroeconomics (3)

BUAD 336 Introduction to Microeconomics (3)

MGMT 491 Management Ethics in a Global Environment (3)

Natural Science and Mathematics (NS)

MTHW 305 Mathematical Applications for Business and Economics (3)

B.S. in Information Systems

Art and Humanities (AH)

MGTW 310 Philosophical Foundations of Management (3)

Social Science (SS)

MGTW 310 Philosophical Foundations of Management (2)

BUAD 337 Political and Business Economics (3)

Natural Science and Mathematics (NS)

MTHW 303 Mathematical Applications for Information Systems (3)

Application for Graduation

Students complete a formal application for diploma thirty days prior to completion of all degree requirements. Applications may be obtained from the student's academic advisor.

Commencement

The School of Business enrolls students throughout the year and has students completing at various points during the year. Students may commence in the academic year in which they complete their degree requirements if their degree requirements are completed by March 1. An application to participate in commencement must be completed and postmarked by February 15.

Students enrolled in a degree program with a Schedule of Instruction (SOI) that is completed by August 31 may apply to participate in commencement that year provided there are 3 (or fewer) credits to be completed in addition to the remaining courses in the SOI. Students whose SOIs were completed prior to March 1 and with as many as 6 credits still needed may also apply to participate in commencement. An application must include a reasonable plan for completing the remaining credits by August 31 and should be sent to one's academic advisor, postmarked by February 15.

Although undergraduate honors work is identified on one's transcript, students appreciate the recognition of honors at commencement. For undergraduate students to have their honors recognized in the printed program at commencement, all of their degree requirements must be met by March 1. There are no exceptions to this honors policy.

School of Business Graduation Requirements

GRADUATE PROGRAMS

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

Credit Obsolescence

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

Minimum Credit and Curriculum Requirements

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

Curricula for School of Business graduate degree programs may be subject to change each year. School of Business students should consult the annual supplementary publication.

School of Business Tuition and Fees

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2001-2002 academic year. **Expenses are subject to change.** When such changes are made, notice will be given as far in advance as possible.

Fees for the 2002-2003 academic year will be published during summer 2002.

TUITION, FEES, AND EXPENSES

Numbers in columns indicate dollar amounts.

Tuition, per credit

B.S., Business and Management	422
B.S., Information Systems	422
M.A., Management	443
M.B.A.	443
M.S., Interactive Telecommunications . .	443

Audit or Independent Study, per credit

Audit and independent Study courses are billed at the current per-credit rate for the degree program in which the course resides.

Repeat Courses, per credit

Repeated courses are billed at the student's per-credit program rate, provided he or she is currently enrolled in his or her core program. All other courses will be billed at the current per-credit rate for the degree program in which the course resides.

Weekend and Completion

Seminars, per credit	422
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Forest Service Certificate Program,

per credit	443
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Other Fees

Textbooks

Students purchase textbooks through MBS Direct at market price at the time of purchase.

Student Services Fee,

per course	17
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Cross-registration with Arts & Sciences

Full-time School of Business students may cross-register for one Arts and Sciences course per term as part of their degree program with the approval of their academic advisor, provided the course does not duplicate a School of Business offering. Classes must be at the intermediate or advanced level (courses numbered 50 through 199). Arts and Sciences registration cards must be signed by the student's academic advisor and the registrar. Part-time students are subject to the same regulations applicable to full-time students.

Other Special Costs

Duplicate Diploma Fee	50
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Examination for Credit in Lieu of

Coursework, per course	250
Available only to full-time students who have not previously audited or attended the course.	

Late Registration Fee	85
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Matriculation Fee

(not refundable)	140
Encompasses costs incurred by the University for maintenance of students' permanent records.	

Degree Completion

Extension Fee	350
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When an extension is granted to a student for degree completion, all options for gaining earned and certified credit will remain open to the student during the time of the extension. The extension for degree completion will begin on the date of the student's originally scheduled deadline.

Placement File Fee

Fee includes the establishment of the placement file plus 10 files to be sent in the academic year of establishment (July 1 through June 30).

Students	18
Alumni	30

For fees relating to maintenance or modification of files, contact the Student Services Center.

Re-enrollment Fee	40
Thesis Fee	50
Transcripts of Records, each copy	5

Methods of Payment

All students must pay a minimum \$140 prepayment at the time of registration; prepayment is applied to the student's account. Tuition and fees are billed course-by-course with payment due 45 days from the invoice date.

Students with past due balances on their University account are subject to dismissal from the University. The University will not release transcripts or a diploma until the past due balance is paid in full. Students will not be permitted to enroll in subsequent courses until the past due balance is paid in full. The University may contact credit bureaus, creditors, or personal references to obtain information concerning a debtors current address, phone number, or place of business. For information regarding loan programs, please refer to Financial Aid in the School of Business section of this *Catalog*.

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

Policy on Refunds

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

Refunds are calculated from the date of official withdrawal or approved leave of absence.

Students who withdraw unofficially or at the request of the University are not entitled to refunds for the student's enrollment at the time of withdrawal. A withdrawal or leave is considered official when written notice has been provided to the registrar stating the intention of the student to discontinue the course(s) in which he or she is registered, and the withdrawal has been approved by both the student and the registrar.

Official Withdrawal

Refunds are determined by the date of **official** withdrawal.

If a student fails to attend or stops attending class but fails to withdraw in writing through the Office of the Registrar, the student will be administratively dismissed (withdrawn from the program) after the second consecutive course and will be charged in accordance with the University's Refund Policy.

A student dropping or being dropped from a second consecutive course, or a student dropping or being dropped from three courses within a twelve-month period will be administratively dismissed (withdrawn from the program) and will be charged in accordance with the University's Refund Policy.

Returning Students

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

Noncompliance with Admission Deadlines

Students who begin coursework and then are denied admission because of failure to complete their admissions files by the end of the first course will be charged in accordance with the University's Refund Policy.

Denial of Admission

Students who are denied admission to a program after beginning their coursework may immediately withdraw, or continue, the current course. Students will be liable for 100% of the course costs for all courses completed. Course costs include per-credit

School of Business Tuition and Fees

tuition, matriculation fees, and related course fees. Academic credit will be received for all completed courses. A withdrawal is considered official when written notice is provided to the Office of the Registrar stating the student's intention to withdraw.

Loan Recipients

Students who are withdrawing and are recipients of a Federal Stafford Loan (GSL) should be aware of the following:

1. The University must notify the lending institution immediately when enrollment is discontinued or drops below half-time status.
2. The student is also responsible for notifying the lender of her/his withdrawal.
3. Refunds of tuition and/or fees from the University may be sent directly to the lender.
4. Students who re-enroll are responsible for providing enrollment verification to the lending institution.

Tuition Liability and Refund Schedule

A Change of Status form from the Student Handbook, or a letter of withdrawal must be sent to the Office of the Registrar, to withdraw officially from the program.

The matriculation fee is non-refundable.

Repayment Policy

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

School of Business Financial Aid

GENERAL INFORMATION

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

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

Financial Aid Vocabulary

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

CAL GRANT A	State of California Grant
CAL GRANT B	State of California Grant
COA	Cost of Attendance
EFC	Expected Family Contribution
FAFSA	Free Application for Federal Student Aid
FFELP	Federal Family Education Loans Program
FSL	Federal Stafford Loan
PLUS	Parent Loan for Undergraduate Students
GPA	Grade Point Average
IRS	Internal Revenue Service
SEOG	Supplemental Educational Opportunity Grant
SAR	Student Aid Report

ELIGIBILITY

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

1. The applicant must be a United States citizen, a citizen of the Trust Territories, or someone who is in the United States on other than a temporary basis.
2. The applicant must have demonstrated financial need according to the current need-analysis procedure.

3. The applicant must be registered with the Selective Service if the applicant is a male, at least 18 years old, and not a current member of the active armed forces.
4. The applicant must be accepted for admission to the University of Redlands.
5. The applicant must certify non-participation in the unlawful manufacturing, dispensation, possession, or use of a controlled substance.

OUTSIDE FUNDING SOURCES

Veterans Assistance

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

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

Veterans and widows and children of deceased veterans who wish to inquire about their eligibility for benefits should contact the regional office of the Veterans Administration by calling 1-800-827-1000.

LOANS

Federal Perkins Loan

This federal loan carries an interest rate of 5 percent repayable starting nine months after graduation, upon termination of an academic program, or enrolling in fewer than 6 credits during a semester. Repayment extends over a maximum of 10 years at a minimum monthly payment of \$40. An additional 10 years may be requested for low-income individuals based upon criteria developed by the U.S. Secretary of Education.

School of Business Financial Aid

Eligibility. Students with extreme financial need, which is demonstrated by a maximum Pell Grant and Supplemental Educational Opportunity Grant, will be eligible for the Perkins Loan Program.

Federal College Work Study Program

Work may be included as part of the financial aid award package. Such jobs are usually located on campus or at one of the regional offices. Students can earn a maximum of \$750 per academic year.

Eligibility. College Work Study will be awarded to undergraduate students with an extreme financial need, demonstrated by an adjusted gross income of \$10,000 or less.

Students should understand that they are paid for hours worked and that funds earned from this program may be owed to their student account.

Federal Subsidized Stafford Student Loan

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

Eligibility. Full-time and half-time students are eligible to apply. Eligibility is determined through needs analysis, documented via the FAFSA form. Eligibility is limited to U.S. citizens and qualified non-citizens. Also, the student must be officially admitted and registered in a specific learning group before the loan can be certified.

Loan Limits. Full-time and half-time undergraduate students may borrow up to \$5,500 per academic year. Graduate students may borrow up to \$8,500 per academic year. Maximum aggregate loan amounts are: for a dependent undergraduate student, \$23,000; for an independent undergraduate student,

\$46,000; for a graduate or professional student, \$138,500. Repayment of principal and interest begins six months after leaving school or if enrollment is less than half time, with up to 10 years for repayment. All loans are assessed a federal origination fee on the amount of the loan. Some states also charge a loan insurance fee. Stafford applications are mailed from the Financial Aid office when eligibility is determined. Submit a current FAFSA to the Federal Student Aid Program. These forms are obtainable from the regional centers or the Financial Aid office. A FAFSA should be mailed in its enclosed envelope six to eight weeks prior to the starting date of a student's academic program.

Unsubsidized Federal Stafford Student Loan

This long-term loan is available from banks, savings and loan associations, and credit unions. The same terms and conditions apply as to Federal Subsidized Stafford Loans, except that the borrower is responsible for the interest that accrues during deferment periods (including time in-school) and during the six-month grace period. The student's options in handling the interest on the loan are:

1. Pay the interest and principal;
2. Pay the interest quarterly and defer the principal; or
3. Defer the interest and principal until the student goes into repayment. (Interest will accrue while the student is enrolled and in the grace period. Interest will be capitalized to the loan when the student goes into repayment.)

Eligibility. Eligibility requirements are the same as for the Federal Subsidized Stafford Loan. This loan is available to students who do not qualify for Federal Subsidized Stafford Loans. The combined total of subsidized and unsubsidized loans cannot exceed Stafford limits. The maximum combined total per academic year is \$18,500 for graduate students and \$10,500 for undergraduates.

Loan Limits. Full time and half time graduate students may borrow up to \$10,000 per

academic year. Undergraduate students may borrow up to \$5,000 per academic year.

NEED-BASED GRANTS

Federal Pell Grants (Undergraduate only)

This federal grant ranges from \$400 to \$3,750 for a full-time undergraduate student. The award is determined by the amount of the calculated student contribution in relation to the cost of attending the University of Redlands. Eligibility may extend to the period required to complete the first baccalaureate degree. Grants do not have to be repaid.

Eligibility. Full-time and half-time undergraduate students with financial need are eligible. Those eligible generally have a low income and limited assets. Eligibility is determined through needs analysis, documented via the FAFSA form, and is limited to U.S. citizens and qualified non-citizens.

Cal Grant A (Undergraduate only)

California resident students must apply directly to the California Student Aid Commission for the Cal Grant A by filling out a GPA verification form by March 2. The GPA Verification Form for Cal Grants and the FAFSA must be submitted by March 2 each year. Forms are available at all high school and community college guidance offices, and college financial aid offices.

Federal Supplemental Educational Opportunity Grant (SEOG) (Undergraduate only)

This federal grant is intended to assist students who demonstrate a financial need; it is administered by the Office of Financial Aid. Grants can be awarded up to \$1,500 per academic year. A student must have a full Pell Grant to receive an SEOG.

SATISFACTORY ACADEMIC PROGRESS

As required by federal regulations, the University of Redlands defines satisfactory academic progress on the basis of the number of credits and approved degree requirements

satisfactorily completed, as well as the students' cumulative grade point average (GPA). To receive financial aid at the University of Redlands and maintain satisfactory academic progress, students must meet the following minimum standards based on a twelve-month calendar year.

Full-time Status—Undergraduate

Academic year completed	1	2
Minimum number of academic credits satisfactorily completed	24	48
Minimum cumulative GPA	2.0	2.0

Full-time Status—Graduate

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

Half-time Status—Undergraduate

Academic year completed	1	2
Minimum number of academic credits satisfactorily completed	12	24
Minimum cumulative GPA	2.0	2.0

Half-time Status—Graduate

Academic year completed	1	2
Minimum number of academic credits satisfactorily completed	9	18
Minimum cumulative GPA	3.0	3.0

STUDENT RIGHTS AND RESPONSIBILITIES

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

A student has the right to know:

- The deadlines for submitting an application for each of the available programs.
- How your financial need was determined.

School of Business Financial Aid

- How much of your financial need has been met.
- What resources were considered in the calculation of your need.
- What financial aid programs are available and their exact requirements.
- How eligibility for financial aid programs is determined, how decisions on eligibility are made, the basis for these decisions, and the procedures for appealing decisions if you believe you have been treated unfairly.
- What portion of your financial aid is a loan, and what portion is a grant. If the aid is a loan, you have the right to know the total amount that must be repaid, the amount of each payment, the interest rate, the length of time you have to repay the loan, and when repayment is to begin.
- What it costs to attend the University of Redlands, and what the University's refund policy requires of the University and of you.
- How the University determines whether you are making satisfactory progress, and what happens if you are not.
- What happens if you withdraw or drop out during the year.
- You are required to report to the Office of Financial Aid if you drop below full-time status.
- You must return all additional documentation, verification, corrections, and/or new information requested by either the Office of Financial Aid or by any agency to which you submitted an application.
- You have to update information concerning name change, address change, withdrawal, or graduation as they occur. Notify the Office of Financial Aid or any agency that has awarded you funds.
- You must accept responsibility for reading, understanding, and keeping copies of all forms that you are asked to sign.
- You must comply with all applicable policies and regulations when you accept financial aid from any source.
- You should keep track of the total amount of your loans as you go through school so that you have accurate knowledge of the total amount you owe when it is time to begin repayment.
- If you have received a federal Perkins Student Loan or a Federal Stafford Loan from the Office of Financial Aid, you must complete an exit interview as required by federal law before graduating, transferring, or withdrawing from the University of Redlands.

Responsibilities students accept:

- You should carefully read all information regarding programs at the University of Redlands.
- You must complete all forms accurately and submit them on time to the correct agency or office.
- You should be careful and accurate in completing your application for student financial aid. Errors can result in long delays in your receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- You must be aware of and comply with the deadlines for application and reapplication for aid.
- You need to maintain good academic standing and make satisfactory progress.
- You must perform the work that is agreed upon in accepting an employment award. Keep a record of the amount of each check you receive from your work-study employer. You cannot exceed the maximum earnings for employment indicated on your Notice of Financial Aid.
- You must report your earnings. You are required to monitor your earnings and not to exceed the maximum amount you are allowed to earn from work-study jobs on campus. Overworking will create a reduction of other forms of financial aid in your package.
- If you receive additional funds from any source before or after you receive financial aid from the University, you must report the source and value of the award to the Office of Financial Aid. Receipt of additional funds frequently requires an

adjustment in the University's award to avoid an "overaward" as defined by federal and state regulations.

APPLICATION PROCEDURES

How to apply for financial aid:

- Complete the Free Application for Federal Student Aid (FAFSA)*
- All California residents who wish to apply for a Cal Grant A must do so by March 2, prior to the academic year of anticipated entrance
- Apply for a Pell Grant by completing the FAFSA.

**May be mailed by paper format or submitted on-line at www.fafsa.ed.gov*

DEADLINES

Free Application for Federal Student Aid (FAFSA)

March 2 prior to the academic year of anticipated entrance, if applying for a Cal Grant A.

GPA Verification Form

March 2 prior to the academic year of anticipated entrance.

Students can obtain information regarding the following by referring to other sections in this *Catalog*:

- Refund policy;
- Available degree programs;
- Course listings by department;
- Instructional facilities;
- Faculty and instructional personnel;
- Special facilities/services available to disabled students; and
- Names of associations, agencies, and governmental bodies that accredit, approve, or license the University and its programs.

UNIFORM CRIME REPORTING

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

DRUG-RELATED CONVICTIONS AND STUDENT INELIGIBILITY

Title IV eligibility is suspended for students convicted of violating State or Federal drug possession or sale laws.

For drug possession convictions, eligibility is suspended:

one year for the first offense, two years for the second offense, and indefinitely for the third offense.

For drug sale convictions, eligibility is suspended:

two years for the first offense, and indefinitely for the second offense.

A student's Title IV eligibility may be resumed before the end of the ineligibility period if: the student satisfactorily completes a drug rehabilitation program which complies with criteria established by the Secretary and such a program includes two unannounced drug tests; or the conviction is reversed, set aside, or otherwise rendered nugatory.

FINANCIAL AID APPEAL COMMITTEE

Any student wishing to appeal a financial aid decision must do so in writing to the University of Redlands Office of Financial Aid in Redlands, California.

Director of Financial Aid
University of Redlands
Office of Financial Aid
P.O. Box 3080
Redlands, CA 92373-0999

INFORMATION AND ASSISTANCE

For further information about financial aid or for assistance in completing any of the application forms, write: Director of Financial Aid, Office of Financial Aid, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999; or call Monday through Friday, 8 a.m. to 5:00 p.m., at (909) 335-4037 or (909) 335-4049.

School of Business Awards and Honors

Gordon C. Atkins Memorial Scholarship Award

This award recognizes School of Business graduates for their academic achievement and program participation. It is given annually in memory of Dr. Atkins, who helped create the Alfred North Whitehead College.

WHITEHEAD LEADERSHIP SOCIETY

The purpose of the Whitehead Leadership Society (WLS) is to recognize academic leadership achievement or potential and to provide an enriching environment of collaborative learning between students and faculty of the Schools of Education and Business.

Whitehead Leadership Society members participate in programs designed to enrich their experience at the University of Redlands. As proponents of professional education and lifelong learning, individual members provide active service to the University community, foster an academic climate to enhance student achievement, and honor the traditions of liberal education.

Selection to the WLS is achieved through a student's application, accompanied by a 500-word essay, articulating his or her commitment to strengthen the mission and ideals of the Society, as well as a completed and signed questionnaire from three School of Business or School of Education faculty members, or two School of Business or School of Education faculty members and one current WLS student member. A minimum cumulative GPA of 3.50 and at least 12 credits completed at the University of Redlands are requisites for selection. All full-time faculty are invited to join the society. Adjunct faculty may join the organization by completing a brief questionnaire.

GRADUATION WITH HONORS

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

Departmental or Programmatic Honors

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

Cum laude

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

Magna cum laude

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

Summa cum laude

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

School of Education Programs of Study

THE DEAN

William B. Stanley

THE FACULTY*

Joe Castino

Robert Denham

Margo Drallos

Carol Ann Franklin

Candice Fredrick

Barbara McEwan Landau

Marjo Mitsutomi

Ronald Morgan

Keith Osajima

Lydia Rivera

Justin Saldana

Lorraine Troy Sheffield

**Adjunct faculty are listed at the back of this Catalog*

PROGRAMS FOR:

Teaching Credentials

CLAD Certificate

Technology and Learning Certificate

Counseling Credential

School Administration Credential

Master of Arts Degrees

INTRODUCTION

The School of Education is dedicated to providing the highest quality professional development programs for those who are interested in becoming teachers, for teachers interested in furthering their education, for those interested in becoming counselors, and for those interested in school administration.

Mission

The School of Education fosters a student-centered approach to learning in which candidates for teaching, counseling, and administrative credentials and graduate degrees experience both rigorous academic preparation and professionally supervised field experiences that bridge theory and practice. As a consequence of their work with us, our students will embrace learning as a central value in their lives and continuously acquire new knowledge and skills necessary

for them to be effective educators throughout their careers. Effectiveness will be demonstrated through our graduates' success in teaching the diverse population of students in their schools and providing visionary educational leadership in accordance with the core values that define our understanding of education as a transformative process.

Admissions

The School of Education Admissions Office encourages all interested individuals to visit the campus either informally or by appointment. To schedule an appointment, please call (909) 335-4064 or visit our Web site at www.redlands.edu. Prospective applicants receive information describing the school's degree and credential programs, course curriculum, admissions requirements, cost, and financial aid. Enrollment counselors and program directors are also available to meet with interested groups hosted by school districts, organizations, businesses, and community agencies.

After submitting an application, a student may begin the first course of a program while additional application materials are collected and processed. Official admission status must be attained before registering for the second course.

Students will need access to e-mail and Internet resources for all programs. Access to word processing and other education applications is strongly recommended. Enrolled students have access to campus-based computing resources.

Advising

Upon acceptance into a program, each student is assigned an advisor who assists in developing a personalized program designed to meet both State and/or University requirements and student interests. The director of the program approves each student's course of study. Competencies in the various fields, as specified by professional requirements or state credential laws, must be attested to by the instructor or the program director.

School of Education Programs of Study

Program Updates

Curricula for graduate and credential programs are subject to change. Students should consult the annual supplementary publication available from the School of Education Admissions Office to obtain the most recent information.

Program Locations

Some of the programs offered at the University of Redlands are also available off campus. School of Education faculty members can advise program candidates regarding the locations and times for off-campus offerings.

BASIC TEACHING CREDENTIAL PROGRAM

This is a program for students who possess an approved bachelor's degree and want either a Multiple or Single Subject California Teaching Credential with Crosscultural, Language and Academic Development (CLAD) emphasis, commonly referred to as the preliminary credential. The State of California requires individuals who teach in elementary public school to possess a multiple subject credential. For individuals planning to teach junior high or high school, the State of California requires a single-subject credential. To complete this program, students must demonstrate subject-matter competence by passing the appropriate section of the PRAXIS examination, or by completing an approved multiple- or single-subject program.

For information about the University of Redlands' undergraduate program in liberal studies please see the Liberal Studies section under the College of Arts and Sciences in this *Catalog*.

Program Admission Requirements

Application

- Completed application form
- Two sets of official transcripts to be sent directly from the college or university to the School of Education
- Recommendations from two individuals qualified to evaluate the applicant's qualifications

Degree and G.P.A.

- Bachelor of Arts or higher-level degree from an accredited college or university
- Undergraduate grade point average of 2.75 or higher on a 4.0 scale

Required Coursework and Experience

- Completion of U.S. Constitution course required by the California Commission on Teacher Credentialing (CCTC)
- Evidence of 50 documented hours of working with children and adolescents in a public school setting

Tests

- Provide documentation that the Praxis Series requirement has been met either by an approved multiple-subject or single-subject competency program or by having taken the appropriate Praxis Series Exam and one of the following:
 - Multiple Subject Assessment Test (MSAT) for elementary credential candidates or
 - Single Subject Assessment Test (SSAT) for secondary credential candidates
- Passing score on the California Basic Education Skills Test (CBEST)
- International Students whose first language is not English must present a TOEFL score of 550 or higher on the written examination or 213 or higher on the computer-based examination

Interview Assessment Process

- Successful completion of an assessment interview process which includes an interview, a written assignment, and participation in a leaderless group discussion

Certificate of Clearance

- Criminal and character identification clearance from the U.S. Federal Bureau of Investigation and California Department of Justice

Multiple and Single Subject Credential Curriculum

The Basic Teaching Credential curriculum consists of required courses totaling 27 semester credits. Additional requirements

School of Education Programs of Study

include the four prerequisite courses listed below; one course, “U.S. Constitution,” mandated by the California Commission on Teacher Credentialing (CCTC); and 6 semester credits of a foreign language to meet CLAD requirements.

Pre-Requisite Courses

- EDUC 531 Child Development (3)
- EDUC 511 Introduction to Second Language Acquisition (3)
- EDUC 515 Teaching Diverse Student Populations in U.S. Schools (3)
- EDUC 589 Technology for Educators (3)

Program Requirements

- EDUC 532 Foundations of Education (3)
- EDUC 534 The Teaching of Reading: K-12 (3)
- EDUC 525 Democratic Classroom Management (3)
- EDUC 535 Teaching Mathematics and Science in Elementary Schools (3) or EDUC 536 Teaching in the Content Area (3)
- EDUC 543 Elementary Curriculum and Methods: ELD and SDAIE (3) or EDUC 544 Secondary Curriculum and Methods: ELD and SDAIE (3)
- EDUC 560 Student Teaching: K-12 (12)

Professional Clear Credential

Within five (5) years of attaining a preliminary credential, the State of California requires teachers to attain a Professional Clear Credential. Students who wish to earn a Professional Clear Credential may do so by passing CCTC-approved courses in health education (with drug, alcohol, and nutrition components); certification in community CPR; special education (inclusion); and computer education for teachers. The following courses meet those CCTC requirements:

- EDUC 520 Experiences with Exceptional Children and Youth (3)
- EDUC 527 Health Education (3)
- EDUC 589 Technology for Educators (3)

CERTIFICATE PROGRAMS

Crosscultural, Language, and Academic Development Certificate

The Crosscultural, Language, and Academic Development Certificate provides educators who already possess a basic teaching credential with the skills and competencies to teach diverse students in today’s school environment. The following courses fulfill the requirement for the CLAD Certificate issued by the California Commission on Teacher Credentialing:

- EDUC 515 Teaching Diverse Student Populations in U.S. Schools (3)
- EDUC 511 Introduction to Second Language Acquisition (3)
- EDUC 564 Methods for Multilingual, Multicultural Students (3)
- EDUC 565 Fieldwork in Evaluation of Multilingual, Multicultural Education (3)

Technology and Learning Certificate

The Technology and Learning Certificate provides teachers and administrators with experience with instructional technology and learning through the study of current research and student/school site data, standards-based instruction, assessment, and accountability. The certificate courses may be applied to the Professional Administrative Services Credential program or the Master’s Degree in Education in Curriculum and Instruction. Completion of the certificate is equivalent to the Professional Clear Teaching Credential technology requirement.

- EDUC 681 Foundations of Technology and Learning (3)
- EDUC 682 Technology and Learning: From Research to Practice (Part I) (3)
- EDUC 683 Technology and Learning: From Research to Practice (Part II) (3)
- EDUC 684 Technology, Learning, and Planning for the Future (3)

School of Education Programs of Study

MASTER OF ARTS DEGREES AND SERVICE CREDENTIALS

Graduate Admissions Requirements

Admissions decisions are made after a comprehensive review of each applicant's abilities, record, and potential. Evaluation of applicants to graduate programs in education is based on the following criteria:

1. Bachelor's or higher-level degree from an accredited college or university and submission of two sets of official transcripts of all previous college coursework
2. A grade point average of 3.00 or higher on a 4.0 scale is required. A petition process is available for those applicants with a G.P.A. lower than a 3.00
3. Recommendations from two individuals qualified to evaluate the applicant's qualifications
4. A 500-word essay describing the student's motivation for graduate study and professional achievements (waived for the Preliminary Administrative Services Credential)
5. Successful completion of the assessment interview (waived for the Preliminary Administrative Services Credential)
6. Application for Certificate of Clearance with the California Department of Justice and the F.B.I.
7. A TOEFL score of 550 or higher on the written examination or a score of 213 or higher on the computer-based examination for international students whose primary language is not English
8. All Professional Administrative Services Credential (PASC) candidates must hold a current Preliminary Administrative Services Credential and be employed in a position requiring the Preliminary credential

Upon acceptance into a program, each student is assigned an advisor who assists in developing a personalized program designed to meet state and University requirements and student interests. The program director approves each student's course of study and determines the acceptance of transfer graduate work. Competencies in the various fields,

as specified by professional requirements or state credential laws, must be attested to by the instructor or by the program director.

All graduate students pursuing credentials in administrative services or pupil personnel services must pass the CBEST as a requirement to complete their credentials.

I. Master of Arts: Curriculum and Instruction

The degree is designed for classroom teachers and other professionals in education and business who engage in curriculum development and have become leaders in teaching effectiveness. Students complete the graduate core and then select from a number of options. For example, a student may wish to specialize in one of the following areas of emphasis: (A) Crosscultural, Language, and Academic Development (CLAD), (B) Professional Clear Credential, or (C) Interdisciplinary Course Emphasis with the approval of the director of Curriculum and Instruction.

Students who have completed their preliminary teaching credential program through the University of Redlands may apply certain courses toward the completion of the master's degree in curriculum and instruction only.

1. Core Courses

- EDUC 600 The Reflective Educator (3)
- EDUC 601 Interpersonal Relationships (3)
- EDUC 602 Pluralism in Education (3)
- EDUC 603 Research and Evaluation (3)
- EDUC 637 Master's Seminar (3)
- EDUC 670 Program Administration and Management (3)
- EDUC 671 Leadership (3)
- EDUC 675 Curriculum and Program Development (3)

2. Courses for Area of Emphasis

- (A) Crosscultural, Language, and Academic Development
- EDUC 511 Introduction to Second Language Acquisition (3)
 - EDUC 515 Teaching Diverse Student Populations in U.S. Schools (3)
 - EDUC 564 Methods for Multilingual, Multicultural Students (3)
 - EDUC 565 Fieldwork in Evaluation of Multilingual, Multicultural Education (3)
- (B) Professional Clear Credential

School of Education Programs of Study

- EDUC 589 Technology for Educators (3)
- EDUC 520 Experiences with Exceptional Children and Youth (3)
- EDUC 527 Health Education (3)

(C) Interdisciplinary Course Emphasis

Courses are selected by the student, with approval of the program director for Curriculum and Instruction.

II. Pupil Personnel Services, Counseling

This program provides technical and theoretical training in counseling, consultation, and helping relationships. The program may be taken for general counseling preparation for public or private service, or it can lead to obtaining the Professional Clear Pupil Personnel Services Credential (PPS).

Although a California teaching credential is not a prerequisite for the PPS Credential, successful completion of the California Basic Educational Skills Test (CBEST) is a prerequisite to the program. All candidates for the PPS program must apply for a Certificate of Clearance when they initially enroll in the program.

Pupil Personnel Services Credential (PPS)

This program is for applicants who already have a master's degree in a counseling-related field and who wish to receive just the PPS Credential. They must complete the following courses:

- EDUC 651 Group Counseling and Consultation (3)
- EDUC 653 Techniques of Counseling and Consultation (3)
- EDUC 654 Information Services and Career Counseling (3)
- EDUC 655 Counseling Systems (3)
- EDUC 658A Practicum: Fieldwork in Counseling (3)
- EDUC 659 Learning Theory and Student Assessment (3)
- EDUC 670 Program Administration and Management (3)
- EDUC 674 School Politics and Law (3)
- EDUC 675 Curriculum and Program Development (3)

Some of these courses may be waived if already taken in an approved master's degree in counseling.

Master of Arts degree with the Pupil Personnel Services Credential

To obtain the Master's degree along with the Professional Clear Pupil Personnel Services (PPS) Credential, candidates must take all the courses listed above for the PPS Credential as well as the following:

- EDUC 600 The Reflective Educator (3)
- EDUC 601 Interpersonal Relationships (3)
- EDUC 602 Pluralism in Education (3)
- EDUC 603 Research and Evaluation (3)
- EDUC 637 Master's Seminar (3)
- EDUC 658B Practicum: Fieldwork in Counseling (3)

III. Administrative Services

This program bridges the theory and practice of school management and leadership, and prepares educational leaders for both public and private sectors of education.

There are two options possible in this program: (1) the Preliminary Administrative Services Credential or (2) the Master of Arts along with the Preliminary Administrative Services Credential.

Candidates for either option must possess a basic credential (i.e., teaching or services), pass the CBEST, interview with the program director, and meet all graduate education admissions requirements. Candidates must also apply for a Certificate of Clearance when they enroll in the program.

Preliminary Administrative Services Credential

In order to become an administrator in California K-12 public schools, candidates need to gain the competencies and meet the standards of the California Commission on Teacher Credentialing (CCTC). The following courses are approved by the CCTC to attain a Preliminary Administrative Services Credential or a Certificate of Eligibility.

- EDUC 601 Interpersonal Relationships (3)
- EDUC 602 Pluralism in Education (3)
- EDUC 670 Program Administration and Management (3)

School of Education Programs of Study

- EDUC 671 Leadership (3)
- EDUC 673 School Finance (3)
- EDUC 674 School Politics and Law (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 676 School Personnel Management (3)
- EDUC 678 Practicum: Fieldwork in Administration (3). Candidates employed as administrative interns must enroll in EDUC 679 Preliminary Administrative Internship Practicum (1-3).

Additionally, in order to receive the credential when coursework is completed, a student must have worked under the authority of a basic credential for three years and must pass the exit interview at the end of the program.

Master of Arts and Preliminary Administrative Services Credential

To receive the Master of Arts degree along with the Preliminary Administrative Services Credential, a candidate must complete all of the courses and requirements listed for the Preliminary Administrative Services Credential as well as the following three courses:

- EDUC 600 The Reflective Educator (3)
- EDUC 603 Research and Evaluation (3)
- EDUC 637 Master's Seminar (3)

Professional Administrative Services Credential (PASC)

The PASC program assists current school administrators in developing their professional skills and competencies through several options of study approved and supported by a mentor, their employer, and the program director. Candidates currently employed as school administrators requiring the Preliminary Administrative Services Credential may enroll in an individually designed program, and must successfully complete the following 4 credits:

- EDUC 720 Professional Administrative Services Credential Assessment: Plan Development and Mentoring (2)
- EDUC 726 Professional Administrative Services Credential Assessment: Exit (2).

Further, students must develop an academic plan of at least 12 credits of approved graduate coursework (see below) and either 150 hours of approved professional development or 8 credits of approved coursework or a combination of professional development and coursework. The academic plan must address the principles of administrative practice in five thematic areas required by CCTC: organizational and cultural environment, dynamics of strategic issues management, ethical and reflective leadership, analysis and development of public policy, management of information systems, and human and fiscal resources. The following 12 credits of coursework are designed to address these thematic areas:

- EDUC 722 Learning and Leadership (3)
- EDUC 723 Communication in an Environment of Diversity (3)
- EDUC 724 Organizational Systems in Education (3)
- EDUC 725 Resource Management in Schools (3).

NUMBERING SYSTEM

0-99	Freshman level (not counted toward degree credit)
100-199	Freshman level (included in degree grade point ratio)
200-299	Sophomore level
300-399	Junior level
400-499	Senior level
500-599	Credential and other post-baccalaureate courses. Continuing education courses are also offered in this series.
600-699	Graduate level
700-799	Post-graduate credential courses not otherwise offered as graduate courses

Definition of Academic Credit

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

Explanation of Course Markings

Course numbers

- Separated by a comma can be scheduled in any sequence;
- Separated by a hyphen must be taken in sequence as the first is a prerequisite for the one following; and
- Separated by a slash indicate that undergraduate and graduate courses are offered together. Undergraduates register for the courses numbered 001-499, while graduates register for the 500- or 600-level courses.

School of Education Course Descriptions

EDUCATION (EDUC)

The courses listed here are credential and/or graduate-level courses. Undergraduate programs and courses in education are offered through the College of Arts and Sciences and are listed in the Education section under the College of Arts and Sciences in this *Catalog*.

511 Introduction to Second Language Acquisition. (3).

For teachers and prospective teachers seeking the teaching credential with CLAD emphasis. Theories and research on language learning, language structure, and factors in first- and second-language development are studied. Examination of effective teaching strategies that empower teachers while teaching second-language learners. Equivalent to EDUG 310/310E.

515 Teaching Diverse Student Populations in U.S. Schools. (3).

Examination of issues of diversity and multiculturalism in public schools. Focus on how diverse backgrounds and experiences of students and teachers impact classroom relations. Theoretical perspectives on individual, cultural, and institutional bias in education are examined. Practical strategies to address issues of diversity are explored. Equivalent to REST 315.

516 Spanish for Educators. (3).

A continuing development of vocabulary, structures, and speaking/reading/writing strategies essential to basic language use. Situation-based practice in asking and answering questions; identifying, comparing, and describing people and things; expressing feelings, wants, and needs; and discussing plans. Some practice in narration of present, past, and future events, and also in expressing opinions. Prerequisite: transcribed one year of Spanish.

520 Experiences with Exceptional Children and Youth. (3).

Emphasis on assessment, diagnosis, prescription, curriculum materials, and teaching strategies. Meets the special education

requirement for the Professional Clear Multiple Subject and Single Subject credentials. Equivalent to EDUG 320.

525 Democratic Classroom Management. (3).

Examination of various approaches to classroom management designed to model democracy, promote equity, and maintain safe school environments. Equivalent to EDUG 425 and EDUC 625.

527 Health Education. (3).

Understanding the many topics of health and wellness in today's society is important to the development of curriculum and teaching methods for sound classroom practices. Topics include wellness, exercise, nutrition, death, dying, addictive disease, substance abuse, HIV, AIDS, human sexuality, stress reduction, time management, CPR, and basic first aid. Meets the Professional Clear Credential requirement. Equivalent to EDUG 327.

531 Child Development. (3).

Cognitive, social, and linguistic development of children from birth through adolescence. Various learning theories and their implication for the timing of instruction. Developmental implications for teaching the whole child. Equivalent to EDUG 331.

532 Foundations of Education. (3).

Students explore the major philosophies of education and their impact on current thought and practice in the United States, including historical, philosophical, cultural, and political aspects of education. Equivalent to EDUG 432.

534 The Teaching of Reading: K-12. (3).

Field and related course experiences address all levels in the public school. Principles of reading, reading-readiness factors, developmental reading, phonemic awareness, phonics instruction, reading in content areas, and remedial reading are included. Prerequisite: permission from the School of Education. Equivalent to EDUG 434.

School of Education Course Descriptions

535 Teaching Math and Science in Elementary Schools. (3).

Designed to provide pre-service teachers and in-service intern teaching candidates with the foundations of math and science curriculum, fundamental teaching strategies, methods appropriate for instruction, and tools to promote successful learning in a crosscultural and linguistically diverse classroom. Equivalent to EDUG 435.

536 Teaching in the Content Area. (3).

Designed to prepare candidates for student and intern teaching experiences by focusing on specific content areas. Focus encompasses ongoing changes in schools, curriculum, secondary learners, and effective teaching for middle, junior high, and senior high schools in crosscultural and linguistically diverse classrooms. Equivalent to EDUG 436.

543 Elementary Curriculum and Methods: ELD and SDAIE. (3).

Examination of the complexity of contemporary teaching, beliefs about learning, curriculum and instructional methods, and the impact teachers have on student learning, as pertaining to the elementary school. Focus includes theories and methodologies of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Equivalent to EDUG 443.

544 Secondary Curriculum and Methods: ELD and SDAIE. (3).

Examination of the complexity of contemporary teaching, beliefs about learning, curriculum and instructional methods, and the impact teachers have on student learning, as pertaining to middle and secondary schools. Focus includes theories and methodologies of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Equivalent to EDUG 444.

560 Student Teaching: K-12. (12).

Student teaching experiences under supervision in multiple subject and single subject areas in kindergarten and grades 1-12. A full day of student teaching is required for one semester. Because this constitutes a full-time

job, student teachers are advised to schedule only EDUC 532 concurrently with EDUC 560. Prerequisite: permission from the School of Education.

562 Educator's Workshop. (1-4).

Designed to reflect curriculum trends and issues in education, while current and topical.

563 Teaching Internship in Grades K-12. (15).

Culminating experience for students with superior achievement in both coursework and teaching. Signed contractual agreement between the intern and the school district leads to full classroom responsibility for one school semester. Meets Professional Clear Credential requirements. Prerequisites: EDUC 534 and School of Education and public school approval. CN only.

564 Methods for Multilingual, Multicultural Students. (3).

Theories and methodologies of English development in the content areas for K-12 schools. Topics include the role of primary language, theories of ELD and SDAIE strategies, assessment, and program models. Student teachers discuss personal experiences in classroom management, education law, and development of a professional portfolio.

565 Fieldwork in Evaluation of Multilingual, Multicultural Education. (3).

Theory and practice of effective first and second language assessment. Emphasis on California mandated instruments and guidelines for language assessment of students who are acquiring English. Authentic and alternative assessment methods and recommendations incorporated. Twelve hours of fieldwork are part of the course contract hours. Prerequisites: EDUC 511 and a California teaching credential. NU only.

589 Technology for Educators. (3).

Designed to prepare teachers in K-12 classrooms to become critical users of technology; to use appropriate hardware, software applications, and media to evaluate information, analyze and solve problems and communicate ideas to enhance student learning; and

School of Education Course Descriptions

to respond to individual student learning styles, socio-economic background, culture, ethnicity, or geographic location. Required prior to admission to the Basic Teaching Credential program and meets the CCTC requirement for the preliminary teaching credential.

600 The Reflective Educator. (3).

Master's candidates develop a reflective portfolio as a comprehensive assessment of all work. Additional topics include foundations of education, adult learning theory, reflective practice, current trends and issues. Normally meets one Saturday each term with additional group and individual work (.5 credits each term x 6 = 3 credits). CN only.

601 Interpersonal Relationships. (3).

Examination of the principles involved in helping relationships. Emphasis on implications and applications of such concepts for people who work in various helping professions.

602 Pluralism in Education. (3).

Examination of the relationship of ethnicity, gender, class, and culture on student success in classrooms, schools, and educational systems. Cultural proficiency provides a model for study and practice. Corequisite: field practice.

603 Research and Evaluation. (3).

Proposal development of a qualitative or quantitative research study or evaluation project. Includes a review of the literature problem definition, methodology, data analysis, and timeline planning. The use of data analysis in current school practice is emphasized.

621 Instructional Strategies for Adult Learners. (3).

Designed for individuals who are engaged in adult education or training. Exploration of adult learning development with the intent to develop strategies for self-direction, reflection, and transformation. Students gain practice in effective teaching and learning strategies and accessing resources through the World Wide Web.

622 Trends and Issues in Adult Education. (3).

Designed for individuals engaged in adult education or training. Investigates adult learning development, life-span learning, and issues in current adult education. The class selects topics of interest, such as distance learning, training, continuing education, and adult literacy.

623 Designing Curriculum for Adult Learners. (3).

Designed for individuals engaged in adult education or training. Studies various models of adult education and training with attention to the variety of delivery modes. Students learn to access resources through electronic sources.

625 Democratic Classroom Management. (3).

Examination of various approaches to classroom management designed to model democracy, promote equity, and maintain safe school environments. Equivalent to EDUC 525 and EDUG 425

637 Master's Seminar. (3).

Culminating experience of the program. Opportunity to identify, explore, and study a problem area in depth and to communicate findings to the professional community. Prerequisite: permission from the School of Education.

651 Group Counseling and Consultation. (3).

Introduction to the theory and practice of small-group work. Emphasis on the development of leadership skills.

653 Techniques of Counseling and Consultation. (3).

Consideration of the theoretical foundations of counseling and consultation. Applications of basic consulting and counseling techniques in individual and group processes. Corequisite: field practice.

School of Education Course Descriptions

654 Information Services and Career Counseling. (3).

Philosophy of and methods for identifying and providing information regarding education and careers.

655 Counseling Systems. (3).

Designed for those planning to work in school settings, where often the need to have a solid theoretical understanding of the systematic approach to counseling is essential. Students will learn to apply basic concepts from family or relational therapy to issues most often encountered in school. Prerequisites: EDUC 651, 653, and 659.

658A Practicum: Fieldwork in Counseling. (3).

Introduction and exploration of fieldwork requirements in school counseling. Interactive laboratory experience to prepare students for fieldwork in K-12 settings. Guest lecturers specializing on systemic approaches in school counseling. Basic Empowerment Skills Training (B.E.S.T. Program) to co-facilitate alcohol and drug group counseling sessions.

658B Practicum: Fieldwork in Counseling. (3).

Review and critique of fieldwork experience from a public or equivalent setting, under the joint supervision of an on-site supervisor and faculty member.

659 Learning Theory and Student Assessment. (3).

Emphasis on individual learning styles, learning processes, meeting educational objectives, and the design of tools for student evaluation. Discussion of the state-mandated testing program and interpretation of scores.

662 Educator's Workshop. (1-4).

Designed to reflect curriculum trends and issues in education, while current and topical.

670 Program Administration and Management. (3).

Emphasis on the theoretical perspectives of management and program design. Introduction to organizational theory and manage-

ment, team learning in school environment, and curriculum programming. Application of work required in a program proposal including design, implementation, and evaluation strategies.

671 Leadership. (3).

Features individual leadership assessments, administrative styles, employee motivation, and leadership theory. Emphasis on school improvement, decision-making and planning skills, and the sociology of organizations.

673 School Finance. (3).

Sound fiscal procedures and budgeting are introduced, including an examination of federal, state, and local educational financing. Resource management and setting budgetary priorities at the school site are studied.

674 School Politics and Law. (3).

Federal and state laws, as well as court decisions and legal opinions, are presented and analyzed as they relate to educational policies and procedures. Contract law and laws dealing with school operations are highlighted. Exploration of the field of school governance and politics in relation to positive school climate and improvement.

675 Curriculum and Program Development. (3).

Consideration of the philosophical and historical elements of curriculum, as well as emerging issues. Specific attention given to planning, developing, implementing, and evaluating programs. Additional topics include current research in teaching practices, special programs, and the process of change within a school.

676 School Personnel Management. (3).

Examination of techniques and styles for selecting, supervising, and evaluating school personnel. Includes opportunities to observe and monitor staff performance and offers various professional in-service approaches. Employee relations, motivation, and negotiations included as students develop skills in personnel management.

School of Education Course Descriptions

678 Practicum: Fieldwork in Administration. (3).

Designed to fulfill major fieldwork requirements. Consists of a semester's work in educational settings to enable the student to apply administrative skills learned throughout the program. Students work under the joint supervision of an on-site supervisor designated by the school district and an approved faculty member in education.

679 Preliminary Administrative Internship Practicum. (1-3).

Designed to provide support and guidance for candidates who have been hired by school districts on administrative internship credentials. Expectations are the same as EDUC 678. Enrollment required every term except when enrolled in EDUC 678. CN only.

681 Foundations of Technology and Learning. (3).

First in a four-course series, this is an introduction to instructional technology/learning through the study of current research/data. Standards-based instruction, assessment, accountability, IUSP, and data analysis will be discussed using student/school site data (STAR, API, District Multiple Measures, CBEDS, etc).

682 Technology and Learning: From Research to Practice (Part I). (3).

Second in a four-course series. Focus on the impact of technology on instruction and student achievement. Key issues: brain-based learning, instructional delivery models, learning modalities/multiple intelligence, problem-based vs. "drill and kill," assessment tools, and Internet. Prerequisite: EDUC 681.

683 Technology and Learning: From Research to Practice (Part II). (3).

Third in a four-course series. Participants apply their understanding of technology and instruction to make informed decisions about instructional hardware, software, and management. Existing technology and emerging technology will be addressed. Prerequisites: EDUC 681, 682.

684 Technology, Learning, and Planning for the Future. (3).

Final course in the series. Focus on application of learning from the previous three courses. Students will analyze data gathered in the previous courses to develop and present a plan for the future use of technology for their learning community. Prerequisites: EDUC 681, 682, 683.

688 Integrating Technology and Learning in K-12 Classrooms. (3).

Designed for current teachers in K-12 classrooms to enhance their skills to integrate appropriate use of technology in designing curriculum and instruction, and in creating productivity, communication, research, and learning in response to individual learning, socio-economic background, culture, ethnicity, or geographic location of students. Prerequisite: EDUC 589 or equivalent.

720 Professional Administrative Services Credential Assessment: Plan Development and Mentoring. (2).

Required of all Professional Administrative Services Credential (PASC) candidates. Working with a mentor, students must complete all assessment activities and develop and obtain approval of an induction plan addressing organizational and cultural environments, dynamics of strategic issues management, ethical and reflective leadership analysis and development of public policy, management of information systems, and human and fiscal resources. CN only.

722 Learning and Leadership. (3).

Topics include instructional leadership, learning, and instructional research and theory; evaluation of teaching effectiveness, staff performance, and pupil achievement; staff development; site-based decision-making; and current trends and issues. CN only.

723 Communication in an Environment of Diversity. (3).

Topics include effective interpersonal communication skills, effective oral and written presentation, cultural values and language

School of Education Course Descriptions

diversity, demographics of the local community, the politics of language, restructuring, and coalition building. CN only.

724 Organizational Systems in Education. (3).

Topics include theory and function of human organizations, schools as systems (political, social, cultural, economic), management of organizations for change, and leadership in organizational settings. CN only.

725 Resource Management in Schools. (3).

Topics include sound practices in the management of fiscal, material, and human resources within a legal framework; district-level funding and budgeting; current problems affecting school financing; short- and long-term planning; appropriate assignment of personnel; and developing and implementing effective personnel policies. CN only.

726 Professional Administrative Services Credential Assessment: Exit. (2).

Required of all Professional Administrative Services Credential (PASC) candidates. Students must complete all parts of the induction plan, a self-assessment of expectations, and an exit assessment interview. The student's mentor and the program director must verify that the student met the plan expectations. CN only.

780 Special Studies. (2).

Individually designed activity that might include approved professional development, research or evaluation problems, directed readings or tutorial, or an internship consistent with an approved professional development plan. CN only.

School of Education Graduation Requirements

GRADUATE PROGRAMS

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

Credit Obsolescence

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

Application for Graduation

Students complete a formal application for diploma thirty days prior to completion of all degree requirements. Applications may be obtained from the student's academic advisor.

Commencement

The School of Education enrolls students throughout the year and has students completing at various points during the year. Students may commence in the academic year in which they complete their degree requirements if their degree requirements are completed by March 1. An application to participate in commencement must be completed and postmarked by February 15.

Students enrolled in a degree program with a Schedule of Instruction (SOI) that is completed by August 31 may apply to participate in commencement that year provided there are 3 (or fewer) credits to be completed in addition to the remaining courses in the SOI. Students whose SOIs were completed prior to March 1 and with as many as 6 credits still needed may also apply to participate in commencement. An application must include a reasonable plan for completing the remaining credits by August 31 and should be sent to one's academic advisor, postmarked by February 15.

Minimum Credit and Curriculum Requirements

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

Curricula for School of Education graduate degree programs may be subject to change each year. School of Education students should consult the annual supplementary publication.

School of Education Tuition and Fees

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2001-2002 academic year. **Expenses are subject to change.** When such changes are made, notice will be given as far in advance as possible.

Fees for the 2002-2003 academic year will be published during summer 2002.

TUITION, FEES, AND EXPENSES

Numbers in columns indicate dollar amounts.

Tuition, per credit

Education

Basic Teaching Credential	328
CLAD Certificate	328
Technology and Learning Certificate	401
M.A., Education/Credential:	
Administration	401
Counseling	401
Curriculum and Instruction	401
Teaching	401
Professional Administrative Services Credential	425

Audit or Independent Study, per credit

Audit and independent Study courses are billed at the current per-credit rate for the degree program in which the course resides.

Repeat Courses, per credit

Repeated courses are billed at the student's per-credit program rate, provided he or she is currently enrolled in his or her core program. All other courses will be billed at the current per-credit rate for the degree program in which the course resides.

Other Fees

Textbooks

Students purchase textbooks through MBS Direct at market price at the time of purchase. Students enrolled in the Professional Administrative Services Credential Program will be charged a materials fee of \$150.

Student Services Fee, per course	17
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Cross-registration with Arts & Sciences

Full-time School of Education students may cross-register for one Arts and Sciences course per term as part of their degree program with the approval of their academic advisor, provided the course does not duplicate a School of Education offering. Classes must be at the intermediate or advanced level (courses numbered 50 through 199). Arts and Sciences registration cards must be signed by the student's academic advisor and the registrar. Part-time students are subject to the same regulations applicable to full-time students.

Other Special Costs

Duplicate Diploma Fee	50
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Examination for Credit in Lieu of

Coursework, per course	250
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Available only to full-time students who have not previously audited or attended the course.

Late Registration Fee	85
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Matriculation Fee

(not refundable) 140
Encompasses costs incurred by the University for maintenance of students' permanent records.

Degree Completion

Extension Fee	350
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When an extension is granted to a student for degree completion, all options for gaining earned and certified credit will remain open to the student during the time of the extension. The extension for degree completion will begin on the date of the student's originally scheduled deadline.

Placement File Fee

Fee includes the establishment of the placement file plus 10 files to be sent in the academic year of establishment (July 1 through June 30).

Students	18
Alumni	30

School of Education Tuition and Fees

For fees relating to maintenance or modification of files, contact the Student Services Center.

Re-enrollment Fee	40
Thesis Fee	50
Transcripts of Records, each copy	5

Methods of Payment

All students must pay a minimum \$140 prepayment at the time of registration; prepayment is applied to the student's account. Tuition and fees are billed course-by-course with payment due 45 days from the invoice date.

Students with past due balances on their University account are subject to dismissal from the University. The University will not release transcripts or a diploma until the past due balance is paid in full. Students will not be permitted to enroll in subsequent courses until the past due balance is paid in full. The University may contact credit bureaus, creditors, or personal references to obtain information concerning a debtors current address, phone number, or place of business. For information regarding loan programs, please refer to Financial Aid in the School of Education section of this *Catalog*.

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

Policy on Refunds

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

Refunds are calculated from the date of official withdrawal or approved leave of

absence. Students who withdraw unofficially or at the request of the University are not entitled to refunds for the student's semester of enrollment at the time of withdrawal. A withdrawal or leave is considered official when written notice has been provided to the registrar stating the intention of the student to discontinue the course(s) in which he or she is registered, and the withdrawal has been approved by both the student and the registrar.

Official Withdrawal

Refunds are determined by the date of **official** withdrawal.

If a student fails to attend or stops attending class but fails to withdraw in writing through the Office of the Registrar, the student will be administratively dismissed (withdrawn from the program) after the second consecutive course and will be charged in accordance with the University's Refund Policy.

A student dropping or being dropped from a second consecutive course, or a student dropping or being dropped from three courses within a twelve-month period will be administratively dismissed (withdrawn from the program) and will be charged in accordance with the University's Refund Policy.

Returning Students

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

Noncompliance with Admission Deadlines

Students who begin coursework and then are denied admission because of failure to complete their admissions files by the end of the first course will be charged in accordance with the University's Refund Policy.

Denial of Admission

Students who are denied admission to a program after beginning their coursework may immediately withdraw, or continue, the current course. Students will be liable for 100% of the course costs for all courses

completed. Course costs include per-credit tuition, matriculation fees, and related course fees. Academic credit will be received for all completed courses. A withdrawal is considered official when written notice is provided to the Office of the Registrar stating the student's intention to withdraw.

Loan Recipients

Students who are withdrawing and are recipients of a Federal Stafford Loan (GSL) should be aware of the following:

1. The University must notify the lending institution immediately when enrollment is discontinued or drops below half-time status.
2. The student is also responsible for notifying the lender of her/his withdrawal.
3. Refunds of tuition and/or fees from the University may be sent directly to the lender.
4. Students who re-enroll are responsible for providing enrollment verification to the lending institution.

Tuition Liability and Refund Schedule

A Change of Status form, or a letter of withdrawal must be sent to the Office of the Registrar, to withdraw officially from the program.

The matriculation fee is non-refundable.

Repayment Policy

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

School of Education Financial Aid

GENERAL INFORMATION

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

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

Financial Aid Vocabulary

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

CAL GRANT A	State of California Grant
CAL GRANT B	State of California Grant
COA	Cost of Attendance
EFC	Expected Family Contribution
FAFSA	Free Application for Federal Student Aid
FFELP	Federal Family Education Loans Program
FSL	Federal Stafford Loan
PLUS	Parent Loan for Undergraduate Students
GPA	Grade Point Average
IRS	Internal Revenue Service
SEOG	Supplemental Educational Opportunity Grant
SAR	Student Aid Report

ELIGIBILITY

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

1. The applicant must be a United States citizen, a citizen of the Trust Territories, or someone who is in the United States on other than a temporary basis.
2. The applicant must have demonstrated financial need according to the current need-analysis procedure.
3. The applicant must be registered with the

Selective Service if the applicant is a male, at least 18 years old, and not a current member of the active armed forces.

4. The applicant must be accepted for admission to the University of Redlands.
5. The applicant must certify non-participation in the unlawful manufacturing, dispensation, possession, or use of a controlled substance.

OUTSIDE FUNDING SOURCES

Veterans Assistance

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

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

Veterans and widows and children of deceased veterans who wish to inquire about their eligibility for benefits should contact the regional office of the Veterans Administration by calling 1-800-827-1000.

LOANS

Federal Perkins Loan

This federal loan carries an interest rate of 5 percent repayable starting nine months after graduation, upon termination of an academic program, or enrolling in fewer than 6 credits during a semester. Repayment extends over a maximum of 10 years at a minimum monthly payment of \$40. An additional 10 years may be requested for low-income individuals based upon criteria developed by the U.S. Secretary of Education.

Eligibility. Students with extreme financial need, which is demonstrated by a maximum Pell Grant and Supplemental Educational

Opportunity Grant, will be eligible for the Perkins Loan Program.

Federal Subsidized Stafford Student Loan

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

Eligibility. Full-time and half-time students are eligible to apply. Eligibility is determined through needs analysis, documented via the FAFSA form. Eligibility is limited to U.S. citizens and qualified non-citizens. Also, the student must be officially admitted and registered in a specific learning group before the loan can be certified.

Loan Limits. Full-time and half-time graduate students may borrow up to \$8,500 per academic year. Post-baccalaureate students may borrow up to \$5,500 per academic year. Maximum aggregate loan amounts for a graduate or professional student are \$138,500. Repayment of principal and interest begins six months after leaving school or if enrollment is less than half time, with up to 10 years for repayment. All loans are assessed a federal origination fee on the amount of the loan. Some states also charge a loan insurance fee. Stafford applications are mailed from the Financial Aid office when eligibility is determined. Submit a current FAFSA to the Federal Student Aid Program. These forms are obtainable from the regional centers or the Financial Aid office. A FAFSA should be mailed in its enclosed envelope six to eight weeks prior to the starting date of a student's academic program.

Unsubsidized Federal Stafford Student Loan

This long-term loan is available from banks, savings and loan associations, and credit

unions. The same terms and conditions apply as to Federal Subsidized Stafford Loans, except that the borrower is responsible for the interest that accrues during deferment periods (including time in-school) and during the six-month grace period. The student's options in handling the interest on the loan are:

1. Pay the interest and principal;
2. Pay the interest quarterly and defer the principal; or
3. Defer the interest and principal until the student goes into repayment. (Interest will accrue while the student is enrolled and in the grace period. Interest will be capitalized to the loan when the student goes into repayment.)

Eligibility. Eligibility requirements are the same as for the Federal Subsidized Stafford Loan. This loan is available to students who do not qualify for Federal Subsidized Stafford Loans. The combined total of subsidized and unsubsidized loans cannot exceed Stafford limits. The maximum combined total per academic year is \$18,500 for graduate students and \$10,500 for post-baccalaureate students.

Loan Limits. Full-time and half time graduate students may borrow up to \$10,000 per academic year. Post-baccalaureate students may borrow up to \$5,000 per academic year.

NEED-BASED GRANTS

Cal Grant T

California residents must apply directly to the California Student Aid Commission for the Cal Grant T. The GPA verification for the Cal Grant T and the FAFSA must be submitted by June 1 each year. Forms are available at all college financial aid offices.

SATISFACTORY ACADEMIC PROGRESS

As required by federal regulations, the University of Redlands defines satisfactory academic progress on the basis of the number of credits and approved degree requirements satisfactorily completed, as well as the

School of Education Financial Aid

students' cumulative grade point average (GPA). To receive financial aid at the University of Redlands and maintain satisfactory academic progress, students must meet the following minimum standards based on a twelve-month calendar year.

Full-time Status—Post-baccalaureate

Academic year completed	1	2
Minimum number of academic credits satisfactorily completed	24	48
Minimum cumulative GPA	2.0	2.0

Full-time Status—Graduate

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

Half-time Status—Post-baccalaureate

Academic year completed	1	2
Minimum number of academic credits satisfactorily completed	12	24
Minimum cumulative GPA	2.0	2.0

Half-time Status—Graduate

Academic year completed	1	2
Minimum number of academic credits satisfactorily completed	9	18
Minimum cumulative GPA	3.0	3.0

STUDENT RIGHTS AND RESPONSIBILITIES

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

A student has the right to know:

- The deadlines for submitting an application for each of the available programs.
- How your financial need was determined.
- How much of your financial need has been met.

- What resources were considered in the calculation of your need.
- What financial aid programs are available and their exact requirements.
- How eligibility for financial aid programs is determined, how decisions on eligibility are made, the basis for these decisions, and the procedures for appealing decisions if you believe you have been treated unfairly.
- What portion of your financial aid is a loan, and what portion is a grant. If the aid is a loan, you have the right to know the total amount that must be repaid, the amount of each payment, the interest rate, the length of time you have to repay the loan, and when repayment is to begin.
- What it costs to attend the University of Redlands, and what the University's refund policy requires of the University and of you.
- How the University determines whether you are making satisfactory progress, and what happens if you are not.
- What happens if you withdraw or drop out during the year.

Responsibilities students accept:

- You should carefully read all information regarding programs at the University of Redlands.
- You must complete all forms accurately and submit them on time to the correct agency or office.
- You should be careful and accurate in completing your application for student financial aid. Errors can result in long delays in your receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- You must be aware of and comply with the deadlines for application and reapplication for aid.
- You need to maintain good academic standing and make satisfactory progress.
- You are required to report to the Office of

Financial Aid if you drop below full-time status.

- You must return all additional documentation, verification, corrections, and/or new information requested by either the Office of Financial Aid or by any agency to which you submitted an application.
- You have to update information concerning name change, address change, withdrawal, or graduation as they occur. Notify the Office of Financial Aid or any agency that has awarded you funds.
- You must accept responsibility for reading, understanding, and keeping copies of all forms that you are asked to sign.
- You must comply with applicable all policies and regulations when you accept financial aid from any source.
- You should keep track of the total amount of your loans as you go through school so that you have accurate knowledge of the total amount you owe when it is time to begin repayment.
- If you have received a federal Perkins Student Loan or a Federal Stafford Loan from the Office of Financial Aid, you must complete an exit interview as required by federal law before graduating, transferring, or withdrawing from the University of Redlands.
- If you receive additional funds from any source before or after you receive financial aid from the University, you must report the source and value of the award to the Office of Financial Aid. Receipt of additional funds frequently require an adjustment in the University's award to avoid an "overaward" as defined by federal and state regulations.

APPLICATION PROCEDURES

How to apply for financial aid:

- Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov.
- All California residents who wish to apply for a Cal Grant A must do so by March 2, and for Cal Grant T by June 1, prior to the academic year of anticipated entrance.

DEADLINES

Free Application for Federal Student Aid (FAFSA)

March 2 prior to the academic year of anticipated entrance, if applying for a Cal Grant A.

GPA Verification Form for Cal Grant A

March 2 prior to the academic year of anticipated entrance.

GPA Verification Form for Cal Grant T

June 1 prior to the academic year of anticipated entrance.

Send application(s) to:

Free Application for Federal Student Aid (FAFSA)

May be mailed by paper format or submitted on-line at www.fafsa.edu.gov

Students can obtain information regarding the following by referring to other sections in this *Catalog*:

- refund policy;
- available degree programs;
- course listings by department;
- instructional facilities;
- faculty and instructional personnel;
- special facilities/services available to disabled students; and
- names of associations, agencies, and governmental bodies that accredit, approve, or license the University and its programs.

UNIFORM CRIME REPORTING

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

DRUG-RELATED CONVICTIONS AND STUDENT INELIGIBILITY

Title IV eligibility is suspended for students convicted of violating State or Federal drug possession or sale laws.

- For drug possession convictions, eligibility is suspended:
one year for the first offense,

School of Education Financial Aid

two years for the second offense, and indefinitely for the third offense.

- For drug sale convictions, eligibility is suspended: two years for the first offense, and indefinitely for the second offense.
- A student's Title IV eligibility may be resumed before the end of the ineligibility period if: the student satisfactorily completes a drug rehabilitation program which complies with criteria established by the Secretary and such a program includes two unannounced drug tests; or the conviction is reversed, set aside, or otherwise rendered nugatory.

FINANCIAL AID APPEAL COMMITTEE

Any student wishing to appeal a financial aid decision must do so in writing to the University of Redlands, Office of Financial Aid in Redlands, California.

Director of Financial Aid
University of Redlands
Office of Financial Aid
P.O. Box 3080
Redlands, CA 92373-0999

INFORMATION AND ASSISTANCE

For further information about financial aid or for assistance in completing any of the application forms, write: Director of Financial Aid, Office of Financial Aid, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999; or call Monday through Friday, 8 a.m. to 5:00 p.m., at (909) 335-4037 or (909) 335-4049.

School of Education Awards

Alpha Delta Kappa, Outstanding Student Teaching Award

Alpha Delta Kappa is an honorary educational organization which promotes educational and charitable projects, sponsors scholarships, and works toward promoting excellence in the teaching profession.

Burdett Endowed Scholarship Award

Presented annually to a graduate candidate for a teaching credential who demonstrates a strong commitment to education and the potential to become an outstanding educator.

Iola Threatt Elementary Teaching Award

Given annually to a candidate for a multiple subject teaching credential who possesses the qualities of creativity, conscientiousness, insight, perception, and commitment to teaching.

Stanley Combs Secondary Teaching Award

Presented annually to a candidate for a single subject teaching credential who best exemplifies the moral and spiritual qualities, poise, humility, and professional attitude characteristic of a good teacher.

WHITEHEAD LEADERSHIP SOCIETY

The purpose of the Whitehead Leadership Society (WLS) is to recognize academic leadership achievement or potential and to provide an enriching environment of collaborative learning between students and faculty of the Schools of Education and Business.

Whitehead Leadership Society members participate in programs designed to enrich their experience at the University of Redlands. As proponents of professional education and lifelong learning, individual members provide active service to the University community, foster an academic climate to enhance student achievement, and honor the traditions of liberal education.

Selection to the WLS is achieved through a student's application, accompanied by a 500-word essay, articulating his or her commitment to strengthen the mission and ideals of the Society, as well as a completed and signed questionnaire from three School of Business or School of Education faculty members, or two School of Business or School of Education faculty members and one current WLS student member. A minimum cumulative GPA of 3.5 and at least 12 credits completed at the University of Redlands are requisites for selection. All full-time faculty are invited to join the society. Adjunct faculty may join the organization by completing a brief questionnaire.

The Faculty 2001–2002

(Dates indicate first year of full-time service.)

J. Henry Acquaye, Associate Professor of Chemistry, 1992; B.S. University of Cape Coast, Ghana; M.S., Brock University, Ontario, Canada; Ph.D., State University of New York, Buffalo

Jeremy Anderson, Visiting Instructor of Philosophy, 2001; B.A., University of Redlands; M.A., University of California, Irvine

Nephelie Andonyadis, Associate Professor of Theatre, 2001; B.S., Cornell University; M.F.A., Yale University

Ralph M. Angel, Edith R. White Distinguished Professor of English and Creative Writing, 1981; B.A., University of Washington; M.F.A., University of California, Irvine

Benjamin Aronson, Assistant Professor of Biology, 1998; B.A. Williams College; Ph.D., Purdue University

Arturo Arias, Professor of Latin American Studies, 2000; B.A., M.A., Boston University; Ph.D., Ecole de Hautes en Sciences Sociales, Paris

Sangeeta Arora, Instructor of Business, 1995; B.Com., Sydenham College of Commerce and Economics; M.B.A., Northeast Louisiana University

Graeme Auton, Professor of Government, 1987; B.A., M.A., Ph.D., University of California, Santa Barbara

Rasool Azari, Assistant Professor of Business, 1997; B.S., California State University, Sacramento; M.S., University of California, Los Angeles; M.B.A., D.Sc., George Washington University

Julius Bailey, Assistant Professor of Religious Studies, 2001; B.A., Occidental College; M.A., University of North Carolina at Chapel Hill

Sunny JoAnn Baker, Assistant Professor of Business, 2000; B.A., M.A. San Jose State University; Ph.D., Arizona State University

Gregory H. Barton, Assistant Professor of History, 1999; B.A. Warner Pacific College; M.A. Portland State University; M.A., Ph.D., Northwestern University

Roger M. Baty, Professor of Anthropology, 1969; B.A., University of Montana; B.A., M.A., Merton College, Oxford University; Ph.D., Stanford University

Chris Beach, Associate Professor of Theatre, 1993; B.F.A., Virginia Commonwealth University; M.F.A., University of California, Los Angeles

Sawa Becker, Assistant Professor of Anthropology, 2000; B.A., Linfield College; M.A., University of Chicago, Illinois; Ph.D., University of Colorado, Boulder

Janet L. Beery, Professor of Mathematics, 1989; B.S., University of Puget Sound; M.A., Ph.D., Dartmouth College

James Bentley, Associate Professor of Mathematics, 2001; B.A., Pomona College; M.S., University of Washington; Ph.D., University of California, Riverside

Lee S. Bertrand, Lecturer in Business, 1999; B.S., M.B.A., Western Michigan University

Greg Bills, Assistant Professor of English and Creative Writing, 1998; B.A., University of Utah; M.F.A., University of California, Irvine

James R. Blauth, Associate Professor of Biology, 1999; B.A., Dartmouth College; Ph.D., Cornell University

Susan L. Blauth, Assistant Professor of Biology, 1999; B.S., Ph.D., Cornell University

Michael J. Bloxham, Professor of Mathematics, 1982; B.A., M.A., Ph.D., Cambridge University

Randall A. Bluffstone, Assistant Professor of Economics, 1999; B.S. Miami University; M.A., Ph.D., Boston University

Mary E. Boyce, Associate Professor of Business, 1990; B.A., University of Tennessee; M.A., Azusa Pacific University; Ph.D., The Fielding Institute

Hector Brasil-Laurenzo, Assistant Professor of Spanish, 2000; B.A., Brigham Young University; M.A., California State University, Los Angeles; M.A., University of California, Santa Barbara; Ph.D., The Ohio State University

The Faculty 2001–2002

- Francis T. Bright**, Associate Professor of French, 1993; B.A., University of Notre Dame; M.A., Ph.D., Cornell University
- Leslie Brody**, Assistant Professor of English and Creative Writing, 1998; B.A., San Francisco State University; M.A., Ph.D., University of Connecticut
- John Brownfield**, Professor of Art, 1965; B.F.A., Illinois Wesleyan University; M.F.A., Art Institute of Chicago
- Elaine S. Brubacher**, Professor of Biology, 1980; B.A., Mount Holyoke College; Ph.D., University of Michigan
- Leslie J. Canterbury**, Associate Librarian, 1990; B.A., M.L.S., University of Arizona
- Nancy E. Carrick**, Professor of English, 1980; B.A., M.A., Ph.D., University of Arizona
- Rochelle Casolaro**, Visiting Lecturer of Business, 2001; B.S., Wilmington College; M.H.A., Chapman University
- Kimberly Cass**, Associate Professor of Business, 2001; B.A., Colorado State University; M.S., University of Arizona; Ph.D., University of Arizona
- Joe Castino**, Associate Professor of Education, 1992; B.A., Colorado State University; M.A., San Diego State University; Ph.D., University of Pittsburgh
- Anne Cavender**, Woodrow Wilson Postdoctoral Fellow in the Humanities, 2000; B.A., Middlebury College; M.A., Ph.D., University of Washington
- Pani Chakrapani**, Associate Professor of Computer Science, 1985; B.S., M.S., University of Madras, India
- Mussaddequddin Chowdhury**, Associate Professor of Economics, 1994; B.S., M.S., University of Dhaka; M.A., Ph.D., University of Southern California
- Kirsti Copeland**, Woodrow Wilson Postdoctoral Fellow in the Humanities, 2001; A.B., Princeton University; M.T.S., Harvard Divinity School
- Portia Cornell**, Senior Lecturer in Mathematics, 1987; B.A., University of Redlands; M.A., Claremont Graduate University
- Patricia K. Cornez**, Lecturer in Computer Science, 1999; B.S., University of New Mexico; M.A., California State University, San Bernardino
- Richard N. Cornez**, Professor of Mathematics, 1988; B.S., Case Western Reserve University; M.S., Ph.D., University of New Mexico
- Aaron J. Cox**, Professor of Physics, 1970; B.S., M.S., University of New Mexico; Ph.D., University of Arizona
- Emily Culpepper**, Professor of Women's Studies and Religious Studies and Director of Women's Studies Program, 1989; B.A., Emory University; M.Div., Th.D., Harvard University
- Robert Denham**, Visiting Assistant Professor of Education, 2000; B.A., M.A.T., University of Redlands; Ph.D., Claremont Graduate University
- Alan DeWeerd**, Assistant Professor of Physics, 1998; B.S., University of California, Irvine; M.S., Ph.D., University of Wisconsin, Madison
- James Ducey**, Associate Professor of Physical Education, Head Women's Basketball Coach, Director of Men's and Women's Tennis, 1991; B.S., University of Redlands; M.S., Claremont Graduate University
- Robert Y. Eng**, Professor of History, 1980; B.A., Pomona College; M.A., Ph.D., University of California, Berkeley
- Hamid Falatoon**, Associate Professor of Business, 1991; B.A., National Iranian Oil Company College; M.B.A., California State Polytechnic University, Pomona; Ph.D., Texas A&M University
- Pavel Farkas**, Artist Professor of Music, 1994; Bratislava Conservatory and Academy of Music
- Rafat Fazeli**, Associate Professor of Economics, 1989; B.S., Tehran University; M.A., Ph.D., New School for Social Research
- Anne-Marie Feenberg**, Associate Professor of Business, 1995; Licence d'Anglais, Diplome d'Etudes Superieures, University of Paris, Sorbonne; Ph.D., University of California, San Diego

The Faculty 2001–2002

- Lawrence Finsen**, Professor of Philosophy, 1979; B.A., Lake Forest College; Ph.D., State University of New York at Buffalo
- Caryl A. Forristall**, Associate Professor of Biology, 1994; B.S., Newton College; Ph.D., University of California, Berkeley
- Allison Fraiberg**, Associate Professor of Business, 1996; B.A., McGill University; M.A., Tulane University; Ph.D., University of Washington
- Carol Ann Franklin**, Professor of Education, 1976; B.S., Indiana University; M.A., Western Michigan University; Ed.D., Indiana University
- Candice Fredrick**, Visiting Assistant Professor of Education, 2000; B.A., University of Massachusetts, M.T.S., Harvard University; Ph.D., Claremont Graduate University
- Lorenzo Garbo**, Associate Professor of Economics, 1996; Laurea in Economics, University of Venice; M.A., M.Phil., Ph.D., Columbia University
- Patricia Geary**, Associate Professor of English and Creative Writing, 1987; B.A., Vassar College; M.F.A., University of California, Irvine
- Valerie Gilman**, Assistant Professor of Art, 1999; B.A., Earlham College; M.F.A., The School of the Art Institute of Chicago
- John Glover**, Assistant Professor of History, 2000; B.A., Bradley University; M.A., Ph.D., University of Illinois at Chicago
- Susan B. Goldstein**, Associate Professor of Psychology, 1990; B.A., Oberlin College; M.A., Ph.D., University of Hawaii
- Olga González**, Professor of Spanish, 1969; D.L., University of Havana; M.A., Ph.D., University of California, Riverside
- Frances Grace**, Assistant Professor of Religious Studies, 1999; B.S., B.A., Harding University; M.A., University of Texas, Austin; M.Div., Austin Presbyterian Theological Seminary; Th.M, Ph.D., Princeton Theological Seminary
- Gerald M. Groshek**, Associate Professor of Business, 1999; B.A., Valparaiso University; M.A., Ph.D., University of Denver
- Thomas F. Gross**, Professor of Psychology, 1980; B.A., University of California, Berkeley; M.A., California State University, Fresno; Ph.D., University of Maine
- Lamont C. Hempel**, Professor of Environmental Studies, 1999; B.A., University of Minnesota, Minneapolis; M.A., Ph.D., Claremont Graduate University
- Jorge Hernandez**, Visiting Assistant Professor of Spanish, 2001; B.A., M.A., University of California, Irvine; M.A., Ph.D., Cornell University
- Veronica Herrera**, Lecturer in Spanish, 2000; Professor of State, Catholic University, Santiago, Chile
- S. Eric Hill**, Assistant Professor of Physics, 2001; B.A., Carleton College
- Paula Horner**, Assistant Professor of Communicative Disorders, 2001; B.A., M.S., Minot State University; Ph.D. Ohio State University
- Robert C. Howlett**, Visiting Professor of Business, 2000; B.A., Occidental College; M.B.A., Pepperdine University
- Robert N. Hudspeth**, Professor of English, 1992; A.B., University of Texas; M.A., Ph.D., Syracuse University
- William B. Huntley**, Will C. and Effie M. Crawford Professor of Religion, 1974; B.A., Duke University; B.D., Yale University; Ph.D., Duke University
- Claudia Ingram**, Associate Professor of English and Director of Composition, 1997; B.A., St. John's College; J.D., University of California, Berkeley; M.A., Ph.D., University of Oregon
- Robert J. Jackson**, Fletcher Jones Professor of American Politics, 1997; B.A., M.A., University of Western Ontario; Ph.D., Oxford University
- Angela Jelliffe**, Assistant Professor of Music, 2001; B.A., University of Redlands; M.A., California State University, Los Angeles; Ph.D., University of California, Los Angeles
- Kathie Jenni**, Professor of Philosophy, 1988; B.A., University of Montana; M.A., Ph.D., University of California, Irvine

Xinyan Jiang, Assistant Professor of Philosophy, 2000; B.A., M.A., Peking University; M.A., Ph.D., University of Cincinnati

Mahmoud A. Kaboudan, Associate Professor of Business, 2001; B.S., Cairo University, M.A., Ph.D., West Virginia University; M.B.A., Marshall University

Stacy Kamehiro, Assistant Professor of Art, 1998; B.A., University of California, San Diego; M.A., University of California, Los Angeles; Ph.D., University of California, Los Angeles

Yukiko Kawahara, Assistant Professor of Asian Studies, 1999; B.A., Hiroshima Jogakuin College; M.A., Ph.D., University of Arizona

James H. Keays, Professor of Music, 1972; B.S., University of Redlands; B.M., M.M., D.M.A., University of Illinois

Jennifer D. Keene, Assistant Professor of History, 1996; B.A., M.A., The George Washington University; Ph.D., Carnegie Mellon University

Karen Kemp, Associate Professor of Environmental Studies, 2000; B.Sc., University of Calgary; M.A., University of Victoria; Ph.D., University of California, Santa Barbara

William Kennedy, Associate Librarian, 1980; B.A., University of Redlands, M.S.L.S., University of Southern California

Daniel Kiefer, Associate Professor of English, 1991; B.A., Boston University; M.A., Ph.D., Yale University

Allen Killpatrick, Professor of Mathematics, 1969; A.B., Millikin University; Ph.D., Brigham Young University

Angelynn King, Associate Librarian, 1996; B.A., University of Virginia; M.L.S., Catholic University of America

Heather King, Visiting Assistant Professor of English, 2000; B.A., Boston University; M.A., Ph.D., University of Wisconsin-Madison

Alexander Koonce, Associate Professor of Mathematics, 1993; B.A., Dartmouth College; Ph.D., Stanford University

Timothy P. Krantz, Assistant Professor of Environmental Studies, 1997; B.A., University of Redlands; M.A., Stanford University; Ph.D., University of California, Berkeley

Barbara McEwan Landau, Associate Professor of Education, 1999; B. of Ed., University of Toledo; Ed.D., Oregon State University

Sharon D. Lang, Assistant Professor of Sociology and Anthropology, 1997; B.A., Boston University; M.A., Ph.D., Harvard University

Victoria A. Lewis, Assistant Professor of Theatre, 2000; B.A., Dunbarton College; M.A., Columbia University Teachers College; Ph.D., University of California, Los Angeles

Qingfeng Liu, Instructor of Business, 2001; Bachelor of Economics, Shenzhen University; M.B.A., University of Kansas

Louanne Fuchs Long, Professor of Music, 1962; B.M., Oberlin College Conservatory of Music; M.M., Northwestern University

Teresa Longin, Assistant Professor of Chemistry, 1998; B.S., Ithaca College; Ph.D., California Institute of Technology

Denise M. MacNeil, Assistant Professor of Business, 1999; B.A., Evergreen State College; M.A., M.F.A., Chapman University; Ph.D., Claremont Graduate University

Joseph Magedanz, Visiting Assistant Professor of German, 2000; B.A., Yankton College; M.A., Ph.D., University of Nebraska-Lincoln

James R. Malcolm, Professor of Biology, 1981; B.A., Oxford University; Ph.D., Harvard University

Joy Manesiotis, Associate Professor of English and Creative Writing, 1989; B.F.A., Virginia Commonwealth University; M.F.A., Warren Wilson College

Frank Marvasti, Professor of Business Administration, 1987; B.S., M.S., Ph.D., Rensselaer Polytechnic Institute

The Faculty 2001–2002

- Michael C. Maynard**, Professor of Physical Education and Head Football Coach, 1988; B.S., Illinois Wesleyan University; M.S., United States Sports Academy
- Donald W. McCormick**, Associate Professor of Business, 1999; B.A., University of California, Santa Cruz; Ph.D. Case Western Reserve University
- William E. McDonald**, Professor of English and Hunsaker Distinguished Teaching Chair, 1969; B.A., Colgate University; M.A., Ph.D., Claremont Graduate University
- Penny McElroy**, Professor of Art, 1986; B.A., Alma College; M.F.A., University of Wisconsin, Madison
- Marjo Mitsutomi**, Assistant Professor of Education, 1998; B.A., Anderson University; Ph.D., Ball State University
- Wali I. Mondal**, Associate Professor of Business, 2000; B.A., M.A., Rajshahi University; M.A., Boston University; Ph.D., Ohio State University
- Ronald D. Morgan**, Clinical Professor of Education, 1999; B.S., M.S., Loma Linda University; Ed.D., La Sierra University
- Steven Morics**, Associate Professor of Mathematics, 1995; B.A., St. Olaf College; M.S., Ph.D., University of Virginia
- Barbara J. Morris**, Assistant Professor of Government, 1996; B.A., San Diego State University; M.A., C. Phil., Ph.D., University of California, Santa Barbara
- Judith A. Morrison**, Professor of Communicative Disorders, 1981; B.A., Washington State University; M.S., University of Washington
- Daniel Murphy**, Associate Professor of Music, 1993; B.M., Hartt School of Music; M.M., University of Rhode Island; D.M., University of Colorado
- Barbara Murray**, Associate Professor of Chemistry, 1993; B.A., M.A., M.S., Stephen F. Austin State University; Ph.D., University of Illinois, Urbana
- Klaus Musmann**, Librarian and Director of Armacost Library, 1984; B.A., Wayne State University; M.A.L.S., University of Michigan; M.A., Michigan State University; Ph.D., University of Southern California
- Anna Marie Napoli**, Associate Professor of Psychology, 1969; B.A., Queens College; M.S., Ph.D., Tulane University
- Jeanne M. Neil**, Visiting Lecturer in Business Administration and Accounting, 1999; B.A., M.B.A., California State University, San Bernardino
- Michael Ng-Quinn**, Professor of Government, 1985; B.A., University of Chicago; Ph.D., Harvard University
- Christopher J. Niggle**, Professor of Economics, 1983; B.A., Arizona State University; M.A., New School for Social Research; Ph.D., University of California, Riverside
- Tyler E. Nordgren**, Assistant Professor of Physics, 2001; B.A., Reed College; M.S., Ph.D., Cornell University
- Kathy J. Ogren**, Professor of History and Director of Johnston Center for Integrative Studies, 1985; B.A., Scripps College; M.A., Ph.D., The Johns Hopkins University
- Kevin O'Neill**, Professor of Philosophy, 1969; A.B., Georgetown University; M.A., Ph.D., Yale University
- Keith Osajima**, Associate Professor of Education and Director of Race and Ethnic Studies, 1995; B.A., M.A., Ph.D., University of California, Berkeley
- Jack Osborn**, Hunsaker Endowed Chair of Management, Professor of Business Administration and Accounting, 2001; L.L.B., University of Edinburgh; L.L.B., Christ's College
- David E. Petrie**, Instructor of Business, 1999; B.S., Colorado State University, Fort Collins; M.S., Claremont Graduate University; M.B.A., University of Colorado, Boulder
- Roberto Pedace**, Assistant Professor of Economics, 2001; B.A., California State University, San Bernardino; Ph.D., University of California, Riverside
- Barbara Pflanz**, Professor of German, 1964; B.A., University of Pennsylvania; M.A., University of Washington; Diploma, Staatliche Hochschule für Musik, Berlin; D.M.A., University of Southern California

The Faculty 2001–2002

James B. Pick, Professor of Business, 1991; B.A., Northwestern University; M.S.Ed., Northern Illinois University; Ph.D., University of California, Irvine

Marcela Pierola, Lecturer in Spanish, 2000; B.A., M.A., California State University, Los Angeles

Laura Polich, Assistant Professor of Communicative Disorders, 1999; B.A., M.S., University of Washington, Seattle; M.S. Eastern Washington University; Ph.D., University of Texas, Austin

Fredric E. Rabinowitz, Professor of Psychology, 1984; B.A., Ithaca College; M.A., Loyola College; Ph.D., University of Missouri, Columbia

Julie Ann Rathbun, Assistant Professor of Physics, 2001; B.S., State University of New York at Buffalo; M.S., Ph.D., Cornell University

Phillip R. Reffeldt, Professor of Music, 1969; B.M., University of Arizona; M.M., Mt. St. Mary's College; D.M.A., University of Michigan

Cheryl A. Rickabaugh, Professor of Psychology, 1988; B.A., California State University, Los Angeles; M.A., Ph.D., University of California, Riverside

Jeffrey H. Rickard, Associate Professor of Music and Director of University Choir, 1970; B.M., M.M., University of Redlands

Larry Rider, Professor of Communicative Disorders, 1973; B.S., Winona State College; M.S., Colorado State University; Ph.D., University of Wisconsin, Madison

Lydia Rivera, Clinical Professor of Education, 1998; B.A., M.A., California State University, Los Angeles; Ph.D., University of California, Riverside

Thomas C. Rohrer, Associate Professor of Business, 1993; B.S., Gannon University; M.B.A., University of Toledo; Ph.D., University of Auckland, New Zealand

G. Keith Roberts, Visiting Assistant Professor of Business, 2001; B.B.A., J.D., University of Oklahoma; L.L.M. George Washington University

Justin Saldana, Assistant Professor of Education, 1999; B.A., California State University, Sacramento; M.A., National University; Ph.D. Universidad Nacional Autonoma de Aguascalientes

Linda Salem, Associate Librarian, 1992; B.A., Wichita State University; M.L.S., Emporia State University

James A. Santos, Professor of History and Farquhar Professor of the American Southwest, 1981; B.A., M.A., California State University, Fresno; Ph.D., University of California, Berkeley

Sara Schoonmaker, Associate Professor of Sociology, 1995; B.A., Earlham College; Ph.D., Boston College

David P. Schrum, Assistant Professor of Chemistry, 1999; B.S., University of Wisconsin, Stevens Point; Ph.D., Purdue University

Keith Schubert, Visiting Assistant Instructor of Computer Science, 2000; B.S., University of Redlands; M.S., University of California, Los Angeles

W. Hubbard Segur, Professor of Business, 1989; B.S., Trinity College; M.A., Bowdoin College; M.S., Ph.D., University of California, Davis

Jodye Selco, Professor of Chemistry, 1987; B.S., University of California, Irvine; Ph.D., Rice University

Lorraine Troy Sheffield, Visiting Assistant Professor of Education, 2000; B.A., Willamette University; M.A.T., Alaska Pacific University; Ed.D., University of Southern California

Julia Ferrè Shuler, Associate Professor of Communicative Disorders and Clinical Supervisor, 1994; B.A., University of Redlands; M.S. University of Washington, Seattle

Francisco Silva, Assistant Professor of Psychology, 1996; B.A., M.A., Ph.D., University of Manitoba

Linda Silveira, Associate Professor of Biology, 1993; B.S. Cornell University; Ph.D., University of California, Berkeley

Alisa Slaughter, Visiting Lecturer in English, 2000; M.A., University of Arizona; M.F.A., Warren Wilson College

The Faculty 2001–2002

- Danièle Chatelain Slusser**, Associate Professor of French, 1990; Licence, M.A., Université de Strasbourg; M.A., Ph.D., University of California, Riverside
- Eddie R. Smith**, Professor of Music, 1991; B.M.E., Florida State University; M.A., University of South Florida; Ph.D., Florida State University
- Gary H. Smith**, Professor of Physical Education and Head Men's Basketball Coach, 1971; B.A., M.S., University of Redlands
- Lowell Kent Smith**, Professor of Biology, 1967; B.A., Knox College; Ph.D., Stanford University
- Suzette Soboti**, Assistant Professor of Athletics and Physical Education, 1998; B.A., Skidmore College; M.A., Montclair State University
- Susan Sordon**, Professor of Communicative Disorders, 1970; B.S., Miami University, Ohio; M.A., Ph.D., Northwestern University
- David P. Soulsby**, Instructor in Chemistry, 2001; B.Sc., Lancaster University
- William Southworth**, Professor of Speech and Debate Coach, 1972; B.A., San Fernando Valley State College; M.A., University of California, Los Angeles
- James C. Spee**, Associate Professor of Business, 1995; B.S., University of Washington; M.B.A., Ph.D., Claremont Graduate University
- James V. Spickard**, Associate Professor of Sociology, 1989; B.A., Stanford University; M.A., New School for Social Research; Ph.D., Graduate Theological Union
- Michael F. Sproul**, Visiting Assistant Professor of Economics, 2001; B.A., M.A., Ph.D., University of California, Los Angeles
- Vernon Stauble**, Visiting Assistant Professor of Business Administration and Accounting, 2000; B.A., California State University, San Bernardino; M.B.A., University of California, Riverside; Ph.D., Claremont Graduate University
- Robert Lee Stuart**, Professor of English, 1969; B.A., Stanford University; Th.M., School of Theology at Claremont; M.A., Ph.D., Stanford University
- Arthur G. Svenson**, Professor of Government, 1981; B.A., California State University, Fresno; M.A., Ph.D., University of California, Santa Barbara
- Jean Swanson**, Librarian, 1987; B.A., Syracuse University; M.L.S., Rutgers University
- David Tharp**, Associate Professor of History, 1982; B.A., M.A., Ph.D., Indiana University
- Melissa Tosh**, Assistant Professor of Music, 1999; B.M., M.A., California State University, Sacramento; D.M.A., University of Oregon
- Judith A. Tschann**, Professor of English, 1978; B.A., University of Minnesota; M.A., Ph.D., State University of New York at Stony Brook
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- Tamara B. Veenstra**, Assistant Professor of Mathematics, 2001; B.S., University of North Carolina, Chapel Hill; A.M., Ph.D., Dartmouth College
- Daniel B. Wacks**, Associate Professor of Chemistry, 1991; B.A., Northwestern University; Ph.D., University of California, Berkeley
- Christopher N. Walker**, Professor of Communicative Disorders, 1978; B.A., California Lutheran College; M.A., California State University, Northridge; Ph.D., University of Iowa
- Patricia L. Wasielewski**, Professor of Sociology and Women's Studies, 1982; B.S., Northern Arizona University; M.A., Ph.D., Washington State University
- Stephen I. Welborn**, Professor of Accounting, 1982; B.S., M.P.A., Mississippi State University; C.P.A., New York
- Kimberly Welch**, Assistant Professor of Latin American Studies, 2000; B.A., Rutgers University; M.A., University of Minnesota; Ph.D., University of California, San Diego

Thomas T. Whittemore, Associate

Professor of Physical Education and
Aquatics Coach, 1989; B.A., Claremont-
McKenna College; M.A., Claremont
Graduate University

Cynthia Wineinger, Associate Professor
of Communicative Disorders, 1990; B.S.,
Northwestern University; M.S.,
University of Redlands

Edward Wingenbach, Assistant Professor
of Government, 2000; B.A., Lake Forest
College; Ph.D., University of Notre Dame

Mara B. Winick, Associate Professor of
Business Administration, 1991; B.A.,
Trinity University; M.B.A., University of
Texas, San Antonio; Ph.D., Texas A&M
University

Tekle M. Woldemikael, Associate
Professor of Sociology and Anthropology,
1994; B.A., Addis Ababa University; M.A.,
Ph.D., Northwestern University

John M. Ysursa, Visiting Assistant
Professor of History, 1998; B.A., Boise
State University; M.A., Ph.D., University
of California, Riverside

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A. Keith Barnes, Emeritus Hunsaker Professor of Management, 1984–1997

Wayne R. Bohrnstedt, Professor Emeritus of Music, 1953–1993

Douglas Bowman, Professor Emeritus of Religion, 1969–1997

Frederick S. Bromberger, Professor Emeritus of English, 1948–1984

Richard F. Carlson, Professor Emeritus of Physics, 1967–2001

Margaret Clark, Associate Professor Emerita of Art, 1948–1970

Eileen Cotter, Associate Professor Emerita of English, 1969–1978

Alice B. Crabtree, Librarian Emerita, 1959–1977

Frances Crenshaw, Acquisition Librarian Emerita, 1953–1968

Vernon E. Dornbach, Professor Emeritus of Art, 1957–1986

Maurice J. Durall, Professor Emeritus of Communicative Disorders, 1967–1999

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Marcia L. Halvorsen, Professor Emerita of Economics, 1975–1996

Lawrence Harvill, Professor Emeritus of Engineering and Applied Mathematics, 1964–1998

James D. Hester, Emeritus Will C. and Effie M. Crawford Professor of Religion, 1967–1998

J. Leland Hollenberg, Professor Emeritus of English, 1959–2001

Howard S. Hurlbut, Professor Emeritus of English/Russian Studies, 1963–1991

Jerome H. Johnson, Professor Emeritus of Engineering, 1958–1977

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Harold D. Kirchner, Professor Emeritus of Business Administration, 1954–1983

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Paul Little, Professor Emeritus of Theatre Arts, 1970–1986

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Josette Melzer, Professor Emerita of French, 1969–1993

Leon F. Moburg, Professor Emeritus of Art, 1958–1992

Eugene Ouellette, Professor Emeritus of Communicative Disorders, 1964–1997

Yasuyuki Owada, Professor Emeritus of Anthropology and Director of Johnston Center for Integrative Studies, 1969–1999

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Alexandra Pierce, Professor Emerita of Music, 1968–2001

Rebecca Rio-Jelliffe, Professor Emeritus of English, 1958–1996

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Ted Runner, Professor Emeritus of Physical Education, 1953–1988

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- Bijan Massrouf**; D.B.A., United States International University, San Diego
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- Todd E. Menzing**; M.A., University of California, San Diego
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- Sally Norton**; Ph.D., University of Southern California
- Judy Olson**; Ph.D., University of California, Irvine
- Shahrokh Parvini**; M.S., Oklahoma State University
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- Kathleen C. Pinckard**; J.D., Western State University College of Law
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- Karin Reiakvam**; J.D., Western State University College of Law
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- Kevin Rice**; M.B.A., University of La Verne
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- Harry Lee Sharp**; M.S., University of Southern California
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- Adolf Singh**; M.I.M., American Graduate School of International Management
- James C. Sikra**; Ph.D., Rutgers University
- Ahmad Sohrabian**; Ph.D., University of California, Santa Barbara
- Roland Sprague**; M.S., Pennsylvania State University
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- Barbara Switzer**; M.Ed., University of Arizona
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- Lawrence F. Walsh**; Ph.D., University of California, Berkeley
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- Kraig Westra**; M.B.A., University of Southern California
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Northwestern University

Donald W. Beckie, Director of the School
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M.M., D.M., Indiana University

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Ph.D., University of California, Riverside

Kathy J. Ogren, Director of Johnston
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M.B.A., Ph.D., Syracuse University

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M.A., University of Redlands

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Center; B.C., Dalhousie University;
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M.A., University of Redlands

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Chief Information Officer; B.S., Arya-Mehr
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Jack VanderKnyff, Private Consultant, Oceanside

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W. Richard West, Director, National Museum of the American Indian, Smithsonian Institution, Washington, D.C.

Margaret B. Wilkerson, Director, Media, Arts & Culture, The Ford Foundation, New York

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Legal Statements

ACCREDITATION

The University of Redlands is accredited by the Western Association of Schools and Colleges and has, in addition, programmatic accreditation by the National Association of Schools of Music, the American Speech-Language-Hearing Association, and the American Chemical Society. The University is approved by the Commission on Teacher Credentialing for the State of California.

STATEMENT REGARDING CHANGES

The University generally reserves the right to modify, delete, or supplement the terms, provisions, or policies set forth or referred to in this *Catalog*.

FACILITIES AND SERVICES FOR DISABLED STUDENTS

The University has taken action to ensure that its educational program is accessible to disabled students.

Ramps in parking lots and buildings permit general mobility of disabled students on campus, and easily accessible parking spaces are reserved for disabled students.

Classes will be scheduled to provide disabled students the same opportunity as other students to choose from the wide variety of classes offered. Reasonable accommodations for quizzes, examinations, and other course evaluations are available to students who have sensory, manual, or speaking disabilities. Disabled students may use electronic aids in classrooms and/or guide dogs in campus buildings. The University makes housing available to disabled students that is convenient, accessible, comparable to, and integrated with other student housing.

The Armacost Library and all student services are fully accessible. When no direct access to wheelchairs is available, Office of Financial Aid personnel and all other administrative offices arrange to meet with differently abled students at readily accessible locations on campus.

The University has a general policy prohibiting discrimination on the basis of disability, thus ensuring full participation of disabled students in all campus activities,

including extracurricular activities. This includes membership in fraternities and sororities.

NOTICE OF NON-DISCRIMINATION

The University is committed to the position that all students, faculty, employees, and applicants shall receive equal consideration and treatment. All student, faculty, and staff recruitment is on the basis of the qualifications of the individual for the positions being filled regardless of race, color, religion, national origin, age, sex, marital status, sexual orientation, non-disqualifying disability, or whether the individual is a disabled veteran or a veteran of the Vietnam Era.

The University fully conforms to state and federal laws and regulations such as Executive Order 11246 as amended, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 as amended, Title IX of the Education Amendments of 1972, as well as the Americans with Disabilities Act of 1990 (ADA), and regulations issued thereunder, which bar discrimination on the basis of race, color, religion, national origin, age, sex, marital status, non-disqualifying disability, or status as a disabled veteran or a veteran of the Vietnam Era.

Under the American with Disabilities Act (ADA), the University will make reasonable accommodations on an individual basis for the known physical and mental limitations of a qualified individual with a disability, unless the provision of such an accommodation imposes an undue hardship on the University, all as defined in the ADA and its regulations.

The University of Redlands has been and remains committed to acting affirmatively to ensure equal opportunity. The objective of the Equal Opportunity Program is, wherever possible, to recruit actively and include for consideration for employment and as prospective students, members of minority groups, females, veterans, and the disabled. All decisions on employment and promotions must be made solely on the individual's merits and qualifications as compared with bona fide occupational requirements, which

Legal Statements

take into account any reasonable adjustments for the job in question.

Personnel actions are analyzed to ensure the adherence of the policies described above. Regular reports are prepared for review of compliance.

Inquiries concerning the application of University policies or federal and state laws and regulations described above should be made to the Human Resources/Equal Opportunity Office (909-335-4040).

University of Redlands

P.O. Box 3080

Redlands, CA 92373-0999

FAX: (909) 335-5154

STUDENT RIGHT-TO-KNOW ACT

Information on the University of Redlands graduation and retention rates, disclosed in compliance with the Student Right-to-Know Act, Public Law 101-542, as amended, may be obtained by writing to the Office of the Registrar, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999.

The University of Redlands undergraduate degree programs are normally completed in four years. The University of Redlands offers no athletically related financial aid.

JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT

In response to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Department of Education (DOE) requires that all eligible institutions participating in any program under section

485(f) of the Higher Education Act must prepare, publish, and distribute, through appropriate publications and mailings, to all current students and employees, and to any applicant for enrollment or employment, upon request an annual security report. In support of this, the University Public Safety Office publishes an annual security report that includes all reportable crime statistics and campus security policies. All notices and disclosures for the annual security report are sent to all enrolled or prospective students, and current or prospective employees of the University. The annual security report is also made available to students and employees from the offices of Public Safety, Student Life, Human Resources, Financial Aid, and Admissions. The crime statistics provided cover the most recent calendar year, along with the two preceding years.

Additional information concerning the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act can be obtained by contacting the University of Redlands Public Safety Office, (909) 335-4000.

NOTICE OF EQUITY IN ATHLETICS

In accordance with the requirements of the Equity in Athletics Disclosure Act, the University of Redlands has prepared an annual report on its intercollegiate men's and women's athletic program participation rates and financial support data. The report is on file with and may be obtained by any student, prospective student, or member of the public from the Office of the Athletic Director and the Office of the Registrar.

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Communication with the University

General information address:

1200 E. Colton Ave., P.O. Box 3080
Redlands, California 92373-0999

Telephone number:

Visit the U of R Website at:

www.redlands.edu

(909) 793-2121

University-wide Offices

Academic Affairs	335-4072
Academic Computing	335-4029
Alumni Relations	335-4011
Armacost Library	1-800-992-8637
Financial Aid	335-4047
Gifts to the University	793-2121, Ext. 3840
Housing, Student Life	335-4053
President's Office	793-2121, Ext. 3390
Public Events, Use of Facilities	335-5294
Public Relations	335-4070
Public Safety, Parking	335-4000
Registrar	335-4054

College of Arts and Sciences

Academic Programs—Dean's Office	335-4080
Admissions Advising and Processing (Undergraduate only)	335-4074
Admissions and Financial Aid (Undergraduate only)	1-800-455-5064
Graduate Admissions	
Communicative Disorders	335-4061
Music	335-4014

School of Business

Academic Programs—Dean's Office	335-4041
Admissions Processing	335-4056
Assessment Center	335-4017
Extended Studies	335-4036
Student Accounts	335-4026

Pre-admission counseling

Inland Empire	335-4060
San Fernando Valley	(818) 884-3600
Los Angeles	(310) 523-2727
Orange County	(714) 833-2006
San Diego	(619) 284-9292

School of Education

Academic Programs—Dean's Office	335-4010
Admissions Processing	335-4056
Student Accounts	335-4026
Extended Studies	335-4036